Indiana Academic Standards

English/Language Arts: Grades 6-12

I. Introduction

The college and career ready Indiana Academic Standards for English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The definitions that guided this work were created by the Indiana Education Roundtable, Department of Education, Center for Education & Career innovation, Commission for Higher Education and the Department of Workforce Development. The definition for college and career ready by this group and used throughout this process is as follows: "College-and – career ready means an individual has the knowledge, skills and abilities to succeed in post-secondary education and economically-viable career opportunities." Additionally Public Law 31-2014 [SEA 91] defines college and career readiness educational standards as "the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to post-secondary education or training, and ultimately into a sustainable career."

Standards Process

The Indiana Academic Standards were created through a collaborative process with input from teams of K-12 educators and parents representing school corporations located throughout the state of Indiana; professors of higher education, representing a wide range of Indiana's public and private colleges and universities; and representatives from Indiana businesses and industries. The purpose of the standards process was to design college and career ready standards that would ensure students who complete high school in Indiana are ready for college and careers.

History

Public Law 286 was passed by the Indiana General Assembly in 2013, which created Indiana Code 20-19-2-14.5. The law requires the Indiana State Board of Education to perform a comprehensive review of Indiana's current standards (which were the 2010 Common Core State Standards[1]) and to adopt college and career ready educational standards no later than July 1, 2014.

In the fall of 2013, the Indiana Department of Education established Technical Teams, which were comprised of K-12 educators in English/Language Arts and Mathematics. The Technical Teams were responsible for reviewing the existing Indiana Academic Standards (Common Core State Standards) and providing suggestions for edits and word changes to improve the clarity and progression of the standards. The Department also created Advisory Teams, which were made up of educators from k-12, parents, community members, and higher education institutions across Indiana. The Advisory Teams were responsible for reviewing the work of the Technical Teams and providing additional input.

Evaluation Process

In January of 2014, the Indiana Department of Education, in collaboration with the Indiana State Board of Education, established Evaluation Teams. The Evaluation Teams were responsible for additional layers beyond the work of the Technical and Advisory Teams. The Evaluation Teams were tasked with conducting a comprehensive analysis of several sets of standards, with the goal of identifying the standards that most clearly aligned with the content and skills that Hoosier students would need to know and be able to do in order to be college and career ready.

Membership for the Evaluation Teams was gleaned from individuals who had previously participated on either a Technical Team or an Advisory Team. The Evaluation Team members were selected for their subject matter expertise (in English/Language Arts or Mathematics) and their classroom teaching experience.

---

[1] © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

The Evaluation Teams were made up of K-12 educators who represented a wide variety of Indiana school corporations with over 445 years of combined classroom teaching experience, and higher education subject matter experts in English/Language Arts and Mathematics, representing Indiana's public and private institutions of higher education.

The Evaluation Teams met for the first time in February of 2014. The English/Language Arts evaluation teams were given the E/LA Common Core State Standards, as well as Indiana's 2006 E/LA Academic Standards and the standards created by the National Council of Teachers of English. The Mathematics evaluation teams were given the Mathematics Common Core State Standards, as well as Indiana's 2000 Math Academic Standards, Indiana's 2009 Math Academic Standards, and the standards created by the National Council of Teachers of Mathematics.

The panel was instructed to independently evaluate each set of standards, identifying whether the standard was wholly aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; partially aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; or not aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready. The results of the evaluation were processed according to a forced consensus requirement—a majority requirement was calculated for each group of standards that was reviewed. Any standard that received a fully aligned rating by the majority of reviewers was marked as fully aligned; any standard that received a not aligned rating by the majority of reviewers was marked as not aligned; and any standard that received a partially aligned rating by the majority, or did not have a majority result, was marked as partially aligned.

Once the evaluations were complete, the results were compiled, and the Evaluation Teams were brought together to conduct a consensus process. The consensus process was blind (meaning that the Evaluation Team members did not know the origin of the standards that they were discussing). Through the consensus process, the Evaluation Teams were asked to select the standards that best and most thoroughly represented what students should know and be able to do in various areas of English/Language Arts and Mathematics in order to be college and career ready. The Evaluation Teams selected the standards that they found to be most appropriate; combined standards to create a more appropriate, rigorous, or clear standard; or, if they determined that gaps existed, wrote standards, or reviewed standards from other states (for example, the English/Language Arts Evaluation Teams reviewed the 2010 draft standards from Massachusetts).

Once the Evaluation Teams had selected the standards (from Common Core State Standards, Indiana Academic, or other states) or had written standards where they found gaps, the list of knowledge and skills identified as necessary for students to be college and career ready was posted for public comment.

Public Comment, Public Hearings, and National Expert Review

The draft college and career ready Indiana Academic Standards were posted for the public to review on February 19, 2014. The public was invited to provide comment through March 12. Over 2000 public comments were received. There were also three public hearings, which were held in southern, central, and northern Indiana, to receive public comment on the draft standards.

The comments from both the online public comment and the public hearings were compiled, reviewed and used to contribute to further iterations of the standards.

In addition, a variety of national experts were contacted to review the draft standards posted on February 19. The results of the reviews were discussed, and portions of the reviews were incorporated into further iterations of the standards.

Reconvening of Evaluation Teams

The Evaluation Teams were reconvened in March of 2014. The teams were tasked with incorporating public comment, and l national expert review to ensure that the draft standards were aligned across grade levels and showed appropriate progression from grade to grade. The Evaluation Teams were also tasked with editing and revising standards for clarity, and addressing any other public comments and national expert review around grade appropriateness, bias, embedded pedagogy, or other factors.

Once the Evaluation Teams completed their reviews, the results were sent to the College and Career Ready (CCR) Panels for final review and approval. The results were also shared with additional national experts, who provided reviews. The results of those reviews were analyzed and synthesized and shared with the CCR Panels.

College and Career Ready (CCR) Panels

The College and Career Ready Panels were created in order to ensure that the standards that Indiana developed were aligned with what colleges, universities, industries, and businesses deem necessary for students to be college and career ready. The CCR Panels were made up of subject matter experts from a variety of Indiana public and private colleges and universities, as well as individuals representing Indiana's businesses and industries.

The CCR Panels were brought together in late March of 2014 to review the draft Indiana Academic Standards that had been reviewed and vetted by the Evaluation Teams in mid-March of 2014. The CCR Panels were tasked with reviewing the standards from 12th grade through kindergarten to ensure that the standards were clear and understandable; aligned across grade levels, showing appropriate progression from grade to grade; and designed to prepare students for college and career readiness. The CCR panels met several times throughout the end of March 2014 and early April 2014 to accomplish this task. At their last meeting, the CCR panel members were asked to sign-off on the draft standards, indicating whether, in their professional opinion, the standards were poised to prepare Hoosier students to be college and career ready.

Indiana Academic Standards

The culmination of the efforts of the Technical Teams, Advisory Teams, Evaluation Teams, and CCR Panels is the college and career ready Indiana Academic Standards that are college and career ready. While many of the standards originated from various sources, including the Common Core State Standards; 2000, 2006, and 2009 Indiana Academic Standards; Massachusetts 2010 Draft English/Language Arts Standards; Virginia Standards of Learning; Nebraska English/Language Arts Standards; the National Council of Teachers of Mathematics; and the National Council of Teachers of English, a number of original standards were also written by members of the Evaluation Teams or CCR Panels.

==The process was designed to identify the clearest, most rigorous, and best aligned standards in Mathematics and English/Language Arts to ensure that Hoosier students will graduate meeting the definitions for college and career as defined in Indiana's processes.==

What are college and career ready Indiana Academic Standards?

The college and career ready Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The Indiana Academic Standards for English/Language Arts demonstrate what students should know and be able to do in the areas of Reading, Writing, Speaking and Listening, and Media Literacy. The Indiana Academic Standards for Mathematics demonstrate what students should know and be able to do in the areas of K-8 Mathematics; Algebra I, II, and Geometry; and higher-level high school Mathematics courses. The Indiana Academic Standards for Content Area Literacy (History/Social Studies and Science/Technical Subjects) indicate ways in which students should be able to incorporate literacy skills into various content areas at the 6-12 grade levels.

What are the college and career ready Indiana Academic Standards NOT?

1). *The standards are not curriculum.*

While the standards may be used as the basis for curriculum, **the college and career ready *Indiana Academic Standards are not a curriculum*.** Therefore, identifying the sequence of instruction at each grade—what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. While the standards may have examples embedded, and resource materials may include guidelines and suggestions, the standards do not prescribe any particular curriculum. Curriculum is determined locally by a corporation or school and is a prescribed learning plan toward educational goals that includes curricular tools and instructional materials, including textbooks, that are selected by the corporation/school and adopted through the local school board.

2). *The standards are not instructional practices.*

While the standards demonstrate what Hoosier students should know and be able to do in order to be prepared for college and careers, the standards are not instructional practices. The educators and subject matter experts that worked on the standards have taken care to ensure that the standards are free from embedded pedagogy and instructional practices. *The standards do not define <u>how</u> teachers should teach.* The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices.

3). *The standards do not necessarily address students who are far below or far above grade-level.*

The standards are designed to show what the average Hoosier student should know and be able to do in order to be prepared for college and career. However, some students may be far below grade level or in need of special education, and other students may be far above grade level. The standards do not provide differentiation or intervention methods necessary to support and meet the needs of these students. It is up to the district, school, and educators to determine the best and most effective mechanisms of standards delivery for these students.

4). *The standards do not cover all aspects of what is necessary for college and career readiness*

While the standards cover what have been identified as essential skills for Hoosier students to be ready for college and careers, the standards are not—and cannot be—an exhaustive list of what students need in order to be ready for life after high school. Students, especially younger students, require a wide range of

physical, social, and emotional supports in order to be prepared for the rigors of each educational progression (elementary grades to middle grades; middle grades to high school; and high school to college or career).

II. Acknowledgements

The college and career ready Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, parents higher education professors, and representatives of Indiana business and industry. Additionally, the members of the public, including parents, community members, policymakers, and educators who took time to provide public comments, whether through the online comment tool or in person at the various public hearings, have played a key role in contributing to the Indiana Academic Standards.

The Indiana Department of Education and Indiana State Board of Education would like to thank Ms. Sujie Shin of the Center on Standards and Assessment Implementation for providing expert facilitation throughout the process and acting in an advisory capacity. The Department and Board would also like to thank the individuals and organizations who provided national expert reviews of the draft standards.

We wish to specially acknowledge the members of the Technical Teams, Advisory Teams, Evaluation Teams, and College and Career Ready Panels who dedicated hundreds of hours to the review, evaluation, synthesis, rewriting, and creation of standards designed to be of the highest quality so that our Hoosier students who are ready for college and careers.

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

In Reading: Literature, students are expected to do the following:

	RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
LEARNING OUTCOME	**6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	**7.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	**9-10.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	**11-12.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT				
Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas				
GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	**9-10.RL.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	**11-12.RL.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	**9-10.RL.2.2:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	**11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).	**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	**9-10.RL.2.3:** Analyze how dynamic characters (e.g., *those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**11-12.RL.2.3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., *where a story is set, how the action is ordered, how the characters are introduced and developed*).
6.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*	**7.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*	**8.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*	**9-10.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*	**11-12.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*

KEY IDEAS AND TEXTUAL SUPPORT

	RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION				
	Build comprehension and appreciation of literature, using knowledge of literary structure and point of view				
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
STRUCTURAL ELEMENTS AND ORGANIZATION	**6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	**8.RL.3.1:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	**9-10.RL.3.1:** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., *parallel episodes*), and manipulate time (e.g., *pacing, flashbacks*) create such effects as mystery, tension, or surprise.	**11-12.RL.3.1:** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., *the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution*) contribute to its overall structure and meaning as well as its aesthetic impact.
	6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	**9-10.RL.3.2:** Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., *created through the use of dramatic irony*).	**11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., *satire, sarcasm, irony, or understatement*) in order to understand the point of view.
	RL.4: SYNTHESIS AND CONNECTION OF IDEAS				
	Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning				
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
SYNTHESIS AND CONNECTION OF IDEAS	**6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	**7.RL.4.1:** Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., *lighting, sound, color, or camera focus and angles in a film*).	**8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**9-10.RL.4.1:** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	**11-12.RL.4.1:** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.

	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
	6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., *stories and poems; historical novels and fantasy stories*) in terms of their approaches to similar themes and topics.	**7.RL.4.2:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**8.RL.4.2:** Analyze how works of literature draw on and transform earlier texts.	**9-10.RL.4.2:** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	**11-12.RL.4.2:** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

In Reading: Nonfiction, students are expected to do the following:

	RN.1: LEARNING OUTCOME FOR READING NONFICTION				
	Read and comprehend a variety of nonfiction independently and proficiently				
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
LEARNING OUTCOME	**6.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	**7.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	**9-10.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	**11-12.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT
Extract and construct meaning from nonfiction texts using a range of comprehension skills

	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
KEY IDEAS AND TEXTUAL SUPPORT	**6.RN.2.1:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	**9-10.RN.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	**11-12.RN.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
	6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	**9-10.RN.2.2:** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	**11-12.RN.2.2:** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
	6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).	**7.RN.2.3:** 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*).	**8.RN.2.3:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.	**9-10.RN.2.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**11-12.RN.2.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION
Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message

	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
STRUCTURAL ELEMENTS AND ORGANIZATION	**6.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*	**7.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*	**8.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*	**9-10.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*	**11-12.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*

6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**7.RN.3.2:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**8.RN.3.2:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**9-10.RN.3.2:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	**11-12.RN.3.2:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	**7.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	**8.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**9-10.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	**11-12.RN.3.3:** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., *appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims*), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

SYNTHESIS AND CONNECTION OF IDEAS

RN.4: SYNTHESIS AND CONNECTION OF IDEAS **Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas**				
GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	**7.RN.4.1:** 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, noting instances of bias and stereotyping.	**8.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**9-10.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

6.RN.4.2: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.	**7.RN.4.2:** Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., *how the delivery of a speech affects the impact of the words*).	**8.RN.4.2:** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.	**9-10.RN.4.2:** Analyze various accounts of a subject told in different mediums (e.g., *a person's life story in both print and multimedia*), determining which details are emphasized in each account.	**11-12.RN.4.2:** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	**7.RN.4.3:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**8.RN.4.3:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**9-10.RN.4.3:** Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	**11-12.RN.4.3:** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

In Reading: Vocabulary, students are expected to do the following:

	RV.1: LEARNING OUTCOME FOR READING VOCABULARY				
	Acquire, refine, and apply vocabulary using various strategies and sources				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
LEARNING OUTCOME	**6.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**7.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**9-10.RV.1:** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11-12.RV.1:** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING				
Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships				
GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	**7.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	**8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	**9-10.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	**11-12.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
6.RV.2.2: Use the relationship between particular words (e.g., *cause/effect, part/whole, item/category*) to better understand each of the words.	**7.RV.2.2:** Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.	**8.RV.2.2:** *Students are expected to build upon and continue applying concepts learned previously.*	**9-10.RV.2.2:** *Students are expected to build upon and continue applying concepts learned previously.*	**11-12.RV.2.2:** *Students are expected to build upon and continue applying concepts learned previously.*
6.RV.2.3: Distinguish among the connotations of words with similar denotations.	**7.RV.2.3:** Distinguish among the connotations of words with similar denotations.	**8.RV.2.3:** Distinguish among the connotations of words with similar denotations.	**9-10.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.	**11-12.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	**7.RV.2.4:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).	**8.RV.2.4:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	**9-10.RV.2.4:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	**11-12.RV.2.4:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
6.RV.2.5: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	**7.RV.2.5:** Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	**8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	**9-10.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	**11-12.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

VOCABULARY BUILDING

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS

Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings

	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
VOCABULARY IN LITERATURE AND NONFICTION TEXTS	**6.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**7.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.	**8.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**9-10.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	**11-12.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., *imagery, allegory, and symbolism*) on meaning and tone (e.g., *how the language evokes a sense of time and place; how it sets a formal or informal tone*).
	6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	**7.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**8.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction 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.	**9-10.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., *how the language of a court opinion differs from that of a newspaper*).	**11-12.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
	6.RV.3.3: Interpret figures of speech (e.g., *personification*) in context.	**7.RV.3.3:** Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.	**8.RV.3.3:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.	**9-10.RV.3.3:** Interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text.	**11-12.RV.3.3:** Interpret figures of speech (e.g., *paradox*) in context and analyze their role in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING:

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

In Writing, students are expected to do the following:

<table>
<tr>
<td rowspan="3">LEARNING OUTCOME</td>
<td colspan="5">W.1: LEARNING OUTCOME FOR WRITING
Write effectively for a variety of tasks, purposes, and audiences</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>GRADE 7</td>
<td>GRADE 8</td>
<td>GRADES 9-10</td>
<td>GRADES 11-12</td>
</tr>
<tr>
<td>6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
<td>7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
<td>8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
<td>9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
<td>11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
</tr>
<tr>
<td rowspan="3">HANDWRITING</td>
<td colspan="5">W.2: HANDWRITING
Demonstrate the ability to write legibly</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>GRADE 7</td>
<td>GRADE 8</td>
<td>GRADES 9-10</td>
<td>GRADES 11-12</td>
</tr>
<tr>
<td>6.W.2:
Students are expected to build upon and continue applying concepts learned previously.</td>
<td>7.W.2:
Students are expected to build upon and continue applying concepts learned previously.</td>
<td>8.W.2:
Students are expected to build upon and continue applying concepts learned previously.</td>
<td>9-10.W.2:
Students are expected to build upon and continue applying concepts learned previously.</td>
<td>11-12.W.2:
Students are expected to build upon and continue applying concepts learned previously.</td>
</tr>
</table>

W.3: WRITING GENRES:				
Develop and refine writing skills by writing for different purposes and to specific audiences or people				
GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.W.3.1: Write arguments in a variety of forms that – ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. ● Use an organizational structure to group related ideas that support the argument. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. ● Provide a concluding statement or section that follows from the argument presented.	**7.W.3.1:** Write arguments in a variety of forms that – ● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ● Provide a concluding statement or section that follows from and supports the argument presented.	**8.W.3.1:** Write arguments in a variety of forms that – ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.	**9-10.W.3.1** Write arguments in a variety of forms that – ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.	**11-12.W.3.1:** Write arguments in a variety of forms that – ● Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.

(Row label: ARGUMENTATIVE)

INFORMATIVE				
6.W.3.2: Write informative compositions on a variety of topics that – ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented.	**7.W.3.2:** Write informative compositions on a variety of topics that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.	**8.W.3.2:** Write informative compositions on a variety of topics that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.	**9-10.W.3.2:** Write informative compositions on a variety of topics that – ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., *headings*), graphics (e.g., *figures, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., *articulating implications or the significance of the topic*).	**11-12.W.3.2:** Write informative compositions on a variety of topics that – ● Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., *headings*), graphics (e.g., *figures, tables),* and multimedia when useful to aiding comprehension. ● Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., *articulating implications or the significance of the topic*).

NARRATIVE	**6.W.3.3:** Write narrative compositions in a variety of forms that –	**7.W.3.3:** Write narrative compositions in a variety of forms that –	**8.W.3.3:** Write narrative compositions in a variety of forms that –	**9-10.W.3.3:** Write narrative compositions in a variety of forms that –	**11-12.W.3.3:** Write narrative compositions in a variety of forms that –
	● Engage and orient the reader by developing an exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*). ● Organize an event sequence (e.g. *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events.	● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.	● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.	● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (e.g., *dialogue, pacing, description, reflection, and multiple plot lines*), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., *a sense of mystery, suspense, growth, or resolution*). ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

	W.4: THE WRITING PROCESS **Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others**				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
THE WRITING PROCESS	**6.W.4:** Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing.	**7.W.4:** Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	**8.W.4:** Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	**9-10.W.4:** Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., *use of publishing programs, integration of multimedia*).	**11-12.W.4:** Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.5: THE RESEARCH PROCESS				
Build knowledge about the research process and the topic under study by conducting research				
GRADE 6	GRADE 7	GRADE 8	GRADES 9-10	GRADES 11-12
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?).* ● Gather relevant information from multiple sources, and annotate sources. ● Assess the credibility of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and provide basic bibliographic information for sources. ● Present information, choosing from a variety of formats.	**7.W.5:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.	**8.W.5:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.	**9-10.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., *MLA, APA*) for citation. ● Present information, choosing from a variety of formats.	**11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., *MLA, APA*) for citation. ● Present information, choosing from a variety of formats.

FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION

	W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
GRAMMAR AND USAGE	**6.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	**7.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	**8.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	**9-10.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	**11-12.W.6.1:** Demonstrate command of English grammar and usage, focusing on:
	6.W.6.1a: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	**7.W.6.1a: Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*	**8.W.6.1a: Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.1a: Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*	**11-12.W.6.1a: Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*
	6.W.6.1b: Verbs – *Students are expected to build upon and continue applying conventions learned previously.*	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	**8.W.6.1b: Verbs –** Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	**9-10.W.6.1b: Verbs –** Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	**11-12.W.6.1b: Verbs –** *Students are expected to build upon and continue applying conventions learned previously.*
	6.W.6.1c: Adjectives and Adverbs – *Students are expected to build upon and continue applying conventions learned previously.*	**7.W.6.1c: Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*	**8.W.6.1c: Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.1c: Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*	**11-12.W.6.1c: Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
	6.W.6.1d: Phrases and Clauses – *Students are expected to build upon and continue applying conventions learned previously.*	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	**8.W.6.1d: Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.1d: Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*	**11-12.W.6.1d: Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*

	6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	**8.W.6.1e: Usage –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.1e: Usage –** Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	**11-12.W.6.1e: Usage –** *Students are expected to build upon and continue applying conventions learned previously.*
CAPITALIZATION, PUNCTUATION, AND SPELLING	**6.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**8.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**9-10.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**11-12.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	6.W.6.2a: Capitalization – *Students are expected to build upon and continue applying conventions learned previously.*	**7.W.6.2a: Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*	**8.W.6.2a: Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.2a: Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*	**11-12.W.6.2a: Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*
	6.W.6.2b: Punctuation – ● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation.	**7.W.6.2b: Punctuation –** ● Using commas with subordinate clauses.	**8.W.6.2b: Punctuation –** ● Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	**9-10.W.6.2b: Punctuation –** ● Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	**11-12.W.6.2b: Punctuation –** *Students are expected to build upon and continue applying conventions learned previously.*
	6.W.6.2c: Spelling – *Students are expected to build upon and continue applying conventions learned previously.*	**7.W.6.2c: Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*	**8.W.6.2c: Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*	**9-10.W.6.2c: Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*	**11-12.W.6.2c: Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

In Speaking and Listening, students are expected to do the following:

	SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening				
LEARNING OUTCOME	**GRADE 6**	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
	6.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	**7.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	**8.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	**9-10.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.	**11-12.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.
DISCUSSION AND COLLABORATION	SL.2: DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
	6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	**7.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	**8.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	**9-10.SL.2.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	**11-12.SL.2.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
	6.SL.2.2: Elaborate and	**7.SL.2.2:** Investigate and	**8.SL.2.2:** Examine, analyze,	**9-10.SL.2.2:** Examine,	**11-12.SL.2.2:** Stimulate a

reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	**7.SL.2.3:** Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**8.SL.2.3:** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	**9-10.SL.2.3:** Work with peers to set rules for collegial discussions and decision-making (e.g., *informal consensus, taking votes on key issues, presentation of alternate views*), clear goals and deadlines, and individual roles as needed.	**11-12.SL.2.3:** Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**7.SL.2.4:** 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.	**8.SL.2.4:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	**9-10.SL.2.4:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	**11-12.SL.2.4:** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**7.SL.2.5:** Acknowledge new information expressed by others, and consider it in relation to one's own views.	**8.SL.2.5:** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	**9-10.SL.2.5:** Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	**11-12.SL.2.5:** Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

	SL.3: COMPREHENSION Refine and apply active listening and interpretation skills using various strategies				
COMPREHENSION	**GRADE 6**	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
	6.SL.3.1: Interpret information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.	**7.SL.3.1:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how the ideas clarify a topic, text, or issue under study.	**8.SL.3.1:** Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., *social, commercial, political*) behind its presentation.	**9-10.SL.3.1:** Integrate multiple sources of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) evaluating the credibility and accuracy of each source.	**11-12.SL.3.1:** Integrate multiple sources of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**7.SL.3.2:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**8.SL.3.2:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**9-10.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**11-12.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Refine and apply speaking skills to communicate ideas effectively in a variety of situations				
	GRADE 6	**GRADE 7**	**GRADE 8**	**GRADES 9-10**	**GRADES 11-12**
PRESENTATION OF KNOWLEDGE AND IDEAS	**6.SL.4.1:** 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.	**7.SL.4.1:** 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.	**8.SL.4.1:** 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.	**9-10.SL.4.1:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**11-12.SL.4.1:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	6.SL.4.2: Create engaging presentations that include multimedia components (e.g., *graphics, images, music, sound*) and visual displays in presentations to clarify information.	**7.SL.4.2:** Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	**8.SL.4.2:** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	**9-10.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., *textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.	**11-12.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., *textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.
	6.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*	**7.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*	**8.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*	**9-10.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*	**11-12.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*[iv]

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

In Media Literacy, students are expected to do the following:

<table>
<tr><td rowspan="3" style="writing-mode:vertical">LEARNING OUTCOME</td><td colspan="5">ML.1: LEARNING OUTCOME FOR MEDIA LITERACY
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</td></tr>
<tr><td>GRADE 6</td><td>GRADE 7</td><td>GRADE 8</td><td>GRADES 9-10</td><td>GRADES 11-12</td></tr>
<tr><td>6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</td><td>7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</td><td>8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</td><td>9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</td><td>11-12.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</td></tr>
<tr><td rowspan="4" style="writing-mode:vertical">MEDIA LITERACY</td><td colspan="5">ML.2: MEDIA LITERACY
Analyze the purposes of media and the ways in which media can have influences</td></tr>
<tr><td>GRADE 6</td><td>GRADE 7</td><td>GRADE 8</td><td>GRADES 9-10</td><td>GRADES 11-12</td></tr>
<tr><td>6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.</td><td>7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.</td><td>8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.</td><td>9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</td><td>11-12.ML.2.1: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.</td></tr>
<tr><td>6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.)*</td><td>7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.</td><td>8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.</td><td>9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.</td><td>11-12.ML.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.</td></tr>
</table>

[i] Adapted from *Standards for the English Language*. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.

[ii] Ibid.

[iii] Ibid.

[iv] Adapted from *Core Principles of Media Literacy Education in the United States*. National Association for Media Literacy Education, 2007. Available at http://namle.net/wp-content/uploads/2013/01/CorePrinciples.pdf.