

Main Criteria: National Theatre for Children
Secondary Criteria: Indiana Academic Standards, Common Core State Standards
Subject: Language Arts
Grades: 6, 7, 8

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R L.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R L.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R I.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R I.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.R I.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A-Literacy. W.6.9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts 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").
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .6	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R L.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / DOMAIN	CCSS.EL A-Literacy.S L.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.EL A- Literacy.R L.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	L.8.1c	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards

Language Arts

Grade 6 - Adopted: 2014

STANDARD / STRAND	IN.6.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	6.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	6.RL.1.1.	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.
STANDARD / STRAND	IN.6.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	6.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas
INDICATOR / STANDARD	6.RL.2.1.	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	6.RL.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.6.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	6.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	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.

STANDARD / STRAND	IN.6.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	6.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	6.RN.1.1.	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.
STANDARD / STRAND	IN.6.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	6.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	6.RN.2.1.	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	6.RN.2.2.	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
INDICATOR / STANDARD	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).
STANDARD / STRAND	IN.6.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	6.RN.4.	SYNTHESIS AND CONNECTION OF IDEAS: Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas
INDICATOR / STANDARD	6.RN.4.2.	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
STANDARD / STRAND	IN.6.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	6.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	6.RV.1.1.	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.
STANDARD / STRAND	IN.6.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	6.RV.2.	VOCABULARY BUILDING: Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	6.RV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND	IN.6.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	6.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings
INDICATOR / STANDARD	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.
STANDARD / STRAND	IN.6.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	6.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	6.W.1.1.	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.
STANDARD / STRAND	IN.6.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	6.SL.2.	DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	6.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
INDICATOR /	6.SL.2.2.	Elaborate and reflect on ideas under discussion by identifying specific evidence from

STANDARD		materials under study and other resources.
INDICATOR / STANDARD	6.SL.2.3.	Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR / STANDARD	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.

Indiana Academic Standards

Language Arts

Grade 7 - Adopted: 2014

STANDARD / STRAND	IN.7.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	7.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	7.RL.1.1.	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.
STANDARD / STRAND	IN.7.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	7.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas
INDICATOR / STANDARD	7.RL.2.1.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	7.RL.2.3.	Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).
INDICATOR / STANDARD	7.RL.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.7.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	7.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	7.RN.1.1.	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.
STANDARD / STRAND	IN.7.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	7.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	7.RN.2.1.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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).
STANDARD / STRAND	IN.7.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	7.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	7.RV.1.1.	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.
STANDARD / STRAND	IN.7.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	7.RV.2.	VOCABULARY BUILDING: Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships

INDICATOR / STANDARD	7.RV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND	IN.7.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	7.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings
INDICATOR / STANDARD	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.
STANDARD / STRAND	IN.7.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	7.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	7.W.1.1.	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.
STANDARD / STRAND	IN.7.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	7.SL.2.	DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	7.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
INDICATOR / STANDARD	7.SL.2.2.	Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
INDICATOR / STANDARD	7.SL.2.3.	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	7.SL.2.5.	Acknowledge new information expressed by others, and consider it in relation to one's own views.

Indiana Academic Standards

Language Arts

Grade 8 - Adopted: 2014

STANDARD / STRAND	IN.8.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	8.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	8.RL.1.1.	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.
STANDARD / STRAND	IN.8.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	8.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas
INDICATOR / STANDARD	8.RL.2.1.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RL.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.8.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	8.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	8.RN.1.1.	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.

STANDARD / STRAND	IN.8.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	8.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	8.RN.2.1.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
INDICATOR / STANDARD	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.
STANDARD / STRAND	IN.8.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	8.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	8.RV.1.1.	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.
STANDARD / STRAND	IN.8.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	8.RV.2.	VOCABULARY BUILDING: Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	8.RV.2.1.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	8.RV.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.8.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	8.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	8.W.1.1.	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.
STANDARD / STRAND	IN.8.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	8.SL.2.	DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	8.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
INDICATOR / STANDARD	8.SL.2.2.	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.SL.2.5.	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.