

Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Kentucky 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | RI.6.4. | 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. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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| STRAND | | |
|----------------------------|-------------------------|---|
| Composition—Grade 6 | | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| STRAND | | |
|----------------------------|-------------------------|--|
| Composition—Grade 6 | | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or 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 | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| STRAND | | |
|-------------------------|--------------------------------|--|
| Language—Grade 6 | | |
| CATEGORY / GOAL | Vocabulary Acquisition and Use | |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

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| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.6.4.d. | 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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Kentucky Academic Standards

Language Arts

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

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| EXPECTATION | 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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STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

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| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
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STRAND **Reading Standards for Informational Text—Grade 7**

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|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
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| EXPECTATION | 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 word choices on meaning and tone. |
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STRAND **Reading Standards for Informational Text—Grade 7**

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|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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STRAND**Composition—Grade 7**

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|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.a. | Create sentences using correctly placed clauses and phrases. |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
| STRAND | | Language—Grade 7 |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards**Language Arts**

STRAND**Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND**Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |

STRAND**Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | 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. |

STRAND**Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |

STRAND**Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

STRAND**Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or 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 | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| STRAND | Language—Grade 8 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

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| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

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| STRAND | Reading Standards for Informational Text—Grade 6 | |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-----------------|--|---|
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| STRAND | Reading Standards for Informational Text—Grade 6 | |
| CATEGORY / GOAL | | Key Ideas and Details |

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
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| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
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| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or 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 | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND Composition—Grade 6

| | | |
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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 6

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 6**

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|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
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STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
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STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
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| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 03: Unit 2 Writing from Notes, p. 27-32

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|------------------------|--|----------------------------|
| CATEGORY / GOAL | | Craft and Structure |
|------------------------|--|----------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
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| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
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STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.6.2. | When writing: |

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| INDICATOR | L.6.2.a. | Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|----------------------|--------|--|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.2 | Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| EXPECTATION | L.8.2. | When writing: |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.2.a. | Demonstrate appropriate use of punctuation to indicate a pause or break. |
|-----------|----------|--|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND Composition—Grade 6

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 6

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|----------------------|--------|--|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
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| | | |
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| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 05: Unit 3 Retelling Narrative Stories, p. 41-50

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|------------------------|--|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|------------------------|--|--|

| | | |
|-----------------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |
|-----------------------------|---------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | RL.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Range of Writing |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND Language—Grade 6

| Category / Goal | Vocabulary Acquisition and Use | |
|----------------------|--------------------------------|---|
| Standard / Organizer | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| Expectation | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| Indicator | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
|-------------|---------|--|

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND Composition—Grade 7

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
|-------------|---------|---|

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|
| | | |

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |

| | | |
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| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 8**

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|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.8.4.d. | 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 06: Unit 3 Retelling Narrative Stories, p. 51-60

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
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| | | |
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| EXPECTATION | 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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STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
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| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |
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STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RL.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
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| | | |
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| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.c. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. |
| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

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|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

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| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.6.5. | Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. |

| | | |
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| INDICATOR | L.6.5.b. | Use the relationship between particular words to better understand each of the words. |
|-----------|----------|---|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

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| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
|-------------|---------|--|

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.c. | Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-----------------|----------------------------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 7 | |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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|----------------------|-------------------------|---|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.7.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

INDICATOR L.7.5.b. Use the relationship between particular words to improve understanding.

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RL.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |

STRAND Reading Standards for Literature—Grade 8

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.c. | Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. |
| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|--------------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|--------------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|--------------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|--------------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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. |

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.5 | Students will demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.8.5. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| INDICATOR | L.8.5.b. | Use the relationship between particular words to better understand each of the words. |

Kentucky Academic Standards**Language Arts****Grade 6 - Adopted: 2019****STRAND****Reading Standards for Literature—Grade 6**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND**Reading Standards for Literature—Grade 6**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |

STRAND**Reading Standards for Literature—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

EXPECTATION**RL.6.10.**

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR**C.6.1.a.**

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

INDICATOR**C.6.1.e.**

Establish and maintain a formal style.

INDICATOR**C.6.1.g.**

With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION

C.6.7.

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR

L.6.1.c.

Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

INDICATOR

L.6.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR

L.6.4.c.

Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR

L.6.4.d.

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.

Kentucky Academic Standards**Language Arts****Grade 7 - Adopted: 2019****STRAND****Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND**Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION

RL.7.2.

Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND**Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

EXPECTATION

RL.7.6.

Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

STRAND**Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

EXPECTATION

RL.7.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR

C.7.1.a.

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

INDICATOR

C.7.1.e.

Establish and maintain a task appropriate writing style.

INDICATOR

C.7.1.g.

With some guidance, 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.

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
|--------------------|----------|---|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|--|
| EXPECTATION | RL.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| Category / Goal | | Text Types and Purposes |
|----------------------|----------|---|
| Standard / Organizer | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Expectation | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| Indicator | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| Indicator | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| Category / Goal | | Text Types and Purposes |
|----------------------|----------|---|
| Standard / Organizer | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| Indicator | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| Indicator | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| Indicator | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |
| Indicator | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 8

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |

| | | |
|-------------|--------|--|
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
|-------------|--------|--|

| | | |
|-----------|----------|---|
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |
|-------------|---------|---|

STRAND**Reading Standards for Literature—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

EXPECTATION**RL.6.10.**

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR**C.6.1.a.**

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

INDICATOR**C.6.1.e.**

Establish and maintain a formal style.

INDICATOR**C.6.1.g.**

With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

INDICATOR**C.6.2.a.**

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

INDICATOR**C.6.2.c.**

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

INDICATOR**C.6.2.h.**

With some guidance, 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.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |

| | | |
|--------------------|----------|---|
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Range of Writing |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 6

| | | |
|----------------------|----------|---|
| Category / Goal | | Conventions of Standard English |
| Standard / Organizer | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| Expectation | L.6.1. | In both written and oral expression: |
| Indicator | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |

STRAND Language—Grade 6

CATEGORY / GOAL Vocabulary Acquisition and Use

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION

RL.7.2. Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

EXPECTATION

RL.7.6. Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------|--|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|-----------------|--|---|

| | | |
|-----------------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |
|-----------------------------|---------|--|

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| | | |
|-----------------------------|---------------------------------------|---|
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | Vocabulary Acquisition and Use | |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |

| | | |
|--------------------|----------|--|
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|------------------------------|--|
| CATEGORY / GOAL | Key Ideas and Details | |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION RL.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|------------------------------|---|
| CATEGORY / GOAL | Key Ideas and Details | |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION RL.8.2. Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|------------------------|----------------------------|--|
| CATEGORY / GOAL | Craft and Structure | |
|------------------------|----------------------------|--|

| | | |
|-----------------------------|---------------|--|
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
|-----------------------------|---------------|--|

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|----------------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

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

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 09: Unit 4 Summarizing a Reference, p. 81-88

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | RI.6.4. | 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. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------|--|-------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|----------------------|--------|---|

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|-------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------|--|-------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
|----------------------|--------|--|

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
|-------------|--------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|------------------------------|---|
| CATEGORY / GOAL | Key Ideas and Details | |
| | STANDARD / ORGANIZER | GP.R.1 Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|------------------------------|---|
| CATEGORY / GOAL | Key Ideas and Details | |
| | STANDARD / ORGANIZER | GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|-----------------------------|---|
| CATEGORY / GOAL | Craft and Structure | |
| | STANDARD / ORGANIZER | GP.R.4 Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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 word choices on meaning and tone.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|--|--|
| CATEGORY / GOAL | Range of Reading and Level of Text Complexity | |
| | STANDARD / ORGANIZER | GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

CATEGORY / GOAL **Text Types and Purposes**

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|----------------------|--------|---|

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|-------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| | | |
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| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

CATEGORY / GOAL **Text Types and Purposes**

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
|----------------------|--------|--|

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
|-------------|--------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

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| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| | | |
|----------------------|---------------------------------------|---|
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | Vocabulary Acquisition and Use | |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|------------------------------|--|
| CATEGORY / GOAL | Key Ideas and Details | |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION RI.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|------------------------------|--|
| CATEGORY / GOAL | Key Ideas and Details | |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.8.2. Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|----------------------------|--|
| CATEGORY / GOAL | Craft and Structure | |
|-----------------|----------------------------|--|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|---|

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

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

STANDARDS FOR MATHEMATICAL PRACTICE

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND Composition—Grade 8

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| Expectation | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND Language—Grade 8

| Category / Goal | Vocabulary Acquisition and Use |
|-----------------|--------------------------------|
|-----------------|--------------------------------|

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 10: Unit 4 Summarizing a Reference, p. 89-98

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Informational Text—Grade 6

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.6.2. Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND Reading Standards for Informational Text—Grade 6

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | RI.6.4. | 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. |

STRAND**Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION

RI.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR

C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR

C.6.1.e. Establish and maintain a formal style.

INDICATOR

C.6.1.g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

INDICATOR

C.6.2.a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

INDICATOR

C.6.2.b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR

C.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

INDICATOR

C.6.2.d. Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR

C.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR

C.6.2.g. Provide a concluding statement or section that follows from the information or explanation presented.

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------|--|--------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|-----------------|--|--------------------------------|

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.7.2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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 word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|-----------------|--|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|-----------------|--|---|

| | | |
|-----------------------------|----------------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |
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| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|--------------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

| | | |
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| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
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| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

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|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Knowledge of Language |
|-----------------|--|-----------------------|

| | | |
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| STANDARD / ORGANIZER | GPL.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GPL.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.8.2. Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.8.1.g. | With some guidance, 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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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or 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 | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
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|-----------|----------|---|
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

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| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 8

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| Expectation | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND Language—Grade 8

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 11: Unit 4 Summarizing a Reference, p. 99-106

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

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| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

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|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|----------------------|-------------------------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.7.2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|------------------------|--|----------------------------|
| CATEGORY / GOAL | | Craft and Structure |
|------------------------|--|----------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

INDICATOR C.7.3.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.3.g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 7**

| | | |
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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 7**

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| CATEGORY / GOAL | | Range of Writing |
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| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
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| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
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| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND **Language—Grade 7**

| | | |
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| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

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| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.7.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

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| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION RI.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.8.2. Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | G.P.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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.

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | G.P.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION RI.8.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 8**

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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | G.P.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |

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| INDICATOR | C.8.1.g. | With some guidance, 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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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or 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 | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
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| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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| INDICATOR | C.8.2.h. | With some guidance, 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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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 8**

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|------------------------|--|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
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| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
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| | | |
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| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 8**

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| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 13: Unit 5 Writing from Pictures, p. 119-128

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or 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 | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

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| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
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| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 6 | |
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

| STRAND | | |
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| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |
| STRAND | | |
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |
| STRAND | | |
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

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| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|----------------------|-------------------------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

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|----------------------|----------------------------|---|
| STRAND | Composition—Grade 8 | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

| | | |
|----------------------|----------------------------|---|
| STRAND | Composition—Grade 8 | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 8**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 14: Unit 5 Writing from Pictures, p. 129-138

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Composition—Grade 6

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |

| | | |
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| INDICATOR | C.6.2.h. | With some guidance, 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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STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
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| | | |
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| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
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| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
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| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
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STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

| | | |
|------------------------|------------------------------|--|
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | Knowledge of Language | |
| STANDARD / ORGANIZER | GPL.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

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| STRAND | Language—Grade 6 | |
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| CATEGORY / GOAL | Vocabulary Acquisition and Use | |
| STANDARD / ORGANIZER | GPL.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

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| STRAND | Composition—Grade 7 | |
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|------------------------|--------------------------------|---|
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND**Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | | Composition—Grade 7 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-----------------|----------------------------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 7 | |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

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|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.7.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND | | | Composition—Grade 8 |
|----------------------|----------|---|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. | |
| INDICATOR | C.8.1.g. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. | |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. | |
| INDICATOR | C.8.2.h. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. | |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. | |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |

| | | |
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| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 8**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

| STRAND Composition—Grade 6 | | |
|-----------------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. |
| INDICATOR | C.6.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |

STRAND **Language—Grade 6**

| | | |
|-----------------|--|--------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|-----------------|--|--------------------------------|

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Composition—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.d. | Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. |
| INDICATOR | C.7.3.e. | Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| INDICATOR | C.7.3.f. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

| STRAND Language—Grade 7 | | |
|--------------------------------|----------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND Language—Grade 7 | | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND Composition—Grade 8 | | |
|-----------------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

| STRAND | | | Composition—Grade 8 |
|----------------------|----------|--|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. | |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. | |
| INDICATOR | C.8.2.h. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. | |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. | |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.3.d. | Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. | |
| INDICATOR | C.8.3.e. | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. | |
| INDICATOR | C.8.3.f. | Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. | |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Research to Build and Present Knowledge | |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. | |
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. | |

| Composition—Grade 8 | | |
|----------------------|-----------------|---|
| STRAND | CATEGORY / GOAL | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

| Language—Grade 8 | | |
|----------------------|-----------------|---|
| STRAND | CATEGORY / GOAL | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

| Reading Standards for Informational Text—Grade 6 | | |
|--|-----------------|--|
| STRAND | CATEGORY / GOAL | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| Reading Standards for Informational Text—Grade 6 | | |
|--|-----------------|--|
| STRAND | CATEGORY / GOAL | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |

STRAND**Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION

RI.6.4.

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.

STRAND**Reading Standards for Informational Text—Grade 6**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION

RI.6.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR

C.6.1.a.

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

INDICATOR

C.6.1.e.

Establish and maintain a formal style.

INDICATOR

C.6.1.g.

With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

INDICATOR

C.6.2.a.

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

INDICATOR

C.6.2.b.

Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|----------------------|----------------------------|--|
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |
| STRAND | Composition—Grade 6 | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

source; and, in order to re-

| STRAND | Composition—Grade 6 |
|-----------------|---------------------|
| CATEGORY / GOAL | Range of Writing |

| | | |
|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
|-----------------------------|--------|--|

| | | |
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| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.7.2. Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | G.P.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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 word choices on meaning and tone.

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | G.P.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION RI.7.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | G.P.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.1.e. Establish and maintain a task appropriate writing style.

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.7.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

INDICATOR L.7.1.b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND **Language—Grade 7**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION RI.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.8.2. Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION 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.

STRAND**Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION

RI.8.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

INDICATOR

C.8.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR

C.8.1.e. Establish and maintain a task appropriate writing style.

INDICATOR

C.8.1.g. With some guidance, 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.

STRAND**Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

INDICATOR

C.8.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR

C.8.2.b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR

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

INDICATOR

C.8.2.d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR

C.8.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 8**

| Vocabulary Acquisition and Use | | |
|--------------------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 17: Unit 6 Summarizing Multiple References, p. 157-172

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

| Reading Standards for Informational Text—Grade 6 | | |
|--|---------|--|
| Key Ideas and Details | | |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Informational Text—Grade 6

| Reading Standards for Informational Text—Grade 6 | | |
|--|--------|--|
| Key Ideas and Details | | |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.6.2.

Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND Reading Standards for Informational Text—Grade 6

| Reading Standards for Informational Text—Grade 6 | | |
|--|--------|--|
| Craft and Structure | | |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |
|-------------|--------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR

L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR

L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards**Language Arts****Grade 7 - Adopted: 2019****STRAND****Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| Category / Goal | Text Types and Purposes | |
|----------------------|-------------------------|--|
| Standard / Organizer | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Expectation | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| Indicator | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| Indicator | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| Indicator | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| Indicator | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| Indicator | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| Indicator | C.7.2.h. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

appropriate to task, purpose

| | | |
|----------------------|----------------------------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | Composition—Grade 7 | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION**C.7.6.**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION**C.7.7.**

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

INDICATOR**L.7.1.b.**

Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR**L.7.3.a.**

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

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND **Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |

STRAND **Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | 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. |

STRAND **Reading Standards for Informational Text—Grade 8**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

CATEGORY / GOAL

STANDARD / ORGANIZER GP.W.1 **Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION C.8.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.8.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.8.1.e. Establish and maintain a task appropriate writing style.

INDICATOR C.8.1.g. With some guidance, 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.

STRAND **Composition—Grade 8**

CATEGORY / GOAL

STANDARD / ORGANIZER GP.W.2 **Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.**

EXPECTATION C.8.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**

INDICATOR C.8.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.8.2.b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

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

INDICATOR C.8.2.d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR C.8.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR C.8.2.g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR C.8.2.h. With some guidance, 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.

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
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| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
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| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|--------------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|--------------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|--------------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|--------------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|--------------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
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| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 18: Unit 6 Summarizing Multiple References, p. 173-182

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION RI.6.2. Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION RI.6.4. 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.

STRAND **Reading Standards for Informational Text—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

| STRAND | | | Composition—Grade 6 |
|----------------------|--------|---|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

| STRAND | | | Composition—Grade 6 |
|----------------------|--------|--|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. | |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

| STRAND | | | Composition—Grade 6 |
|--------|--|--|---------------------|
|--------|--|--|---------------------|

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND Language—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION RL.7.2. Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION 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.

STRAND**Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

EXPECTATION

RI.7.2.

Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND**Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION

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 word choices on meaning and tone.

STRAND**Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

EXPECTATION

RI.7.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
|--------------------|----------|--|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STRAND **Composition—Grade 7**

| | | |
|------------------------|--|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|------------------------|--|--|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
|-----------------------------|--------|---|

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | G.P.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | G.P.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | G.P.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND**Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND**Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND**Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |

| | | |
|--------------------|--------|--|
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
|--------------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | RI.6.4. | 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. |

STRAND Reading Standards for Informational Text—Grade 6

| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.7 | Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. |
| EXPECTATION | RI.6.7. | Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. |

STRAND Reading Standards for Informational Text—Grade 6

| Category / Goal | | Range of Reading and Level of Text Complexity |
|-----------------|----------------------|---|
| Strand | Standard / Organizer | Expectation |
| | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| Expectation | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

Strand Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|-----------------|----------------------|---|
| Strand | Standard / Organizer | Expectation |
| | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| Indicator | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| Indicator | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.6.1.e. | Establish and maintain a formal style. |
| Indicator | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

Strand Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|-----------------|----------------------|---|
| Strand | Standard / Organizer | Expectation |
| | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Indicator | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| Indicator | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| Indicator | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| Indicator | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| Indicator | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| Indicator | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| Indicator | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |
|-------------|--------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

| | | |
|--------------------|--------|---|
| EXPECTATION | L.6.1. | In both written and oral expression: |
|--------------------|--------|---|

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GPL.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GPL.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|------------------------|--|------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 8

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

CATEGORY / GOAL

STANDARD / ORGANIZER GP.W.1 **Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION C.8.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.8.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.8.1.e. Establish and maintain a task appropriate writing style.

INDICATOR C.8.1.g. With some guidance, 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.

STRAND **Composition—Grade 8**

CATEGORY / GOAL

STANDARD / ORGANIZER GP.W.2 **Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.**

EXPECTATION C.8.2. **Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**

INDICATOR C.8.2.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.8.2.b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

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

INDICATOR C.8.2.d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR C.8.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR C.8.2.g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR C.8.2.h. With some guidance, 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.

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|------------------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
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STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|--------------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|--------------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|--------------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
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| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 20: Unit 7 Inventive Writing, p. 195-202

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

| STRAND | | | Composition—Grade 6 |
|----------------------|----------|---|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. | |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. | |
| STRAND | | | Composition—Grade 6 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. | |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. | |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. | |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| | | |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| Category / Goal | | Text Types and Purposes |
|----------------------|----------|--|
| Standard / Organizer | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Expectation | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| Indicator | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| Indicator | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| Indicator | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| Indicator | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| Indicator | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| Indicator | C.7.2.h. | With some guidance, 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. |

STRAND Composition—Grade 7

| Category / Goal | | Text Types and Purposes |
|----------------------|----------|---|
| Standard / Organizer | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| Indicator | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 7

| Category / Goal | Research to Build and Present Knowledge | |
|----------------------|---|--|
| Standard / Organizer | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-----------------|----------------------------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 7 | |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
|----------------------|--------|--|

EXPECTATION C.7.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

INDICATOR L.7.1.b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

INDICATOR L.7.4.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR L.7.4.d. 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.

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND | | | Composition—Grade 8 |
|----------------------|----------|---|---------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. | |
| INDICATOR | C.8.1.g. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. | |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. | |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. | |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. | |
| INDICATOR | C.8.2.h. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 21: Unit 7 Inventive Writing, p. 203-212

Language Arts

Grade 6 - Adopted: 2019

STRAND

Composition—Grade 6

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND

Composition—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND

Composition—Grade 6

| | | |
|-----------------|--|-------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND Composition—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND Language—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND Language—Grade 6

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

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| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
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STRAND Language—Grade 6

| Category / Goal | | Vocabulary Acquisition and Use |
|----------------------|----------|---|
| Standard / Organizer | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| Expectation | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| Indicator | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| Indicator | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Composition—Grade 7

| | | |
|----------------------|----------|---|
| Category / Goal | | Text Types and Purposes |
| Standard / Organizer | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| Expectation | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| Indicator | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| Indicator | C.7.1.g. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |

| | | |
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| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND Composition—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND Language—Grade 7

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
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STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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STRAND **Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| INDICATOR | L.7.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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|-----------|----------|---|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|------------------------|--------------------------------|---|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | Composition—Grade 6 | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |
| STRAND | Composition—Grade 6 | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | Composition—Grade 6 | |

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

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| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
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STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
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STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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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Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
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| | | |
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| INDICATOR | C.7.1.g. | With some guidance, 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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STRAND Composition—Grade 7

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or 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 | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| | | |
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| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

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| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Knowledge of Language |
|-----------------|--|-----------------------|

| | | |
|----------------------|---------------------------------------|---|
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | Vocabulary Acquisition and Use | |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| | | |
|----------------------|--------------------------------|---|
| STRAND | Composition—Grade 8 | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

| | | |
|----------------------|--------------------------------|---|
| STRAND | Composition—Grade 8 | |
| CATEGORY / GOAL | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
|--------------------|----------|---|
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 8**

| | | |
|------------------------|--|-------------------------|
| CATEGORY / GOAL | | Range of Writing |
|------------------------|--|-------------------------|

| | | |
|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
|-----------------------------|--------|--|

| | | |
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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|------------------------|--|---------------------------------------|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|------------------------|--|---------------------------------------|

| | | |
|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
|-----------------------------|--------|--|

| | | |
|--------------------|--------|--|
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
|--------------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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 23: Unit 7 Inventive Writing, p. 221-228

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Composition—Grade 6**

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|-----------------------------|--------|---|

| | | |
|--------------------|--------|--|
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|--------------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|------------------------|--|--------------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|------------------------|--|--------------------------------|

| | | |
|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
|-----------------------------|--------|--|

| | | |
|--------------------|--------|--|
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
|--------------------|--------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND Composition—Grade 6

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 6

| CATEGORY / GOAL | | Range of Writing |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |

| | | |
|--------------------|----------|--|
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND | | | Composition—Grade 8 |
|-----------------------------|----------|--|----------------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. | |
| INDICATOR | C.8.1.g. | With some guidance, 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. | |
| STRAND | | | Composition—Grade 8 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. | |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. | |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. | |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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 24: Unit 7 Inventive Writing, p. 229-238

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

| STRAND | | | Composition—Grade 6 |
|-----------------------------|--|----------|---|
| CATEGORY / GOAL | | | Text Types and Purposes |
| STANDARD / ORGANIZER | | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND | | | Composition—Grade 6 |
| CATEGORY / GOAL | | | Text Types and Purposes |
| STANDARD / ORGANIZER | | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
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STRAND **Language—Grade 6**

| | | |
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| CATEGORY / GOAL | | Knowledge of Language |
|-----------------|--|-----------------------|

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| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND Language—Grade 6

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Composition—Grade 7

| | | |
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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND Composition—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |

| | | |
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| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

INDICATOR C.7.3.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.7.3.g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND **Composition—Grade 7**

| | | |
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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 7**

| Range of Writing | | |
|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Composition—Grade 8**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

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| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.8.1.a. | Identify verbals correctly based on their intended function. |
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STRAND **Language—Grade 8**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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. |

Kentucky Academic Standards**Language Arts****Grade 6 - Adopted: 2019**

| STRAND | | | Composition—Grade 6 |
|-----------------------------|----------|---|----------------------------|
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. | |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. | |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. | |
| STRAND | | | Composition—Grade 6 |
| CATEGORY / GOAL | | Text Types and Purposes | |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. | |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. | |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. | |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. | |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. | |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. | |
| INDICATOR | C.6.2.h. | With some guidance, 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. | |

| STRAND Composition—Grade 6 | | |
|--|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
| STRAND Language—Grade 6 | | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR

L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards**Language Arts****Grade 7 - Adopted: 2019****STRAND****Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

| STRAND | | |
|----------------------|--------|--|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
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| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| STRAND | | |
|----------------------|--------|---|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
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| STRAND | | |
|----------------------|--------|--|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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| STRAND | | |
|----------------------|----------|--|
| Language—Grade 7 | | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

| STRAND | | |
|----------------------|----------|--|
| Language—Grade 7 | | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

| STRAND | | |
|------------------|--|--|
| Language—Grade 7 | | |

| Category / Goal | | Vocabulary Acquisition and Use |
|----------------------|----------|---|
| Standard / Organizer | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| Expectation | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| Indicator | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| Indicator | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND Composition—Grade 8 | | |
|--|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND Composition—Grade 8

| Category / Goal | | Text Types and Purposes |
|----------------------|----------|---|
| Standard / Organizer | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Expectation | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| Indicator | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| Indicator | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| Category / Goal | | Text Types and Purposes |
|----------------------|--------|---|
| Standard / Organizer | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

INDICATOR C.8.3.g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 8

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.1.a. | Identify verbals correctly based on their intended function. |
|-----------|----------|--|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.8.4.d. | 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 26: Unit 8 Formal Essay Models, p. 249-260

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.2. | Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.6.4. | 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. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | GP.R.7 | Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.6.7. | Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 6**

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------|--|-------------------------|
| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|

| | | |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|----------------------|--------|--|
| Standard / Organizer | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STANDARDS FOR MATHEMATICS | 10

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |

STRAND Composition—Grade 6

| | |
|------------------------|--|
| CATEGORY / GOAL | Research to Build and Present Knowledge |
|------------------------|--|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
|-----------------------------|--------|---|

| | | |
|-------------|--------|--|
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
|-----------|----------|---|

STRAND **Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|--|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RI.7.2. | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|--|
| EXPECTATION | 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 word choices on meaning and tone. |
|-------------|---------|--|

STRAND Reading Standards for Informational Text—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RI.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 7**

CATEGORY / GOAL **Text Types and Purposes**

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
|----------------------|--------|---|

| | | |
|-------------|--------|--|
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
|-------------|--------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

CATEGORY / GOAL **Text Types and Purposes**

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
|----------------------|--------|--|

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
|-------------|--------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STRAND | | Composition—Grade 7 |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RI.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. |
|-----------------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RI.8.2. | Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.4 | Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|---------|---|
| EXPECTATION | 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. |
|-------------|---------|---|

STRAND **Reading Standards for Informational Text—Grade 8**

| | | |
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| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex informational texts independently and proficiently. |

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| EXPECTATION | RI.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. |
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STRAND **Composition—Grade 8**

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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
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| INDICATOR | C.8.1.g. | With some guidance, 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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STRAND **Composition—Grade 8**

| | | |
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| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or 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 | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

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| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
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STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-----------------|----------------------------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 8 | |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|----------------------|-------------------------|---|
| STRAND | Language—Grade 8 | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.8.1.a. | Identify verbals correctly based on their intended function. |
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| STRAND | Language—Grade 8 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

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| STRAND | Reading Standards for Informational Text—Grade 6 | |
| CATEGORY / GOAL | Integration of Knowledge and Ideas | |

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|-----------------------------|--------|--|
| STANDARD / ORGANIZER | GP.R.7 | Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. |
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| EXPECTATION | RI.6.7. | Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. |
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STRAND **Composition—Grade 6**

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|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
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| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.6.2.b. | Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
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| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
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| INDICATOR | C.6.2.d. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
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| INDICATOR | C.6.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| INDICATOR | C.6.2.g. | Provide a concluding statement or section that follows from the information or explanation presented. |
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| INDICATOR | C.6.2.h. | With some guidance, 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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| STRAND Composition—Grade 6 | | |
|--|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.6.5. | Conduct short research projects to answer a question, drawing on several sources. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.6.6. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND Composition—Grade 6 | | |
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.6.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
| STRAND Language—Grade 6 | | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |
| INDICATOR | L.6.1.c. | Recognize variations from standard English and implement strategies to improve expression in conventional language. |

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| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | G.P.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

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| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
| STRAND | Language—Grade 6 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

| Reading Standards for Literature—Grade 7 | | |
|--|----------------------|---|
| STRAND | CATEGORY / GOAL | Key Ideas and Details |
| STRAND / ORGANIZER | STANDARD / ORGANIZER | EXPECTATION |
| | G.P.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |
| STRAND | Composition—Grade 7 | |
| STRAND | CATEGORY / GOAL | Text Types and Purposes |
| STRAND / ORGANIZER | STANDARD / ORGANIZER | EXPECTATION |
| | G.P.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

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|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.b. | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.d. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.7.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.7.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

| STRAND | | |
|----------------------|--------|---|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| STRAND | | |
|----------------------|--------|--|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
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| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|---|

| STRAND | | |
|----------------------|--------|---|
| Composition—Grade 7 | | |
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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| STRAND | | |
|----------------------|--------|---|
| Language—Grade 7 | | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
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| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

| STRAND | | |
|----------------------|--------|---|
| Language—Grade 7 | | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
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| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| STRAND | | |
|------------------|--|--|
| Language—Grade 7 | | |

| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND Composition—Grade 8 | | |
|--|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

| Composition—Grade 8 | | |
|----------------------|-----------------|---|
| Strand | Category / Goal | Text Types and Purposes |
| Standard / Organizer | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Expectation | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| Indicator | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.8.2.b. | Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| Indicator | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.d. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| INDICATOR | C.8.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| INDICATOR | C.8.2.g. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND Composition—Grade 8

| Category / Goal | | Text Types and Purposes |
|----------------------|--------|---|
| Standard / Organizer | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
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INDICATOR C.8.3.g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND Composition—Grade 8

| CATEGORY / GOAL | | Research to Build and Present Knowledge |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND Composition—Grade 8

| Category / Goal | | Range of Writing |
|----------------------|--------|---|
| Standard / Organizer | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
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STRAND **Language—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.8.1.a. | Identify verbals correctly based on their intended function. |
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STRAND **Language—Grade 8**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 6**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|---|
| EXPECTATION | RL.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|---|

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|--|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.6.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 6**

| CATEGORY / GOAL | | Text Types and Purposes |
|-----------------|--|-------------------------|
|-----------------|--|-------------------------|

| | | |
|-----------------------------|--------|---|
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.6.5. Conduct short research projects to answer a question, drawing on several sources.

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

| | | |
|------------------------|--|------------------------------|
| CATEGORY / GOAL | | Knowledge of Language |
|------------------------|--|------------------------------|

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND Language—Grade 6

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND Reading Standards for Literature—Grade 7

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION RL.7.2. Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

STRAND Reading Standards for Literature—Grade 7

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
|-------------|---------|--|

STRAND **Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

STRAND **Language—Grade 7**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|---------|--|
| EXPECTATION | RL.8.1. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|-------------|---------|--|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|-----------------|--|-----------------------|
| CATEGORY / GOAL | | Key Ideas and Details |
|-----------------|--|-----------------------|

| | | |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
|----------------------|--------|---|

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND Reading Standards for Literature—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
|-------------|---------|---|

STRAND Reading Standards for Literature—Grade 8

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.8.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND Composition—Grade 8

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND**Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

INDICATOR L.8.1.a. Identify verbals correctly based on their intended function.

STRAND**Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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

Kentucky Academic Standards**Language Arts**

Grade 6 - Adopted: 2019

STRAND**Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

EXPECTATION RL.6.2. Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

STRAND**Reading Standards for Literature—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |
|-------------|---------|---|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.e. | Establish and maintain a formal style. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|--|
| INDICATOR | C.6.2.h. | With some guidance, 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. |
|-----------|----------|--|

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
|-----------|----------|---|

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION

C.6.5.

Conduct short research projects to answer a question, drawing on several sources.

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION

C.6.6.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND**Composition—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION

C.6.7.

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR

L.6.1.c.

Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND**Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| INDICATOR | L.6.3.a. | Vary sentence patterns for meaning, reader/listener interest and style. |
| INDICATOR | L.6.3.b. | Maintain consistency in style and tone. |

STRAND**Language—Grade 6**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards**Language Arts****Grade 7 - Adopted: 2019****STRAND****Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND**Reading Standards for Literature—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

EXPECTATION

RL.7.6.

Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

STRAND**Composition—Grade 7**

| | | |
|-----------------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |

| | | |
|-----------|----------|---|
| INDICATOR | C.7.1.g. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
|-----------|----------|---|

| | | |
|-----------|----------|---|
| INDICATOR | C.7.2.h. | With some guidance, 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. |
|-----------|----------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
|-----------|----------|--|

| | | |
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| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
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STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|-------------|--------|---|

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-----------------|----------------------------|---|
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
| STRAND | Composition—Grade 7 | |
| CATEGORY / GOAL | | Range of Writing |

| | | |
|----------------------|--------|--|
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |
| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|-----------|----------|--|

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | In both written and oral expression: |

| | | |
|-----------|----------|---|
| INDICATOR | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|----------|---|

| | | |
|----------------------|-------------------------|--|
| STRAND | Language—Grade 7 | |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | In both written and oral expression: |

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-----------|----------|--|

| | | |
|-----------|----------|--|
| INDICATOR | L.7.4.d. | 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. |
|-----------|----------|--|

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

| STRAND Reading Standards for Literature—Grade 8 | | |
|---|----------|--|
| CATEGORY / GOAL | | |
| | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |
| STRAND Reading Standards for Literature—Grade 8 | | |
| CATEGORY / GOAL | | |
| | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |
| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
| STRAND Composition—Grade 8 | | |
| CATEGORY / GOAL | | |
| | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |
| STRAND Composition—Grade 8 | | |
| CATEGORY / GOAL | | |
| | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
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| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

INDICATOR L.8.1.a. Identify verbals correctly based on their intended function.

STRAND Language—Grade 8

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

Kentucky Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 6

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

STRAND Reading Standards for Literature—Grade 6

| | | |
|----------------------|---------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.3 | Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| EXPECTATION | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution. |

STRAND Reading Standards for Literature—Grade 6

| Category / Goal | | Range of Reading and Level of Text Complexity |
|-----------------|----------------------|--|
| Strand | Standard / Organizer | Expectation |
| | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|---|
| Expectation | RL.6.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|---|

Strand Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|-----------------|----------------------|---|
| Strand | Standard / Organizer | Expectation |
| | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| Indicator | C.6.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| Indicator | C.6.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| Indicator | C.6.1.e. | Establish and maintain a formal style. |
| Indicator | C.6.1.g. | With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

Strand Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|-----------------|----------------------|--|
| Strand | Standard / Organizer | Expectation |
| | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| Indicator | C.6.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. |
| Indicator | C.6.2.a. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| Indicator | C.6.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| Indicator | C.6.2.h. | With some guidance, 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. |

Strand Composition—Grade 6

| Category / Goal | | Text Types and Purposes |
|-----------------|----------------------|---|
| Strand | Standard / Organizer | Expectation |
| | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| Expectation | C.6.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. |

| | | |
|-----------|----------|--|
| INDICATOR | C.6.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.6.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

EXPECTATION C.6.5. Conduct short research projects to answer a question, drawing on several sources.

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

EXPECTATION C.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

STRAND **Composition—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

EXPECTATION C.6.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.6.1. | In both written and oral expression: |

INDICATOR L.6.1.c. Recognize variations from standard English and implement strategies to improve expression in conventional language.

STRAND **Language—Grade 6**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR L.6.3.a. Vary sentence patterns for meaning, reader/listener interest and style.

STRAND Language—Grade 6

| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. |

| | | |
|-----------|----------|--|
| INDICATOR | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.6.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.6.4.d. | 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. |

Kentucky Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 7

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|--|
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |
| EXPECTATION | 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. |

STRAND Reading Standards for Literature—Grade 7

| CATEGORY / GOAL | | Key Ideas and Details |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |
| EXPECTATION | RL.7.2. | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. |

STRAND Reading Standards for Literature—Grade 7

| CATEGORY / GOAL | | Craft and Structure |
|----------------------|--------|---|
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

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| EXPECTATION | RL.7.6. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. |
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STRAND **Reading Standards for Literature—Grade 7**

| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
|----------------------|---------|---|
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.7.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.7.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.7.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.7.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| CATEGORY / GOAL | | Text Types and Purposes |
|----------------------|----------|---|
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.7.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.7.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.2.c. | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.7.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.7.3. | Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. |
| INDICATOR | C.7.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.7.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| EXPECTATION | C.7.5. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| STRAND | | Composition—Grade 7 |

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |
| EXPECTATION | C.7.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |

STRAND **Composition—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

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| EXPECTATION | C.7.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|--------------------|--------|---|

STRAND **Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.7.1. | In both written and oral expression: |
| INDICATOR | L.7.1.b. | Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |

STRAND**Language—Grade 7**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | GP.L.3 | Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading or listening. |

INDICATOR

L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND**Language—Grade 7**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.7.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.7.4.d. | 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. |

Kentucky Academic Standards**Language Arts****Grade 8 - Adopted: 2019****STRAND****Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|--------|---|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.1 | Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION

RL.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND**Reading Standards for Literature—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | GP.R.2 | Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. |

| | | |
|-------------|---------|---|
| EXPECTATION | RL.8.2. | Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. |
|-------------|---------|---|

STRAND **Reading Standards for Literature—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | GP.R.6 | Students will analyze how point of view, perspective and purpose shape the content and style of a text. |

| | | |
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| EXPECTATION | RL.8.6. | Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. |
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STRAND **Reading Standards for Literature—Grade 8**

| | | |
|----------------------|---------|--|
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | GP.R.10 | Students will read, comprehend and analyze complex literary texts independently and proficiently. |

| | | |
|-------------|----------|--|
| EXPECTATION | RL.8.10. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |
|-------------|----------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|----------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.1 | Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | C.8.1. | Compose arguments to support claims with clear reasons and relevant evidence. |
| INDICATOR | C.8.1.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.1.e. | Establish and maintain a task appropriate writing style. |
| INDICATOR | C.8.1.g. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|----------|--|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.2 | Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. |
| EXPECTATION | C.8.2. | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. |
| INDICATOR | C.8.2.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |

| | | |
|-----------|----------|---|
| INDICATOR | C.8.2.c. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. |
| INDICATOR | C.8.2.h. | With some guidance, 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. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Text Types and Purposes |
| STANDARD / ORGANIZER | GP.W.3 | Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. |
| EXPECTATION | C.8.3. | Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. |

| | | |
|-----------|----------|--|
| INDICATOR | C.8.3.a. | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. |
| INDICATOR | C.8.3.g. | With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.5 | Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.5. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|--|
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | GP.W.6 | Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. |

| | | |
|-------------|--------|--|
| EXPECTATION | C.8.6. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. |
|-------------|--------|--|

STRAND **Composition—Grade 8**

| | | |
|----------------------|--------|---|
| CATEGORY / GOAL | | Range of Writing |
| STANDARD / ORGANIZER | GP.W.7 | Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. |

| | | |
|-------------|--------|---|
| EXPECTATION | C.8.7. | Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. |
|-------------|--------|---|

STRAND **Language—Grade 8**

| | | |
|-----------------------------|--------|--|
| CATEGORY / GOAL | | Conventions of Standard English |
| STANDARD / ORGANIZER | GP.L.1 | Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |
| EXPECTATION | L.8.1. | In both written and oral expression: |

INDICATOR L.8.1.a. Identify verbals correctly based on their intended function.

STRAND **Language—Grade 8**

| | | |
|-----------------------------|----------|--|
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | GP.L.4 | Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. |
| EXPECTATION | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. |
| INDICATOR | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| INDICATOR | L.8.4.c. | Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| INDICATOR | L.8.4.d. | 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. |