



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Kindergarten



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Kindergarten

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.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

K.RF.1	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
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Print Concepts

K.RF.2.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
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K.RF.2.2	Recognize that written words are made up of sequences of letters.
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K.RF.2.3	Recognize that words are combined to form sentences.
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
Phonological Awareness	
K.RF.3.1	Identify and produce rhyming words.
K.RF.3.2	Orally pronounce, blend, and segment words into syllables.
K.RF.3.3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
K.RF.3.5	Add, delete, or substitute sounds to change one-syllable words.
Phonics	
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.

K.RF.4.3	Recognize the long and short sounds for the five major vowels.
K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).
K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
K.RF.4.6	<i>Standard begins at first grade.</i> <i>1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</i>
Fluency	
K.RF.5	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: 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.

Learning Outcome

K.RL.1	Actively engage in group reading activities with purpose and understanding.
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Key Ideas and Textual Support

K.RL.2.1	With support, ask and answer questions about main topics and key details in a text heard or read. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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K.RL.2.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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K.RL.2.3	Identify important elements of the text (e.g., characters, settings, or events).
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K.RL.2.4	Make predictions about what will happen in a story.
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Structural Elements and Organization

K.RL.3.1	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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K.RL.3.2	With support, define the role of the author and illustrator of a story in telling the story. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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Synthesis and Connection of Ideas

K.RL.4.1	With support, describe the relationship between illustrations and the story in which they appear. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RL.4.2	With support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Further guidance for support will be provided in the Literacy Framework.</i>

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

K.RN.1	Actively engage in group reading activities with purpose and understanding.
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Key Ideas and Textual Support

K.RN.2.1	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). <i>Further guidance for support will be provided in the Literacy Framework.</i>
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K.RN.2.2	With support, retell the main idea and key details of a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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K.RN.2.3	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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Structural Elements and Organization

K.RN.3.1	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
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K.RN.3.2	Recognize that a nonfiction text can be structured to describe a topic.
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K.RN.3.3	<i>Standard begins at second grade.</i> 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.
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Structural Elements and Organization	
K.RN.4.1	With support, identify the reasons an author gives to support points in a text. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RN.4.2	With support, identify basic similarities in and differences between two texts on the same topic. <i>Further guidance for support will be provided in the Literacy Framework.</i>
K.RN.4.3	<i>Standard begins at sixth grade</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another</i>

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.

Learning Outcome

K.RV.1

Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

K.RV.2.1

Standard begins at first grade.

1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

K.RV.2.2

Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.RV.2.3

Standard begins at sixth grade.

6.RV.2.3: Distinguish among the connotations of words with similar denotations

K.RV.2.4

Recognize frequently occurring inflections (e.g., look, looks).

K.RV.2.5

Standard begins at second grade.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

K.RV.3.1

With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2	With support, ask and answer questions about unknown words in a nonfiction text.
K.RV.3.3	<i>Standard begins at third grade.</i> <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>

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.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, 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.	
Learning Outcome	
K.W.1	Write for specific purposes and audiences.
Handwriting	
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
K.W.2.2	Write by moving from left to right and top to bottom.
Writing Genres: Argumentative, Informative, and Narrative	
K.W.3.1	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.3.2	Use words and pictures to develop a main idea and provide some information about a topic.
K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
The Writing Process	
K.W.4	Apply the writing process to – <ul style="list-style-type: none"> • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). • Use available technology to produce and publish writing.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
K.W.5	With support, build understanding of a topic using various sources. <ul style="list-style-type: none"> • Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
K.W.6.1	Demonstrate command of English grammar and usage, focusing on: K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). K.W.6.1b Verbs – Writing sentences that include verbs. K.W.6.1c Adjectives/ Adverbs – Standard begins at second grade. <i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs</i> K.W.6.1d Prepositions – Standard begins at fourth grade. <i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i> K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).



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K.W.6.2

Demonstrate command of capitalization, punctuation, and spelling, focusing on:

K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.

K.W.6.2b Punctuation – Recognizing and naming end punctuation.

K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

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.

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: 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.

Learning Outcome

K.SL.1

Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

K.SL.2.1

Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.2

Standard begins in third grade.
3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

K.SL.2.3

Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4

Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5	Continue a conversation through multiple exchanges.
Comprehension	
K.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
K.SL.3.2	Ask appropriate questions about what a speaker says.
Presentation of Knowledge and Ideas	
K.SL.4.1	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
K.SL.4.2	Standard begins in first grade. <i>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</i>
K.SL.4.3	Give, restate, and follow simple two-step directions.

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.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
K.ML.1	Recognize various types of media.
Media Literacy	
K.ML.2.1	Recognize common signs and logos and identify commercials or advertisements.
K.ML.2.2	Standard begins in fifth grade. <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>



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Indiana Academic Standards English Language Arts: Grade 1



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

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While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

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English Language Arts: Grade 1

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.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

1.RF.1

Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

Print Concepts

1.RF.2.1

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

1.RF.2.2

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.2 Recognize that written words are made up of sequences of letters.

1.RF.2.3

Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

1.RF.2.4	Learn and apply knowledge of alphabetical order.
Phonological Awareness	
1.RF.3.1	Produce rhyming words.
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
1.RF.3.3	Orally blend sounds in words.
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words
1.RF.3.5	Segment the individual sounds in one-syllable words.
Phonics	
1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said). <i>Further guidance for support will be provided in the Literacy Framework.</i>

1.RF.4.5	Read words in common word families (e.g., -at, -ate).
1.RF.4.6	Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: 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.

Learning Outcome

1.RL.1	With support, read and comprehend literature that is grade-level appropriate.
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Key Ideas and Textual Support

1.RL.2.1	Ask and answer questions about main idea and key details in a text.
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1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. <i>Further guidance for support will be provided in the Literacy Framework.</i>
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1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.
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1.RL.2.4	Make and confirm predictions about what will happen next in a story.
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Structural Elements and Organization

1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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1.RL.3.2	Identify who is telling the story at various points in a text.
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Synthesis and Connection of Ideas

1.RL.4.1

Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.2

Compare and contrast the adventures and experiences of characters in stories.

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.
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Key Ideas and Textual Support

1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.
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1.RN.2.2	Retell main ideas and key details of a text.
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1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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Structural Elements and Organization

1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
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1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
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1.RN.3.3	<i>Standard begins at second grade.</i> <i>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i>
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Structural Elements and Organization



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1.RN.4.1	Identify the reasons the author gives to support points in a text.
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.
1.RN.4.3	<i>Standard begins at sixth grade.</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.

Learning Outcome

1.RV.1

Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

1.RV.2.1

Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

1.RV.2.2

Define and sort words into categories (e.g., antonyms, living things, synonyms).

1.RV.2.3

Standard begins at sixth grade.
6.RV.2.3: Distinguish among the connotations of words with similar denotations

1.RV.2.4

Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
Further guidance for support will be provided in the Literacy Framework.

1.RV.2.5

Standard begins at second grade.
2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

1.RV.3.1

Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).



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1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
1.RV.3.3	<i>Standard begins at third grade.</i> <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>

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.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, 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.	
Learning Outcome	
1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.
Handwriting	
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
1.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i>
Writing Genres: Argumentative, Informative, and Narrative	
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.

1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
The Writing Process	
1.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers • Use available technology to produce and publish legible documents.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
1.W.5	<p>With support, conduct simple research on a topic</p> <ul style="list-style-type: none"> • Identify several sources of information and indicate the sources. • Organize information, using graphic organizers or other aids. • Make informal presentations on information gathered.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
1.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p> <p>1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.</p> <p>1.W.6.1c Adjectives/ Adverbs – <i>Standard begins at second grade.</i> 2.W.6.1c: <i>Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs</i></p> <p>1.W.6.1d Prepositions – <i>Standard begins at fourth grade.</i> 4.W.6.1d: <i>Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in</p>

	response to prompts.
1.W.6.2	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p> <p>1.W.6.2b Punctuation –</p> <ul style="list-style-type: none">• Correctly using a period, question mark, and exclamation mark at the end of a sentence.• Using commas in dates and to separate items in a series. <p>1.W.6.2c Spelling –</p> <ul style="list-style-type: none">• Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.• Correctly spelling words with common spelling patterns.• Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

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.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: 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.	
Learning Outcome	
1.SL.1	Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
1.SL.2.2	<i>Standard begins in third grade.</i> <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
1.SL.2.3	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.
1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.

1.SL.2.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Comprehension	
1.SL.3.1	Ask and answer questions about what a speaker says to clarify something that is not understood.
1.SL.3.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas	
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
1.SL.4.3	Give and follow three- and four-step directions.

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.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
Media Literacy	
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
1.ML.2.2	<i>Standard begins in fifth grade.</i> <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>



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DEPARTMENT OF EDUCATION

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Indiana Academic Standards English Language Arts: Grade 2



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

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English Language Arts: Grade 2

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.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

2.RF.1

Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

Print Concepts

2.RF.2.1

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

2.RF.2.2

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.2 Recognize that written words are made up of sequences of letters.

2.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
2.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
Phonological Awareness	
2.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.3.1 Identify and produce rhyming words.</i>
2.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
2.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
2.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words</i>
2.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i>
Phonics	
2.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock). <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RF.4.6	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: 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.

Learning Outcome

2.RL.1

Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

2.RL.2.1

Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.2

Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Further guidance for support will be provided in the Literacy Framework.

2.RL.2.3

Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.2.4

Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Structural Elements and Organization

2.RL.3.1

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.3.2

Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.



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Synthesis and Connection of Ideas

2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

2.RN.1

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

2.RN.2.1

Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.2

Identify the main idea of a multiparagraph text and the topic of each paragraph.

2.RN.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

Structural Elements and Organization

2.RN.3.1

Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

2.RN.3.2

Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

2.RN.3.3

Identify what the author wants the reader to answer, explain, or describe in the text.

Structural Elements and Organization



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2.RN.4.1	Describe how an author uses facts to support specific points in a text.
2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.
2.RN.4.3	<i>Standard begins at sixth grade:</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.

Learning Outcome

2.RV.1

Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

2.RV.2.1

Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.RV.2.2

Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

2.RV.2.3

Standard begins at sixth grade.
6.RV.2.3: Distinguish among the connotations of words with similar denotations

2.RV.2.4

Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
Further guidance for support will be provided in the Literacy Framework.

2.RV.2.5

Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

2.RV.3.1

Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.



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2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
2.RV.3.3	<i>Standard begins at third grade.</i> <i>3.RV.3.3: Recognize the meanings of idioms in context.</i>

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.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, 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.	
Learning Outcome	
2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
Handwriting	
2.W.2.1	Write legibly by forming letters correctly and spacing words and sentences properly.
2.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.W.2.2 Write by moving from left to right and top to bottom.</i>
Writing Genres: Argumentative, Informative, and Narrative	
2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
2.W.3.2	Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

<p>2.W.3.3</p>	<p>Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> • Include a beginning. • Use temporal words to signal event order (e.g., first of all). • Provide details to describe actions, thoughts, and feelings. • Provide an ending.
<p>The Writing Process</p>	
<p>2.W.4</p>	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, Grade 2 Indiana Academic Standards 2014 7 sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use available technology to produce and publish legible documents.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>2.W.5</p>	<p>With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> • Find information on a topic of interest (e.g., cardinals). • Identify various visual and text reference sources. • Organize, summarize, and present the information, choosing from a variety of formats.
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>	
<p>2.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1b Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., action, linking) in sentences. <p>2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p><i>2.W.6.1d Prepositions – Standard begins at fourth grade.</i></p>

	<p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>
<p>2.W.6.2</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p>2.W.6.2b Punctuation –</p> <ul style="list-style-type: none"> ● Correctly using a period, question mark, or exclamation mark at the end of a sentence. ● Using an apostrophe to form contractions and singular possessive nouns. ● Using commas in greetings and closings of letters, dates, and to separate items in a series. <p>2.W.6.2c Spelling –</p> <ul style="list-style-type: none"> ● Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. ● Generalizing learned spelling patterns (e.g., word families) when writing words. ● Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

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.

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: 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.

Learning Outcome

2.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
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Discussion and Collaboration

2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
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2.SL.2.2	<i>Standard begins in third grade.</i> <i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
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2.SL.2.3	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
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2.SL.2.4	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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2.SL.2.5	Build on others' talk in conversations by linking comments to the remarks of others.
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Comprehension	
2.SL.3.1	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.3.2	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
2.SL.4.1	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
2.SL.4.2	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
2.SL.4.3	Give and follow multi-step directions.

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.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.
Media Literacy	
2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
2.ML.2.2	<i>Standard begins in fifth grade.</i> 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.



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Indiana Academic Standards English Language Arts: Grade 3



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Introduction

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English Language Arts: Grade 3

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.

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Learning Outcome

3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.
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Print Concepts

3.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i>
3.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>

3.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
3.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
Phonological Awareness	
3.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.3.1 Identify and produce rhyming words.</i>
3.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
3.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
3.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words</i>
3.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i>
Phonics	
3.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.



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3.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural). <i>Further guidance for support will be provided in the Literacy Framework.</i>
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight). <i>Further guidance for support will be provided in the Literacy Framework.</i>
3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: 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.

Learning Outcome

3.RL.1

Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

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.2.2

Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
Further guidance for support will be provided in the Literacy Framework.

3.RL.2.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RL.2.4

Students are expected to build upon and continue applying concepts learned previously
2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Structural Elements and Organization

3.RL.3.1

Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

3.RL.3.2

Distinguish personal point of view from that of the narrator or those of the characters.



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Synthesis and Connection of Ideas

3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

3.RN.1

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

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.2.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RN.2.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

Structural Elements and Organization

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.3.2

Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

3.RN.3.3

Distinguish one's own perspective from that of the author of the text.



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Structural Elements and Organization	
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RN.4.3	<i>Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another</i>

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.

Learning Outcome

3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
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Vocabulary Building

3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
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3.RV.2.3	<i>Standard begins at sixth grade.</i> 6.RV.2.3: Distinguish among the connotations of words with similar denotations
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3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
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3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
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Vocabulary in Literature and Nonfiction Texts

3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
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3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RV.3.3	Recognize and understand the meanings of idioms in context.

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.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, 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.	
Learning Outcome	
3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
Handwriting	
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
3.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.
Writing Genres: Argumentative, Informative, and Narrative	
3.W.3.1	Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> ● State the opinion in an introductory statement or section. ● Support the opinion with reasons in an organized way ● Connect opinion and reasons using words and phrases.

	<ul style="list-style-type: none"> • Provide a concluding statement or section.
3.W.3.2	<p>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.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.
The Writing Process	
3.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use available technology to produce and publish legible documents.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
3.W.5	<p>Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
3.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p> <p>3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1c Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p> <p><i>3.W.6.1d Prepositions – Standard begins at fourth grade.</i></p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).</p>
3.W.6.2	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. 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., a small, red bicycle). <p>3.W.6.2c 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.

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.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: 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.	
Learning Outcome	
3.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	
3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.
Comprehension	
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
3.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i> <i>2.SL.4.3 Give and follow multi-step directions.</i>

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.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
Media Literacy	
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
3.ML.2.2	<i>Standard begins in fifth grade.</i> 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.



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Indiana Academic Standards English Language Arts:Grade 4



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 4

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.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

4.RF.1

Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts

4.RF.2.1

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

4.RF.2.2

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.2 Recognize that written words are made up of sequences of letters.

4.RF.2.3

Students are expected to build upon and continue applying concepts learned previously.
1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).

4.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
Phonological Awareness	
4.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.3.1 Identify and produce rhyming words.</i>
4.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
4.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
4.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words</i>
4.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i>
Phonics	
4.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
4.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i>

<p>4.RF.4.4</p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).</i></p>
<p>4.RF.4.5</p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</i></p>
<p>4.RF.4.6</p>	<p>Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. <i>Further guidance for support will be provided in the Literacy Framework.</i></p>
<p>Fluency</p>	
<p>4.RF.5</p>	<p>Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>

Reading: Literature	
There are three key areas found in the Reading: Literature section for grades K-5: 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.	
Learning Outcome	
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
Key Ideas and Textual Support	
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.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
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.2.4	<i>Students are expected to build upon and continue applying concepts learned previously</i> <i>2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i>
Structural Elements and Organization	
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Synthesis and Connection of Ideas	



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4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

4.RN.1

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

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.2.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.2.3

Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

4.RN.3.1

Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RN.3.2

Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.3.3

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

Structural Elements and Organization



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4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
4.RN.4.3	<i>Standard begins at sixth grade:</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another</i>

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.	
Learning Outcome	
4.RV.1	Build and use accurately general academic and content-specific words and phrases.
Vocabulary Building	
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
4.RV.2.3	<i>Standard begins at sixth grade.</i> 6.RV.2.3: Distinguish among the connotations of words with similar denotations
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
4.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.
Vocabulary in Literature and Nonfiction Texts	
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.



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4.RV.3.3

Explain the meanings of proverbs, adages, and idioms in context.

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.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, 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.	
Learning Outcome	
4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
Handwriting	
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.
4.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i>
Writing Genres: Argumentative, Informative, and Narrative	
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.

<p>4.W.3.2</p>	<p>Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
<p>4.W.3.3</p>	<p>Write narrative compositions in a variety of forms that –</p> <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. • Provide an ending that follows the narrated experiences or events.
<p>The Writing Process</p>	
<p>4.W.4</p>	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to produce and publish legible documents.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>4.W.5</p>	<p>Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., What is the history of the Indy 500?). • Use organizational features of print and digital sources to efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

<p>4.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must). <p>4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>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).</p>
<p>4.W.6.2</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.W.6.2b Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence. <p>4.W.6.2c 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 multisyllable words.</p>

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.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: 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.	
Learning Outcome	
4.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	
4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
4.SL.2.4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.

Comprehension	
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
4.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i> 2.SL.4.3 Give and follow multi-step directions.

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.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
Media Literacy	
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
4.ML.2.2	<i>Standard begins in fifth grade.</i> <i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>



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Indiana Academic Standards English Language Arts: Grade 5



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 5

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.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

5.RF.1

Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts

5.RF.2.1

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

5.RF.2.2

Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.2 Recognize that written words are made up of sequences of letters.

5.RF.2.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i></p>
5.RF.2.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i></p>
<p>Phonological Awareness</p>	
5.RF.3.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.RF.3.1 Identify and produce rhyming words.</i></p>
5.RF.3.2	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i></p>
5.RF.3.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i></p>
5.RF.3.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words</i></p>
5.RF.3.5	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i></p>
<p>Phonics</p>	
5.RF.4.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i></p>
5.RF.4.2	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</i></p>

5.RF.4.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>
5.RF.4.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).</p>
5.RF.4.5	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</p>
5.RF.4.6	<p>Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>
Fluency	
5.RF.5	<p>Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>

Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: 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.

Learning Outcome

5.RL.1

Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

5.RL.2.1

Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

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.2.3

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 plot.

5.RL.2.4

Students are expected to build upon and continue applying concepts learned previously
 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Structural Elements and Organization

5.RL.3.1

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

5.RL.3.2

Describe how a narrator's or speaker's point of view influences how events are portrayed.

Synthesis and Connection of Ideas



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5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: 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.

Learning Outcome

5.RN.1

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

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.2.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RN.2.3

Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 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.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

5.RN.3.1

Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.3.2

Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.RN.3.3

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.



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Structural Elements and Organization	
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
5.RN.4.3	<i>Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another</i>

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades K-5: 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.

Learning Outcome

5.RV.1	Build and use accurately general academic and content-specific words and phrases.
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Vocabulary Building

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.
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5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
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5.RV.2.3	<i>Standard begins at sixth grade.</i> <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i>
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5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
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5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
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Vocabulary in Literature and Nonfiction Texts

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).
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5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.

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.

Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, 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.

Learning Outcome

5.W.1

Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Handwriting

5.W.2.1

Students are expected to build upon and continue applying concepts learned previously.
 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.

5.W.2.2

Students are expected to build upon and continue applying concepts learned previously.
 K.W.2.2 Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

<p>5.W.3.1</p>	<p>Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Clearly present a position in an introductory statement to an identified audience. ● Support the position with qualitative and quantitative facts and details from various sources, including texts. ● Use an organizational structure to group related ideas that support the purpose. ● Use language appropriate for the identified audience. ● Connect reasons to the position using words, phrases, and clauses. ● Provide a concluding statement or section related to the position presented
<p>5.W.3.2</p>	<p>Write informative compositions on a variety of topics that -</p> <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 text 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 when 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.
<p>5.W.3.3</p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). ● Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. ● Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. ● Use precise and expressive vocabulary and figurative language for effect. ● Provide an ending that follows from the narrated experiences or events.
<p>The Writing Process</p>	
<p>5.W.4</p>	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> ● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to

	<p>improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <ul style="list-style-type: none"> • Use technology to interact and collaborate with others to publish legible documents.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
5.W.5	<p>Conduct short research assignments and tasks on a topic. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).</p> <ul style="list-style-type: none"> • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
5.W.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>5.W.6.1a Nouns/Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>5.W.6.1b Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). <p>5.W.6.1c Adjectives/ Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p>5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p>
5.W.6.2	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.</p> <p>5.W.6.2b Punctuation –</p>



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| | <ul style="list-style-type: none">• Applying correct usage of apostrophes and quotation marks in writing.• Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. <p>5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.</p> |
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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.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: 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.	
Learning Outcome	
5.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	
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
5.SL.2.3	Establish and follow agreed-upon rules for discussion.
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
Comprehension	
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3.2	Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
Presentation of Knowledge and Ideas	
5.SL.4.1	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
5.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i> <i>2.SL.4.3 Give and follow multi-step directions.</i>

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.

Media Literacy

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

Learning Outcome

5.ML.1

Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

Media Literacy

5.ML.2.1

Review claims made in various types of media and evaluate evidence used to support these claims.

5.ML.2.2

Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.



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Indiana Academic Standards English Language Arts: Grade 6



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 6

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.*

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.

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.
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Key Ideas and Textual Support

6.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
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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.2.3	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.
6.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>Grade of Mastery: 2</i></p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>
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.
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.
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.



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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.



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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.

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.

Key Ideas and Textual Support

6.RN.2.1

Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.

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.2.3

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

Structural Elements and Organization

6.RN.3.1

Students are expected to continue building upon and applying concepts learned previously.

Grade of Mastery: 5



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	<i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
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.
6.RN.3.3	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.
Structural Elements and Organization	
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.4.2	Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i>) to demonstrate a coherent understanding of a topic or issue.
6.RN.4.3	Compare and contrast one author's presentation of events with that of another.



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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.

Learning Outcome

6.RV.1

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

Vocabulary Building

6.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.

6.RV.2.3

Distinguish among the connotations 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*).

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.



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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.
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.
6.RV.3.3	Interpret figures of speech (e.g., <i>personification</i>) in context.



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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.*

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 Standards English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

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.

Handwriting

6.W.2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 4

Write legibly in print or cursive, forming letters and words that can be read by others.

Writing Genres: Argumentative, Informative, and Narrative

<p>6.W.3.1</p>	<p>Write 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.3.2</p>	<p>Write informative compositions in a variety of forms 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., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), 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.3.3</p>	<p>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., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). • Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) 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>The Writing Process</p>	
<p>6.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> • 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.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>6.W.5</p>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>

- 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.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

6.W.6.1

Demonstrate command of English grammar and usage, focusing on:

A. 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*).

B. Verbs- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses*
- *Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).*

C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.*

D. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 5

- *Writing sentences that include prepositional phrases and explaining their functions in the sentence.*



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	<p>E. Usage- Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.</p>
	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none">• Applying correct usage of capitalization in writing. <p>B. Punctuation</p> <ol style="list-style-type: none">a. Using punctuation (e.g., <i>commas, parentheses, dashes</i>) to set off nonrestrictive/parenthetical elements.b. Using semicolons to connect main clauses and colons to introduce a list or quotation. <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <p>Applying correct spelling patterns and generalizations in writing.</p>



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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.*

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.

Learning Outcome

6.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
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Discussion and Collaboration

6.SL.2.1	Engage effectively in a range of collaborative discussions (e.g., <i>one-on-one, in groups, and teacher-led</i>) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
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6.SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
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6.SL.2.3	Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
6.SL.2.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Comprehension	
6.SL.3.1	Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.
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.
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; using appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.4.2	Create engaging presentations that include multimedia components (e.g. <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.



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6.SL.4.3

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 2

Give and follow multi-step directions



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Media Literacy

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Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
6.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
Media Literacy	
6.ML.2.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.
6.ML.2.2	Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i>).



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Indiana Academic Standards English Language Arts: Grade 7



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

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English Language Arts: Grade 7

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.*

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.

Learning Outcome

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.

Key Ideas and Textual Support

7.RL.2.1

Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.

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.2.3	Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).
7.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>
Structural Elements and Organization	
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.
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.
Synthesis and Connection of Ideas	
7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in film</i>).
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.

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.

Learning Outcome

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.

Key Ideas and Textual Support

7.RN.2.1

Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.

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.2.3

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*).

Structural Elements and Organization

7.RN.3.1

Students should continue to build upon and continue applying concepts learned previously.

Grade of Mastery: 5

Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

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.
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.
Structural Elements and Organization	
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.4.2	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).
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.

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.

Learning Outcome

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.

Vocabulary Building

7.RV.2.1

Use context to determine or clarify the meaning of words and phrases.

7.RV.2.2

Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.

7.RV.2.3

Distinguish among the connotations of words with similar denotations.

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, revel*).

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.

Vocabulary in Literature and Nonfiction Texts



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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., <i>alliteration</i>) on or within a story, poem, or play.
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.
7.RV.3.3	Interpret figures of speech (e.g., <i>allusions</i>) in context.

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.*

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 Standards English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

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.

Handwriting

7.W.2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 4

Write legibly in print or cursive, forming letters and words that can be read by others.

Writing Genres: Argumentative, Informative, and Narrative

<p>7.W.3.1</p>	<p>Write arguments in a variety of forms that –</p> <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.
<p>7.W.3.2</p>	<p>Write informative compositions in a variety of forms that –</p> <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., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), 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.
<p>7.W.3.3</p>	<p>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., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety

	<p>of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <ul style="list-style-type: none"> • 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.
<p>The Writing Process</p>	
<p>7.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> • 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.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>7.W.5</p>	<p>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. • 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.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

<p>7.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery 6:</p> <ul style="list-style-type: none"> 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). <p>B. Verbs- Recognizing and correcting problems with subject/verb agreement.</p> <p>C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</p> <ul style="list-style-type: none"> Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. <p>D. Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.</p> <p>E. 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.</p>
<p>7.W.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> Applying correct usage of capitalization in writing. <p>B. Punctuation –Using commas with subordinate clauses.</p> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> Applying correct spelling patterns and generalizations in writing.

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.*

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.	
Learning Outcome	
7.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
7.SL.2.1	Engage effectively in a range of collaborative discussions (e.g., <i>one-on-one, in groups, and teacher-led</i>) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
7.SL.2.2	Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.
7.SL.2.5	Acknowledge new information expressed by others, and consider it in relation to one's own views.
Comprehension	
7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.
Presentation of Knowledge and Ideas	
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.
7.SL.4.2	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.
7.SL.4.3	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions.</i></p>

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.*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
7.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
Media Literacy	
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.
7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.



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Dr. Jennifer McCormick
Superintendent of Public Instruction

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Indiana Academic Standards English Language Arts: Grade 8



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Working Together for Student Success

Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 8

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.*

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.

Learning Outcome

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.

Key Ideas and Textual Support

8.RL.2.1

Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.

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.

<p>8.RL.2.3</p>	<p>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.</p>
<p>8.RL.2.4</p>	<p>Students are expected to continue to build upon and continue applying concepts learning previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>
<p>Structural Elements and Organization</p>	
<p>8.RL.3.1</p>	<p>Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p>
<p>8.RL.3.2</p>	<p>Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>
<p>Synthesis and Connection of Ideas</p>	
<p>8.RL.4.1</p>	<p>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.</p>
<p>8.RL.4.2</p>	<p>Analyze how works of literature draw on and transform earlier texts.</p>

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.

Learning Outcome

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.

Key Ideas and Textual Support

8.RN.2.1

Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.

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.2.3

Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

8.RN.3.1

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 5

Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

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.
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
Structural Elements and Organization	
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.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.
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.

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.

Learning Outcome

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.

Vocabulary Building

8.RV.2.1

Use context to determine or clarify the meaning of words and phrases.

8.RV.2.2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 7

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

8.RV.2.3

Distinguish among the connotations of words with similar denotations.

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*).

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.
Vocabulary in Literature and Nonfiction Texts	
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.
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.
8.RV.3.3	Interpret figures of speech (e.g., <i>verbal irony</i> , <i>puns</i>) in context.

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.*

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.	
Learning Outcome	
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.
Handwriting	
8.W.2	<p>Students are expected to build upon and continue applying concepts learning previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
Writing Genres: Argumentative, Informative, and Narrative	

<p>8.W.3.1</p>	<p>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 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.
<p>8.W.3.2</p>	<p>Write informative compositions in a variety of forms 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., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), 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.

<p>8.W.3.3</p>	<p>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., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) 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.
<p>The Writing Process</p>	
<p>8.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> • 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.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>8.W.5</p>	<p>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.

- 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.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1

Demonstrate command of English grammar and usage, focusing on:

A. Pronouns- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 6

- *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).*

B. Verbs- Explaining the function of verbals (e.g., *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.

C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.*

D. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

- *Recognizing and correcting misplaced dangling modifiers.*

E. Usage- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

	<ul style="list-style-type: none"> • <i>Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentences fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</i>
<p>8.W.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation –Using punctuation (e.g., <i>comma, ellipsis, dash</i>) to indicate a pause, break, or omission.</p> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct spelling patterns and generalizations in writing.</i>

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.*

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.

Learning Outcome

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.

Discussion and Collaboration

8.SL.2.1

Engage effectively in a range of collaborative discussions (e.g., *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.2.2

Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

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.

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.
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
Comprehension	
8.SL.3.1	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
8.SL.3.2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
Presentation of Knowledge and Ideas	
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.
8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
8.SL.4.3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2



Dr. Jennifer McCormick
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DEPARTMENT OF EDUCATION

Working Together for Student Success

Give and follow multi-step directions

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.*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
8.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
Media Literacy	
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.
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.



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Indiana Academic Standards English Language Arts: Grades 9-10



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

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English Language Arts: Grades 9-10

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.*

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.

Learning Outcome

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.
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Key Ideas and Textual Support

9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.
9-10.RL.2.2	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.

9-10.RL.2.3	Analyze how dynamic characters (<i>e.g., those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
9-10.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why” and be able to utilize and continue the skills.</i></p>
Structural Elements and Organization	
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 (<i>e.g., parallel episodes</i>) and manipulate time (<i>e.g., pacing, flashbacks</i>) contribute to the overall meaning and effect of a work.
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (<i>e.g., created through the use of dramatic irony</i>).
Synthesis and Connection of Ideas	
9-10.RL.4.1	Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.

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.

Learning Outcome

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.
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Key Ideas and Textual Support

9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
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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 build on one another to provide a complex analysis.
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9-10.RN.2.3	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
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Structural Elements and Organization

9-10.RN.3.1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
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9-10.RN.3.2	Analyze how an author's ideas or 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.
Synthesis and Connection of Ideas	
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.4.2	Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.
9-10.RN.4.3	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

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.

Learning Outcome

9-10.RV.1	Acquire and accurately use 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.
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Vocabulary Building

9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
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Students are expected to build upon and continue applying concepts learned previously.

9-10.RV.2.2	Grade of Mastery: 7 <i>Use the relationship between particular words to better understand each of the words.</i> (e.g. synonym/antonym, analogy)
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9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.
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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).
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9-10.RV.2.5	Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
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Vocabulary in Literature and Nonfiction Texts	
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
9-10.RV.3.3	Interpret figures of speech 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.*

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.

Learning Outcome

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.
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Handwriting

9-10.W.2	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 <i>Write legibly in print or cursive, forming letters and words that can be read by others.</i>
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Writing Genres: Argumentative, Informative, and Narrative

9-10.W.3.1	Write arguments in a variety of forms that: <ul style="list-style-type: none"> Introduce 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.
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	<ul style="list-style-type: none"> ● Use rhetorical strategies to enhance the effectiveness of the claim ● 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.
<p>9-10.W.3.2</p>	<p>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 ● Develop the topic utilizing credible sources with 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 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 (<i>e.g., articulating implications or the significance of the topic</i>).
<p>9-10.W.3.3</p>	<p>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, (<i>e.g., dialogue, pacing, description, reflection, and multiple plotlines</i>),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,

	<p>events, setting, and/or characters.</p> <ul style="list-style-type: none"> ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>The Writing Process</p>	
<p>9-10.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> ● 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 (<i>e.g., use of publishing programs, integration of multimedia</i>) ● Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>9-10.W.5</p>	<p>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 over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. ● Present information, choosing from a variety of formats.
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>	

<p>9-10.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery:4</p> <ul style="list-style-type: none"> • <i>Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</i> <p>B. Verbs- Forming and using verbs in the indicative,imperative, interrogative, conditional and subjunctive moods.</p> <p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery 4:</p> <ul style="list-style-type: none"> • <i>Writing sentences that use the progressive verb tenses.</i> • <i>Recognizing and correcting inappropriate shifts in verb tense.</i> • <i>Using modal auxiliaries (e.g., can, may, must).</i> <p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7</p> <ul style="list-style-type: none"> • <i>Recognizing and correcting misplaced and dangling modifiers.</i> <p>E. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p>
<p>9-10.W.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p>



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- *Applying correct spelling patterns and generalizations in writing.*

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.*

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.	
Learning Outcome	
9-10.SL.1	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
9-10.SL.2.1	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
9-10.SL.2.2	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.
9-10.SL.2.3	Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed.
9-10.SL.2.4	Expand 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.

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.
Comprehension	
9-10.SL.3.1	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
9-10.SL.3.2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.
Presentation of Knowledge of Ideas	
9-10.SL.4.1	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (<i>e.g., textual, graphical, audio, visual, and interactive elements</i>) to enhance audience understanding of findings, reasoning, and evidence.
9-10.SL.4.3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>

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*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
9-10.ML.1	Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.
Media Literacy	
9-10.ML.2.1	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.
9-10.ML.2.2	Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.



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Indiana Academic Standards English Language Arts: Grades 11-12



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

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English Language Arts: Grades 11-12

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*

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.

Learning Outcome

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.
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Key Ideas and Textual Support

11-12.RL.2.1	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
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11-12.RL.2.2	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
11-12.RL.2.3	Analyze how the author's choices impact character development over the course of a text (<i>e.g. how the characters are introduced and developed</i>).
11-12.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2 <i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why” and be able to utilize and continue the skills.</i></p>
Structural Elements and Organization	
11-12.RL.3.1	Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (<i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall meaning and effect of a work.
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 (<i>e.g., satire, sarcasm, irony, or understatement</i>) in order to understand the perspectives.
Synthesis and Connection of Ideas	
11-12.RL.4.1	Analyze multiple interpretations or adaptations of a story and evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script, and analyze the impact of the interpretations on the audience.



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11-12.RL.4.2

Analyze and evaluate works of literary or cultural significance in history for 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, and maintain relevance for current audiences.

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.	
Learning Outcome	
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.
Key Ideas and Textual Support	
11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
11-12.RN.2.2	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, individuals develop throughout the text.
Structural Elements and Organization	
11-12.RN.3.1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5

	<i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
11-12.RN.3.3	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (<i>e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>) and analyzing how style and content contribute to the power and persuasiveness of the text.
Synthesis and Connection of Ideas	
11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.
11-12.RN.4.2	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
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.

Learning Outcome

11-12.RV.1	Acquire and accurately use 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.
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Vocabulary Building

11-12.RV.2. 1	Use context to determine or clarify the meaning of words and phrases.
11-12.RV.2. 2	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 <i>Use the relationship between particular words to better understand each of the words (e.g. synonym/antonym, analogy).</i>
11-12.RV.2. 3	Analyze nuances in the meaning of words with similar denotations.
11-12.RV.2. 4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).

11-12.RV.2. 5	Select appropriate general and specialized reference materials, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
Vocabulary in Literature and Nonfiction Texts	
11-12.RV.3. 1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i>) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).
11-12.RV.3. 2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, 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.
11-12.RV.3. 3	Interpret figures of speech 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.*

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.	
Learning Outcome	
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.
Handwriting	
11-12.W.2	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>

Writing Genres: Argumentative, Informative, and Narrative	
11-12.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise 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. ● Use rhetorical strategies to enhance the effectiveness of the claim ● 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 and varied 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.
11-12.W.3.2	<p>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 so that each new element builds on that which precedes it to create a unified whole; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension. ● Utilizing credible sources, 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 to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

	<ul style="list-style-type: none"> ● 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 (<i>e.g., articulating implications or the significance of the topic</i>).
<p>11-12.W.3.3</p>	<p>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 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 plotlines, 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 (<i>e.g., a sense of mystery, suspense, growth, or resolution</i>). ● 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.
<p>The Writing Process</p>	
<p>11-12.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> ● 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. ● Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to

properly credit sources in all writing types, utilizing multiple sources when appropriate.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

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 over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

11-12.W.6.1

Demonstrate command of English grammar and usage, focusing on:

A. Pronouns— Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence.*

B. Verbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 10

- *Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.*

C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.

	<p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> • <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</i> <p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • <i>Recognizing and correcting misplaced and dangling modifiers.</i> <p>E. Usage- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> • <i>Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</i>
<p>11-12.W.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> • <i>Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</i> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct spelling patterns and generalizations in writing.</i>

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.*

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

Learning Outcome

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

**11-12.SL.2.
1**

Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

**11-12.SL.2.
2**

Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.

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.
11-12.SL.2.4	Expand 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.
11-12.SL.2.5	Conduct, debate, and discuss 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.
Comprehension	
11-12.SL.3.1	Synthesize multiple sources of information presented in diverse media and formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and accounting for any discrepancies among the data.
11-12.SL.3.2	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
Presentation of Knowledge of Ideas	
11-12.SL.4.1	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.

11-12.SL.4. 2	Create engaging presentations that make strategic and creative use of digital media (<i>e.g., textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance audience understanding of findings, reasoning, and evidence.
11-12.SL.4. 3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>

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.*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
11-12.ML.1	Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.
Media Literacy	
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.
11-12.ML.2.2	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.



DEPARTMENT OF EDUCATION

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Working Together for Student Success