

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016-17
ISTAR: English/Language Arts – Grade 3

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	✓+
3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	3.RL.2.2.a.1: Retell folktales, fables, and tall tales from diverse cultures.	✓+
3.RL.2.3: Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.	3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).	✓
Reading: Nonfiction		
3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RN.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓
3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RN.2.2.a.1: Determine the main idea of a text.	✓+
	3.RN.2.2.a.2: Recount the key details and explain how they support the main idea.	✓+
3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	3.RN.3.1.a.2: Apply knowledge of text features to locate information and gain meaning from a text (e.g. maps, illustrations, charts, font/format).	✓+
3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	3.RN.3.2.a.1: Identify how a nonfiction text can be structured to indicate a problem and solution.	✓
	3.RN.3.2.a.2: Identify how a nonfiction text can be structured to put events in chronological order.	✓
Reading: Vocabulary		
3.RV.2.1: Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.	3.RV.2.1.a.1: Use context clues and text features to determine the meanings of unknown words.	✓
3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).	3.RV.2.2.a.1: Identify relationships among words including synonyms and antonyms, homographs, homonyms, and multiple meaning words (e.g. puzzle, fire).	✓

Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
<p>3.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section. 	3.W.3.2.a.1: State the topic, develop a main idea for the introductory paragraph, and group related information together.	✓+
Writing: The Writing Process		
3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	3.W.6.2a.a.1: Capitalize appropriate words in titles.	✓
<p>3.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>). 	3.W.6.2b.a.1: Use commas in locations and addresses.	✓+
<p>3.W.6.2d: Spelling –</p> <ul style="list-style-type: none"> • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. 	3.W.6.2d.a.1: Use conventional spelling for high-frequency and other studied words.	✓
	3.W.6.2d.a.2: Use spelling patterns and generalizations when writing.	✓

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016 -17
ISTAR: English/Language Arts – Grade 4

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓+
4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	4.RL.2.2.a.1: Paraphrase or retell the main events in story, myth, legend, or novel.	✓+
4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	4.RL.2.3.a.1: Describe a character, setting, or event in a story or play, drawing on specific details in the text.	✓+
Reading: Nonfiction		
4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓+
4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RN.2.2.a.1: Determine the main idea of a text.	✓+
4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).	4.RN.3.1.a.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).	✓+
Reading: Vocabulary		
4.RV.2.1: Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/subheadings, font/format</i>) to determine the meanings of unknown words.	4.RV.2.1.a.1: Use context clues and text features to determine the meaning of unknown words.	✓

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Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
4.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> In an introductory statement, clearly state an opinion to a particular audience. Support the opinion with facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. Provide a concluding statement or section related to the position presented. 	4.W.3.1.a.1: Support a given opinion with facts and details.	✓
4.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. 	4.W.3.3.a.1: Establish an introduction, with context to allow the reader to imagine the world of the event or experience.	✓
	4.W.3.3.a.2: Organize events using meaningful transitional words and phrases.	✓
	4.W.3.3.a.3: Provide an ending that follows the narrated experiences or events.	✓
Writing: Conventions of Standard English		
4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	4.W.6.1d.a.1: Write sentences that include prepositions.	✓
4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).	4.W.6.1e.a.1: Produce simple compound, and complex sentences in writing.	✓

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ISTAR: English/Language Arts – Grade 4

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Indiana Academic Standards	Content Connectors	Priority
4.W.6.2d: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.	4.W.6.2d.a.1: Using spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.	✓

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016 -17
ISTAR: English/Language Arts – Grade 5

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
5.RL.2.1: Quote accurately from a text when explain what a text says explicitly and when drawing inferences from the text.	5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓
5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.2.2.a.1: Summarize the text.	✓+
	5.RL.2.2.a.2: Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	✓+
5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the	5.RL.2.3.a.1: Describe characters, settings, events within a story; provide or identify specific details in the text to support the description.	✓+
Reading: Nonfiction		
5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly.	✓+
	5.RN.2.1.a.2: Quote accurately from a text to support inferences.	✓+
5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RN.2.2.a.1: Determine main ideas, and identify key details to support main ideas.	✓+
	5.RN.2.2.a.2: Summarize the text.	✓+
5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	5.RN.3.2.a.1: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	✓+
Reading: Vocabulary		
5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	5.RV.2.1.a.1: Use context and text features to determine the meanings of unknown words.	✓
5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	5.RV.3.1.a.1: Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.	✓+

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Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
5.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia wen useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented. 	5.W.3.2.a.1: Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	✓+
	5.W.3.2.a.2: Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.	✓+
	5.W.3.2.a.6: Provide a concluding statement or section related to the information or explanation presented.	✓+
5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	5.W.6.1d.a.1: Write sentences that use prepositional phrases.	✓
5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.	5.W.6.2a.a.1: Apply correct usage of capitalization in writing.	✓+
5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing.	5.W.6.2c.a.1: Apply correct spelling patterns and generalizations in writing.	✓+

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016 -17
ISTAR: English/Language Arts – Grade 6

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	6.RL.2.1.a.1: Use specific details in a text to explain what a text says explicitly.	✓
	6.RL.2.1.a.2: Use specific details from the text to support inferences.	✓
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.	6.RL.2.2.a.1: Determine how a theme or central idea of a work of literature is conveyed through particular details.	✓+
	6.RL.2.2.a.2: Provide a detailed, objective summary of the text.	✓+
Reading: Nonfiction		
6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	6.RN.2.1.a.1: Use specific details in a text to explain what a text says explicitly.	✓+
	6.RN.2.1.a.2: Use specific details from the text to support inferences.	✓+
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	6.RN.2.2.a.1: Determine how a central idea of a text is conveyed through particular details.	✓+
	6.RN.2.2.a.2: Provide a summary of the text distinct from personal opinions or judgments.	✓+
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.	6.RN.4.1.a.1: Trace the argument and specific claims in a text.	✓+
Reading: Vocabulary		
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	6.RV.2.1.a.1: Use context to determine the meaning of words or phrases.	✓+
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.	6.RV.3.1.a.1: Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	✓

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ISTAR: English/Language Arts – Grade 6

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✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
<p>6.W.3.1: Writing arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • 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. 	<p>6.W.3.1.a.1: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	✓
<p>6.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • 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. 	<p>6.W.3.2.a.5: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	✓+

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✓+	Critical	60 - 80%
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□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
<p>6.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> 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. 	<p>6.W.3.3.a.2: 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.</p>	✓
Writing: The Research Process		
<p>6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> 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 basis bibliographic information for sources. Present information, choosing from a variety of formats. 	<p>6.W.5.a.2: Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).</p>	✓
	<p>6.W.5.a.5: Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p>	✓

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ISTAR: English/Language Arts – Grade 6

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
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Indiana Academic Standards	Content Connectors	Priority
Writing: Conventions of Standard English		
6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	6.W.6.1e.a.1: Write simple, compound, complex, and compound-complex sentences.	✓

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016 -17
ISTAR: English/Language Arts – Grade 7

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
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.	7.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓+
	7.RL.2.1.a.2: Refer to details and examples in a text when making inferences.	✓+
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.	7.RL.2.2.a.1: Analyze the development of the theme or central idea over the course of the text.	✓+
	7.RL.2.2.a.2: Provide a detailed summary of a text.	✓+
Reading: Nonfiction		
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.	7.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓+
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.	7.RN.2.2.a.1: Analyze the development of two or more central ideas over the course of the text.	✓+
	7.RN.2.2.a.2: Provide a detailed, objective summary of a text.	✓+
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).	7.RN.2.3.a.1: 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).	✓+
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.	7.RN.4.1.a.1: Trace and evaluate the argument and specific claims in a text.	✓
Reading: Vocabulary		
7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.	✓+

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□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
7.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • 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. 	7.W.3.1.a.1: Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims.	✓+
	7.W.3.1.a.3: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓+
7.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • 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. 	7.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓

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ISTAR: English/Language Arts – Grade 7

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□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
<p>7.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> 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. 	7.W.3.3.a.2: 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.	✓
Writing: Conventions of Standard English		
7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement.	7.W.6.1b.a.1: Recognize and correct problems with subject/verb agreement.	✓
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.	7.W.6.1e.a.1: Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	✓+

Instructional and Assessment Guidance
Indiana Academic Standards, including the Content Connectors: 2016 -17
ISTAR: English/Language Arts – Grade 8

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
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.	8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.	✓+
	8.RL.2.1.a.2: Refer to details and examples in the text when making inferences.	✓+
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.	8.RL.2.2.a.1: Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	✓+
	8.RL.2.2.a.2: Provide a detailed summary of a text.	✓+
Reading: Nonfiction		
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.	8.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.	✓+
	8.RN.2.1.a.2: Refer to details and examples in a text when making inferences.	✓+
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.	8.RN.2.2.a.1: Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.	✓+
	8.RN.2.2.a.2: Provide a detailed, objective summary of the text.	✓+
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.	8.RN.4.1.a.1: Evaluate the claim or argument to determine if it is supported by evidence.	✓
Reading: Vocabulary		
8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.	✓+

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ISTAR: English/Language Arts – Grade 8

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Writing: Genres		
<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • 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 support the argument presented. 	8.W.3.1.a.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓
<p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • 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. 	8.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓+
	8.W.3.2.a.7: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓+

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Indiana Academic Standards	Content Connectors	Priority
<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> 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. 	8.W.3.3.a.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	✓+
	8.W.3.3.a.2: 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.	✓+
	8.W.3.3.a.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓+

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Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	60 - 80%
✓	Important	40 - 60%
□	Additional	5 - 10%

Indiana Academic Standards	Content Connectors	Priority
Reading: Literature		
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.	9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	✓+
	9-10.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	✓+
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.	9-10.RL.2.3.a.1: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.	✓
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.	9-10.RL.3.1.a.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.	✓+
Reading: Nonfiction		
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.	9-10.RN.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	✓+
	9-10.RN.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	✓+
	9-10.RN.2.1.a.3: Analyze in detail how an author’s claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	✓+
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.	9-10.RN.3.3.a.1: Determine an author’s perspective or purpose in a text.	✓+
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.	9-10.RN.4.1.a.1: Delineate and evaluate the argument and specific claims in a text.	✓
	9-10.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient.	✓

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Indiana Academic Standards	Content Connectors	Priority
Reading: Vocabulary		
9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.	✓+
Writing Genres		
9-10.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • 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. 	9-10.W.3.1.a.1: 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.	✓
	9-10.W.3.1.a.2: 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.	✓
	9-10.W.3.1.a.5: Provide a concluding statement or section that follows from and supports the argument presented.	✓

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Indiana Academic Standards	Content Connectors	Priority
<p>9-10.W.3.2: Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> • 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). 	9-10.W.3.2.a.1: 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.	✓
	9-10.W.3.2.a.2: 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.	✓
	9-10.W.3.2.a.3: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	✓
	9-10.W.3.2.a.6: 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).	✓
<p>9-10.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • 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. 	9-10.W.3.3.a.1: 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.	✓+
	9-10.W.3.3.a.2: Create a smooth progression of experiences or events.	✓+
	9-10.W.3.3.a.5: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	✓+
	9-10.W.3.3.a.6: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	✓+

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Indiana Academic Standards	Content Connectors	Priority
Writing: The Research Process		
<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>9-10.W.5: 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.</p>	✓+