Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Louisiana 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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	SL.6.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	SL.6.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Louisiana Academic Standards

Language Arts

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	Reading Standards for Literature

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND	RI.6.	Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Range of Writing**

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

<div align="center">Grade 7 - Adopted: 2019</div>

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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 a specific word choice on meaning and tone.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**

PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

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

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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 a specific word choice on meaning and tone.
STRAND	**W.7.**	**Writing Standards**

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

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	**W.7.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**

PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	WHST.6-8.2.	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Range of Writing**

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards

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

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.8.2a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**

PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	**Reading Standards for Informational Text**

TITLE		**Integration of Knowledge and Ideas**

PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	**Writing Standards**

TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

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

STRAND	W.6.	**Writing Standards**

TITLE		**Production and Distribution of Writing**

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	**Writing Standards**

TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	**W.6.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**

INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	**Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	**L.7.**	**Language Standards**

TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	**L.7.**	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.7.**	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**

TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**

TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**

TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade 7 - Adopted: 2019

STRAND	RL.7.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND	RL.7.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.

INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

STRAND	RL.8.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STRAND	RL.8.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<div style="text-align:center">Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60</div>

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RL.6.	Reading Standards for Literature
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		**Range of Writing**

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**RL.7.**	**Reading Standards for Literature**

TITLE		**Key Ideas and Details**

PERFORMANCE EXPECTATION	RL.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND	**RL.7.**	**Reading Standards for Literature**

TITLE		**Range of Reading and Level of Text Complexity**

PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	**W.7.**	**Writing Standards**

TITLE		**Text Types and Purposes**

PERFORMANCE EXPECTATION	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

INDICATOR	W.7.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.7.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.7.5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**

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

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5b.	Use the relationship between particular words to better understand each of the words.

STRAND	L.8.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RL.7.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND	RL.7.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	**W.8.**	**Writing Standards**

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

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards

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

STRAND	W.6.	Writing Standards

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

STRAND	W.6.	Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RL.7.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND	RL.7.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND	W.7.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	**W.7.**	**Writing Standards**
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	**W.7.**	**Writing Standards**
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**W.7.**	**Writing Standards**
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**

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

STRAND	W.8.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards

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

STRAND	W.8.	Writing Standards

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

STRAND	W.8.	Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANC E EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text

TITLE		Craft and Structure

PERFORMANC E EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas

PERFORMANC E EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing

PERFORMANC E EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANC E EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure

PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND	L.7.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**

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

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

| PERFORMANCE EXPECTATION | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. |

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	**W.7.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

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

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.8.**	**Language Standards**
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	**L.7.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards

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

STRAND	W.8.	Writing Standards

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

STRAND	W.8.	Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes

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

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	**W.6.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text

TITLE		Craft and Structure

PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND	L.7.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	RL.8.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	**W.6.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.6.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANC E EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANC E EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANC E EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANC E 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 a specific word choice on meaning and tone.

STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	**W.7.9.**	**Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.7.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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<table>
<tr><td colspan="3" align="center">Grade 8 - Adopted: 2019</td></tr>
<tr><td>STRAND</td><td>RL.8.</td><td>Reading Standards for Literature</td></tr>
<tr><td>TITLE</td><td></td><td>Key Ideas and Details</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>RL.8.1.</td><td>Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td></tr>
<tr><td>STRAND</td><td>RI.8.</td><td>Reading Standards for Informational Text</td></tr>
<tr><td>TITLE</td><td></td><td>Key Ideas and Details</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>RI.8.1.</td><td>Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td></tr>
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<tr><td>PERFORMANCE EXPECTATION</td><td>RI.8.4.</td><td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td></tr>
<tr><td>STRAND</td><td>W.8.</td><td>Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td>Text Types and Purposes</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>W.8.2.</td><td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td></tr>
<tr><td>INDICATOR</td><td>W.8.2a.</td><td>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td></tr>
<tr><td>INDICATOR</td><td>W.8.2b.</td><td>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td></tr>
<tr><td>INDICATOR</td><td>W.8.2c.</td><td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td></tr>
<tr><td>INDICATOR</td><td>W.8.2d.</td><td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td></tr>
<tr><td>INDICATOR</td><td>W.8.2f.</td><td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td></tr>
<tr><td>STRAND</td><td>W.8.</td><td>Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td>Production and Distribution of Writing</td></tr>
</table>

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

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**

PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity

PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND	**L.6.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	**L.6.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE 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 a range of strategies.**
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND	**RI.7.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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 a specific word choice on meaning and tone.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.7.9b.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.7.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Integration of Knowledge and Ideas**

PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANC E EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANC E EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANC E EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANC E EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANC E EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANC E 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, including analogies or allusions to other texts.

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**W.7.**	**Writing Standards**

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

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.7.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

STRAND	SL.8.	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	L.8.1.	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	WHST.6-8.2.	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**

PERFORMANC E EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANC E EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANC E EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	**W.6.**	**Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.7.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing

| PERFORMANCE EXPECTATION | WHST.6-8.10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Louisiana Academic Standards

Language Arts

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**W.6.**	**Writing Standards**

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

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **7** - Adopted: **2019**

STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.
STRAND	W.6.	Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	**W.6.**	**Writing Standards**
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND	**L.6.**	**Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing

| PERFORMANCE EXPECTATION | WHST.6-8.10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Louisiana Academic Standards

Language Arts

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.7.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND	**L.7.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND	**L.7.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

STRAND	W.8.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		**Comprehension and Collaboration**

PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 24: Unit 7 Inventive Writing, p. 229-238

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**W.6.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

STRAND	W.8.	Writing Standards

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards

TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

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

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<div style="border:1px dashed #44c; background:#e0f7fa; text-align:center; padding:10px;">Lesson 25: Unit 8 Formal Essay Models, p. 239-248</div>

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	W.6.	Writing Standards
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	**W.7.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

STRAND	W.8.	Writing Standards

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards

TITLE		Range of Writing

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

STRAND	SL.8.	Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas

PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards

TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.
STRAND	**RI.6.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**

PERFORMANCE EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND	RI.6.	Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure

PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Integration of Knowledge and Ideas**
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STRAND	RI.7.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE 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 a specific word choice on meaning and tone.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND	**W.7.**	**Writing Standards**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	**W.7.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	**W.7.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

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

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	**RI.8.**	**Reading Standards for Informational Text**
TITLE		**Craft and Structure**
PERFORMANCE 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, including analogies or allusions to other texts.

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RI.6.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	**Writing Standards**

TITLE		**Range of Writing**

PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	**Speaking and Listening Standards**

TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	**Language Standards**

TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	**Language Standards**

TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**

PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects

TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.7.	Writing Standards

TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**W.7.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND	**SL.7.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.7.**	**Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	**W.8.**	**Writing Standards**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**
TITLE		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	L.8.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**
TITLE		**Key Ideas and Details**
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	**RST.6-8.**	**Reading Standards for Literacy in Science and Technical Subjects**
TITLE		**Integration of Knowledge and Ideas**

PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RL.7.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.7.1.	Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND	RL.7.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND	W.7.	Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Craft and Structure**
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	**RL.8.**	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**

PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 6 - Adopted: 2019

STRAND	RL.6.	Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	**W.6.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.6.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND	**L.6.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND	**L.6.**	**Language Standards**
TITLE		**Knowledge of Language**
PERFORMANCE EXPECTATION	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
INDICATOR	L.6.3b.	Maintain consistency in style and tone.
STRAND	**L.6.**	**Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade 7 - Adopted: 2019

STRAND	RL.7.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND	RL.7.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.7.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.7.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.7.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.7.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Production and Distribution of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

Grade **8** - Adopted: **2019**

STRAND	RL.8.	**Reading Standards for Literature**
TITLE		**Range of Reading and Level of Text Complexity**

PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND	SL.8.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.8.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade **6** - Adopted: **2019**

STRAND	RL.6.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.6.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
PERFORMANCE EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	RL.6.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND	W.6.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.6.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

STRAND	W.6.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
PERFORMANCE EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.6.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.6.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND	L.6.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND	L.6.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.6.4a.	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.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	L.6.	Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANCE EXPECTATION	L.6.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes

PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge

PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing

PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

<table>
<tr><td colspan="4" align="center">Grade 7 - Adopted: 2019</td></tr>
<tr><td>STRAND</td><td>RL.7.</td><td colspan="2">Reading Standards for Literature</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Key Ideas and Details</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>RL.7.1.</td><td colspan="2">Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>RL.7.3.</td><td colspan="2">Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td></tr>
<tr><td>STRAND</td><td>RL.7.</td><td colspan="2">Reading Standards for Literature</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Range of Reading and Level of Text Complexity</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>RL.7.10.</td><td colspan="2">By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td></tr>
<tr><td>STRAND</td><td>W.7.</td><td colspan="2">Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Text Types and Purposes</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>W.7.2.</td><td colspan="2">Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td></tr>
<tr><td>INDICATOR</td><td>W.7.2b.</td><td colspan="2">Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td></tr>
<tr><td>STRAND</td><td>W.7.</td><td colspan="2">Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Production and Distribution of Writing</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>W.7.4.</td><td colspan="2">Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>W.7.5.</td><td colspan="2">With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.</td></tr>
<tr><td>STRAND</td><td>W.7.</td><td colspan="2">Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Research to Build and Present Knowledge</td></tr>
<tr><td>PERFORMANCE EXPECTATION</td><td>W.7.8.</td><td colspan="2">Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td></tr>
<tr><td>STRAND</td><td>W.7.</td><td colspan="2">Writing Standards</td></tr>
<tr><td>TITLE</td><td></td><td colspan="2">Range of Writing</td></tr>
</table>

PERFORMANCE EXPECTATION	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STRAND	SL.7.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	L.7.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.7.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND	L.7.	Language Standards
TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND	L.7.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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 a range of strategies.
INDICATOR	L.7.4a.	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.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND	**L.7.**	**Language Standards**

TITLE		**Vocabulary Acquisition and Use**

PERFORMANCE EXPECTATION	L.7.6.	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	**RH.6-8.**	**Reading Standards for Literacy in History/Social Studies**

TITLE		**Key Ideas and Details**

PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		**Text Types and Purposes**
PERFORMANCE EXPECTATION	**WHST.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		**Production and Distribution of Writing**

PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		**Research to Build and Present Knowledge**

PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards

Language Arts

<div style="background:#2ebd9e;color:white">Grade 8 - Adopted: 2019</div>

STRAND	RL.8.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STRAND	RL.8.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

STRAND	W.8.	Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	**W.8.**	**Writing Standards**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND	**SL.8.**	**Speaking and Listening Standards**
TITLE		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	**L.8.**	**Language Standards**
TITLE		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	**L.8.**	**Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	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	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	**WHST.6-8.**	**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
TITLE		**Range of Writing**
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.