

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 6	
Key Ideas and Textual Support	
6.RL.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
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.	SE/TWE: 159, 160, 161, 428, 429, 430
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.	SE/TWE: 434, 435, 436, 437
6.RL.2.4 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
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.	SE/TWE: 152, 153, 154, 155, 156
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.	SE/TWE: 135, 136, 137, 195, 196
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.	SE/TWE: 20, 21, 60, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 309, 310
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.	SE/TWE: 130, 131, 132, 134, 371
Indiana English Language Arts Standards: Reading Nonfiction » Grade 6	
6.RN.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
6.RN.2.2 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	SE/TWE: 159, 160, 161, 428, 429, 430
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).	SE/TWE: 467, 468, 469, 470, 471
Structural Elements and Organization	

6.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	
6.RN.3.2 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
6.RN.3.3 Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	SE/TWE: 86, 87, 439, 475, 476
Synthesis and Connection of Ideas	
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.	SE/TWE: 93, 94, 95, 96, 97, 98, 99 100
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.	SE/TWE: 57, 58, 59, 60, 309
6.RN.4.3 Compare and contrast one author’s presentation of events with that of another.	SE/TWE: 7, 11, 18, 26, 29, 30, 31, 53, 54, 55, 57, 64, 65, 66, 67, 80, 82, 82, 112, 114, 480, 484, 498, 506, 507
Indiana English Language Arts Standards: Reading Vocabulary » Grade 6	
Vocabulary Building	
6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 444, 445, 446, 447, 448
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.	SE/TWE: 445, 446, 447, 448, 449, 450
6.RV.2.3 Distinguish among the connotations of words with similar denotations.	SE/TWE: 50, 303, 456, 457, 458
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).	SE/TWE: 447, 448, 449, 450
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.	SE/TWE: 451, 452, 453, 454, 455, 456, 457
Vocabulary Building	
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.	SE/TWE: 430, 431, 432, 433, 434, 435, 436, 445, 446
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.	SE.TWE: 432, 433, 434, 435, 436, 456
6.RV.3.3 Interpret figures of speech (e.g., personification) in context.	SE/TWE: 121, 122, 191, 576
Indiana English Language Arts Standards: Writing » Grade 6	
Handwriting	

<p>6.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>6.W.3.1 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>SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 117</p>
<p>6.W.3.2 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., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented. 	<p>SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91</p>

<p>6.W.3.2 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, and introduce the narrator and/or characters). ● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events. 	<p>SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146</p>
<p>The Writing Process</p>	
<p>6.W.4.3 Apply the writing process to –</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>SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,</p>
<p>6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). ● Gather relevant information from multiple sources, and annotate sources. ● Assess the credibility of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and provide basic bibliographic information for sources. ● Present information, choosing from a variety of formats. 	<p>SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195</p>
<p>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</p>	
<p>6.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	
<p>A. 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>	<p>SE/TWE: 230, 231, 232, 233</p>
<p>B. Verbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/ TWE: 240, 241</p>

C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 248, 249, 253
D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 284, 285, 286
E. Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	SE/ TWE: 296, 297, 300
6.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 360, 361, 362, 370
B. Punctuation – <ul style="list-style-type: none"> ● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation. 	SE/TWE: 284, 285, 286, 297, 298, 299, 291, 292, 293
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 404, 405, 406, 409, 413, 417
Indiana English Language Arts Standards: Speaking and Listening » Grade 6	
Discussion and Collaboration	
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.	SE/ TWE: 459-, 460, 462, 463, 464, 472
6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	SE/TWE: 472, 473, 474, 475
6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	SE. TWE: 472, 473, 475, 476, 477
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.	SE/TWE: 463, 464, 475, 476, 477
6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE/TWE: 103, 104, 105, 106, 107, 108, 109, 110
Comprehension	
6.SL.3.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SE/ TWE: 134, 135, 136, 137, 158, 159, 160

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.	SE/ TWE: 47, 190, 191, 192, 429, 430, 431, 432
Presentation of Knowledge and Ideas	
6.SL.4.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SE/TWE: 460, 461, 462, 463, 469, 470, 471
6.SL.4.2 Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SE/TWE: 18, 469, 470, 471
6.SL.4.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
Indiana English Language Arts Standards: Media Literacy » Grade 6	
Media Literacy	
6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.	SE/TWE: 469, 470, 471
6.ML.2.2 Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)	SE/TWE: 385, 386, 387, 388

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 7	
Key Ideas and Textual Support	
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.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
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.	SE/TWE: 159, 160, 161, 428, 429, 430
7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	SE/TWE: 434, 435, 436, 437
<i>7.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.</i>	
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.	SE/TWE: 152, 153, 154, 155, 156
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.	SE/TWE: 135, 136, 137, 195, 196
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., lighting, sound, color, or camera focus and angles in a film).	SE/TWE: 21, 60, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 309
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.	SE/TWE: 50, 51, 52, 77, 119, 120, 121, 365, 366, 367, 368
Indiana English Language Arts Standards: Reading Nonfiction » Grade 7	
Key Ideas and Textual Support	
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.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
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.	SE/TWE: 159, 160, 161, 428, 429, 430
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).	SE/TWE: 463, 464, 465, 466
Structural Elements and Organization	
<i>7.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.</i>	
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.	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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.	SE/TWE: 86, 87, 439, 475, 476
Synthesis and Connection of Ideas	
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.	SE/TWE: 93, 94, 95, 96, 97, 98, 99 100
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., how the delivery of a speech affects the impact of the words).	SE/TWE: 57, 58, 59, 60, 309
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.	SE/TWE: 106,107
Indiana English Language Arts Standards: Reading Vocabulary » Grade 7	
Vocabulary Building	
7.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 444, 445, 446, 447, 448
7.RV.2.2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	SE/TWE: 445, 446, 447, 448, 449, 450
7.RV.2.3 Distinguish among the connotations of words with similar denotations.	SE/TWE: 50, 303, 456, 457, 458
7.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	SE/TWE: 447, 448, 449, 450
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.	SE/TWE: 451, 452, 453, 454, 455, 456, 457
Vocabulary in Literature and Nonfiction Texts	
7.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.	SE/TWE: 430, 431, 432, 433, 434, 435, 436, 445, 446
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.	SE.TWE: 432, 433, 434, 435, 436, 456
7.RV.3.3 Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	SE/TWE: 121, 122, 191
Indiana English Language Arts Standards: Writing » Grade 7	
Handwriting	

<p>7.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>7.W.3.1 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>SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 117</p>
<p>7.W.3.2 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., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91</p>

<p>7.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146</p>
<p>The Writing Process</p>	
<p>7.W.4 Apply the writing process to –</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>SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate a research question. ● 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. 	<p>SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195</p>
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>	
<p>7.W.6.1 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.</p>	<p>SE/TWE: 230, 231, 232, 233</p>
<p>B. Verbs – Recognizing and correcting problems with subject/verb agreement.</p>	<p>SE/ TWE: 240, 241</p>
<p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/ TWE: 248, 249, 253</p>
<p>D. Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.</p>	<p>SE/TWE: 284, 285, 286</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.	SE/ TWE: 296, 297, 300
7.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 360, 361, 362, 370
B. Punctuation – Using commas with subordinate clauses.	SE/TWE: 284, 285, 286, 297, 298, 299, 291, 292, 293
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 404, 405, 406, 409, 413, 417
Indiana English Language Arts Standards: Speaking and Listening » Grade 7	
Discussion and Collaboration	
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.	SE/ TWE: 459-, 460, 462, 463, 464, 472
7.SL.2.2 Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	SE/TWE: 472, 473, 474, 475
7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SE. TWE: 472, 473, 475, 476, 477
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.	SE/TWE: 463, 464, 475, 476, 477
7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.	SE/TWE: 103, 104, 105, 106, 107, 108, 109, 110
Comprehension	
7.SL.3.1 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SE/ TWE: 134, 135, 136, 137, 158, 159, 160
7.SL.3.2 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SE/ TWE: 47, 190, 191, 192, 429, 430, 431, 432
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.	SE/TWE: 460, 461, 462, 463, 469, 470, 471

7.SL.4.2 Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	SE/TWE: 18, 469, 470, 471
7.SL.4.3 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
Indiana English Language Arts Standards: Media Literacy » Grade 7	
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.	SE/TWE: 204
7.ML.2.2 Analyze the ways that the media use words and images to attract the public's attention.	SE/TWE: 204

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 8	
Key Ideas and Textual Support	
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.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
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.	SE/TWE: 159, 160, 161, 428, 429, 430
8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	SE/TWE: 139, 140, 141, 142
8.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	
Structural Elements and Organization	
8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	SE/TWE: 436, 439, 440, 441, 442, 442, 444
8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	SE/TWE: 149, 150, 151
Synthesis and Connection of Ideas	
8.RL.4.1 or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	SE/TWE: 431, 432, 433, 434, 435, 436, 440
8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.	SE/TWE: 431, 432, 433, 434, 435, 436, 437
Indiana English Language Arts Standards: Reading Nonfiction » Grade 8	
Key Ideas and Textual Support	
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.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439, 440
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.	SE/TWE: 159, 160, 161, 428, 429, 430
8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.	SE/TWE: 463, 464, 465, 466
Structural Elements and Organization	
8.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	
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.	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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.	SE/TWE: 86, 87, 439, 475, 476
Synthesis and Connection of Ideas	
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.	SE/TWE: 93, 94, 95, 96, 97, 98, 99 100
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.	SE/TWE: 57, 58, 59, 60, 309
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.	SE/TWE: 106,107
Indiana English Language Arts Standards: Reading Vocabulary » Grade 8	
Vocabulary Building	
8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 444, 445, 446, 447, 448
8.RV.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
8.RV.2.3 Distinguish among the connotations of words with similar denotations.	SE/TWE: 50, 303, 456, 457, 458
8.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	SE/TWE: 447, 448, 449, 450
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.	SE/TWE: 451, 452, 453, 454, 455, 456, 457
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.	SE/TWE: 430, 431, 432, 433, 434, 435, 436, 445, 446
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.	SE.TWE: 432, 433, 434, 435, 436, 456
8.RV.3.3 Interpret figures of speech (e.g., verbal irony, puns) in context.	SE/TWE: 121, 122, 191
Indiana English Language Arts Standards: Writing » Grade 8	
Handwriting	

<p>8.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>8.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 117</p>
<p>8.W.3.2 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., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91</p>

<p>8.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 136, 137, 138, 139, 142, 146</p>
<p>The Writing Process</p>	
<p>8.W.4 Apply the writing process to –</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>SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate a research question. ● 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. 	<p>SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195</p>
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>	
<p>8.W.6.1 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.</p>	<p>SE/TWE: 230, 231, 232, 233</p>

B. Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	SE/ TWE: 240, 241
C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 248, 249, 253
D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 284, 285, 286
E. Usage – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 296, 297, 300
8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 240, 241
B. Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	SE/ TWE: 240, 241
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/ TWE: 240, 241
Indiana English Language Arts Standards: Speaking and Listening » Grade 8	
Discussion and Collaboration	
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.	SE/ TWE: 459, 460, 462, 463, 464, 472
8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	SE/TWE: 472, 473, 474, 475
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.	SE. TWE: 472, 473, 475, 476, 477
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.	SE/TWE: 463, 464, 475, 476, 477
8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	SE/TWE: 103, 104, 105, 106, 107, 108, 109, 110
Comprehension	

8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SE/ TWE: 134, 135, 136, 137, 158, 159, 160
8.SL.3.2 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SE/ TWE: 47, 190, 191, 192, 429, 430, 431, 432
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.	SE/TWE: 460, 461, 462, 463, 469, 470, 471
8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	SE/TWE: 18, 469, 470, 471
8.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.	
Indiana English Language Arts Standards: Media Literacy » Grade 8	
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.	SE/TWE: 469,470
8.ML.2.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	SE/TWE: 469,470

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 9	
Key Ideas and Textual Support	
9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
9-10.RL.2.1 Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
9-10.RL.2.1 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.	SE/TWE: 474, 475, 476, 477
<i>9-10.RL.2.1 Students are expected to build upon and continue applying concepts learned previously.</i>	
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>) create such effects as mystery, tension, or surprise.	SE/TWE: 479, 480, 481, 482
9-10.RL.3.2 Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (<i>e.g., created through the use of dramatic irony</i>).	SE/TWE: 182, 183, 184, 185, 186
Synthesis and Connection of Ideas	
9-10.RL.4.1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	SE/TWE: 163, 164, 165, 166, 167, 168
9-10.RL.4.2 Analyze and evaluate how works of literary or cultural significance (<i>American, English, or world</i>) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	SE/TWE: 481, 482, 483, 484
Indiana English Language Arts Standards: Reading Nonfiction » Grade 9	
Key Ideas and Textual Support	
9-10.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
9-10.RN.2.2 Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	SE/TWE: 71, 72, 73, 74, 78

9-10.RN.2.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TWE: 163, 170, 171, 173, 176
Structural Elements and Organization	
9-10.RN.3.1 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RN.3.2 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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.	SE/TWE: 100, 101, 103, 104, 114, 178, 179, 180, 181, 183, 184, 185, 189
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.	SE/TWE: 219, 220, 226, 229, 231, 233,
9-10.RN.4.2 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	SE/TWE: 533, 534, 535
9-10.RN.4.3 Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	SE/TWE: 163, 164, 165, 166, 167
Indiana English Language Arts Standards: Reading Vocabulary » Grade 9	
Vocabulary Building	
9-10.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 506, 507, 508, 509, 510, 513, 514, 515, 517, 518
9-10.RV.2.2 <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RV.2.3 Analyze nuances in the meaning of words with similar denotations.	SE/TWE: 507, 518
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).	SE/TWE: 515, 516, 517, 518
9-10.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	SE/TWE: 503, 512, 513, 514, 518, 534
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 and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	SE/TWE: 518, 519, 536, 538

<p>9-10.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE.TWE: 179, ,180, 181, 184, 185, 187</p>
<p>9-10.RV.3.3 Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>SE/TWE: 517, 518, 519, 520</p>
<p>Indiana English Language Arts Standards: Writing » Grade 9</p>	
<p>Handwriting</p>	
<p>9-10.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>9-10.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234</p>

<p>9-10.W.3.2²</p> <p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. <p>²</p> <ul style="list-style-type: none"> ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,</p>
<p>9-10.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 147, 158, 159, 160, 166, 167</p>
<p>The Writing Process</p>	

<p>9-10.W.4 Apply the writing process to –</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 (e.g., use of publishing programs, integration of multimedia). 	<p>SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 88, 89</p>
<p>9-10.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. ● Present information, choosing from a variety of formats. 	<p>SE/TWE: 22, 76, 77, 78, 107, 109, 240, 241, 242, 243, 244, 329, 460</p>
<p>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</p>	
<p>9-10.W.6.1 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.</p>	<p>SE/TWE: 255, 256, 257, 258, 259</p>
<p>B. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p>	<p>SE/TWE: 260, 261, 262, 263, 264</p>
<p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 265, 266, 267, 268, 269, 270, 271</p>
<p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326</p>

E. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	SE/TWE: 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 345, 348, 350
9-10.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 414, 415, 416, 417, 418, 423
B. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	SE/TWE: 450, 451, 452, 453, 456, 457, 458, 459, 460
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 466, 467, 468, 469, 470, 471, 472, 473
Indiana English Language Arts Standards: Speaking and Listening » Grade 9	
Discussion and Collaboration	
9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	SE/TWE: 536, 537, 538, 539, 540
9-10.SL.2.2 Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	SE/TWE: 524, 525, 526, 527, 528, 538, 542
9-10.SL.2.3 Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TWE: 235, 236, 237, 238, 239
9-10.SL.2.4 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TWE: 534, 535, 536, 537
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.	SE/TWE: 538, 539, 540, 541, 542
Comprehension	
9-10.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TWE: 476, 481, 482, 483, 496
9-10.SL.3.2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TWE: 486, 488, 491, 493
Presentation of Knowledge and Ideas	

<p>9-10.SL.4.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TWE: 521, 525, 528, 530, 532, 533, 534, 535</p>
<p>9-10.SL.4.2 Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>SE/TWE: 21, 214, 224, 479, 533, 535, 536</p>
<p>9-10.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Indiana English Language Arts Standards: Media Literacy » Grade 9</p>	
<p>Media Literacy</p>	
<p>9-10.ML.2.1 Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</p>	
<p>9-10.ML.2.2 Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.</p>	

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 10	
Key Ideas and Textual Support	
9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
9-10.RL.2.1 Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
9-10.RL.2.1 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.	SE/TWE: 474, 475, 476, 477
9-10.RL.2.1 Students are expected to build upon and continue applying concepts learned previously.	
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>) create such effects as mystery, tension, or surprise.	SE/TWE: 479, 480, 481, 482
9-10.RL.3.2 Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (<i>e.g., created through the use of dramatic irony</i>).	SE/TWE: 182, 183, 184, 185, 186
Synthesis and Connection of Ideas	
9-10.RL.4.1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	SE/TWE: 163, 164, 165, 166, 167, 168
9-10.RL.4.2 Analyze and evaluate how works of literary or cultural significance (<i>American, English, or world</i>) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	SE/TWE: 481, 482, 483, 484
Indiana English Language Arts Standards: Reading Nonfiction » Grade 10	
Key Ideas and Textual Support	
9-10.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
9-10.RN.2.2 Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	SE/TWE: 71, 72, 73, 74, 78

9-10.RN.2.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TWE: 163, 170, 171, 173, 176
Structural Elements and Organization	
<i>9-10.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RN.3.2 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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.	SE/TWE: 100, 101, 103, 104, 114, 178, 179, 180, 181, 183, 184, 185, 189
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.	SE/TWE: 219, 220, 226, 229, 231, 233,
9-10.RN.4.2 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	SE/TWE: 533, 534, 535
9-10.RN.4.3 Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	SE/TWE: 163, 164, 165, 166, 167
Indiana English Language Arts Standards: Reading Vocabulary » Grade 10	
Vocabulary Building	
9-10.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 506, 507, 508, 509, 510, 513, 514, 515, 517, 518
<i>9-10.RV.2.2 Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RV.2.3 Analyze nuances in the meaning of words with similar denotations.	SE/TWE: 507, 518
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).	SE/TWE: 515, 516, 517, 518
9-10.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	SE/TWE: 503, 512, 513, 514, 518, 534
Vocabulary in Literature and Nonfiction Texts	

<p>9-10.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</p>	<p>SE/TWE: 518, 519, 536, 538</p>
<p>9-10.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE.TWE: 179, ,180, 181, 184, 185, 187</p>
<p>9-10.RV.3.3 Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>SE/TWE: 517, 518, 519, 520</p>
<p>Indiana English Language Arts Standards: Writing » Grade 10</p>	
<p>Handwriting</p>	
<p>9-10.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>9-10.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234</p>

<p>9-10.W.3.2²</p> <p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. <p>²</p> <ul style="list-style-type: none"> ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,</p>
<p>9-10.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 147, 158, 159, 160, 166, 167</p>
<p>The Writing Process</p>	

<p>9-10.W.4 Apply the writing process to –</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 (e.g., use of publishing programs, integration of multimedia). 	<p>SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 88, 89</p>
<p>9-10.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. ● Present information, choosing from a variety of formats. 	<p>SE/TWE: 22, 76, 77, 78, 107, 109, 240, 241, 242, 243, 244, 329, 460</p>
<p>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</p>	
<p>9-10.W.6.1 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.</p>	<p>SE/TWE: 255, 256, 257, 258, 259</p>
<p>B. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p>	<p>SE/TWE: 260, 261, 262, 263, 264</p>
<p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 265, 266, 267, 268, 269, 270, 271</p>
<p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326</p>

E. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	SE/TWE: 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 345, 348, 350
9-10.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 414, 415, 416, 417, 418, 423
B. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	SE/TWE: 450, 451, 452, 453, 456, 457, 458, 459, 460
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 466, 467, 468, 469, 470, 471, 472, 473
Indiana English Language Arts Standards: Speaking and Listening » Grade 10	
Discussion and Collaboration	
9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	SE/TWE: 536, 537, 538, 539, 540
9-10.SL.2.2 Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	SE/TWE: 524, 525, 526, 527, 528, 538, 542
9-10.SL.2.3 Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TWE: 235, 236, 237, 238, 239
9-10.SL.2.4 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TWE: 534, 535, 536, 537
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.	SE/TWE: 538, 539, 540, 541, 542
Comprehension	
9-10.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TWE: 476, 481, 482, 483, 496
9-10.SL.3.2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TWE: 486, 488, 491, 493
Presentation of Knowledge and Ideas	

<p>9-10.SL.4.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TWE: 521, 525, 528, 530, 532, 533, 534, 535</p>
<p>9-10.SL.4.2 Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>SE/TWE: 21, 214, 224, 479, 533, 535, 536</p>
<p>9-10.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>Indiana English Language Arts Standards: Media Literacy » Grade 10</p>	
<p>Media Literacy</p>	
<p>9-10.ML.2.1 Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</p>	
<p>9-10.ML.2.2 Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.</p>	

Connections: ELA Correlated to Indiana ELA Standards	
Indiana ELA Standards: Reading Literature » Grade 11	
Key Ideas and Textual Support	
11-12.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525
11-12.RL.2.2 Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
11-12.RL.2.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (<i>e.g., where a story is set, how the action is ordered, how the characters are introduced and developed</i>).	SE/TWE: 474, 475, 476, 477
11-12.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	
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 structure and meaning as well as its aesthetic impact.	SE/TWE: 479, 480, 481, 482
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 point of view.	SE/TWE: 3, 7, 8, 75, 105, 106, 108, 110, 142
Synthesis and Connection of Ideas	
11-12.RL.4.1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.	SE/TWE: 163, 164, 165, 166, 167, 168
11-12.RL.4.2 Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.	SE/TWE: 481, 482, 483, 484
Indiana English Language Arts Standards: Reading Nonfiction » Grade 11	
Key Ideas and Textual Support	
11-12.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525

11-12.RN.2.2 Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
11-12.RN.2.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.	SE/TWE: 7, 27, 55, 73, 78, 86, 143, 167
Structural Elements and Organization	
11-12.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	
11-12.RN.3.2 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SE/TWE: 151, 152, 153, 154, 155, 156
11-12.RN.3.3 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	SE/TWE: 177, 178, 179, 180, 181, 183, 184, 185, 189
Synthesis and Connection of Ideas	
11-12.RN.4.1 Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TWE: 219, 220, 226, 229, 231, 233,
11-12.RN.4.2 Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	SE/TWE: 205, 206, 217, 234, 406, 428, 519
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.	SE/TWE: 163, 164, 165, 166, 167
Indiana English Language Arts Standards: Reading Vocabulary » Grade 11	
Key Ideas and Textual Support	
11-12.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 506, 507, 508, 509, 510, 513, 514, 515, 517, 518
11-12.RV.2.2 Students are expected to build upon and continue applying concepts learned previously.	
11-12.RV.2.3 Analyze nuances in the meaning of words with similar denotations.	SE/TWE: 507, 518
11-12.RV.2.4 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	SE/TWE: 515, 516, 517, 518
11-12.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	SE/TWE: 503, 512, 513, 514, 518, 534

Vocabulary and Literature in Nonfiction Texts	
<p>11-12.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SE/TWE: 518, 519, 536, 538</p>
<p>11-12.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<p>SE.TWE: 179, ,180, 181, 184, 185, 187</p>
<p>11-12.RV.3.3 Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.</p>	<p>SE/TWE: 517, 518, 519, 520</p>
Indiana English Language Arts Standards: Writing » Grade 11	
Handwriting	
<p>11-12.W.2 Students are expected to build upon and continue applying concepts learned previously.</p>	
Writing Genres: Argumentative, Informative, and Narrative	
<p>11-12.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234</p>

<p>11-12.W.3.2 Write informative compositions in a variety of forms 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,</p>
<p>11-12.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 147, 158, 159, 160, 166, 167</p>
<p>The Writing Process</p>	

<p>11-12.W.4 Apply the writing process to –</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. 	<p>SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 88, 89</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>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.</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 types of authoritative sources, using advanced searches effectively, and annotate sources. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	<p>SE/TWE: 22, 76, 77, 78, 107, 109, 240, 241, 242, 243, 244, 329, 460</p>
<p>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</p>	
<p>11-12.W.6.1 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.</p>	<p>SE/TWE: 255, 256, 257, 258, 259</p>
<p>B. Verbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 260, 261, 262, 263, 264</p>
<p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 265, 266, 267, 268, 269, 270, 271</p>
<p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326</p>

E. Usage – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 345, 348, 350
11-12.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 414, 415, 416, 417, 418, 423
B. Punctuation – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 450, 451, 452, 453, 456, 457, 458, 459, 460
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 466, 467, 468, 469, 470, 471, 472, 473
Indiana English Language Arts Standards: Speaking and Listening » Grade 11	
Discussion and Collaboration	
11-12.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	SE/TWE: 536, 537, 538, 539, 540
11-12.SL.2.2 Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.	SE/TWE: 524, 525, 526, 527, 528, 538, 542
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.	SE/TWE: 235, 236, 237, 238, 239
11-12.SL.2.4 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SE/TWE: 534, 535, 536, 537
11-12.SL.2.5 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	SE/TWE: 538, 539, 540, 541, 542
Comprehension	
11-12.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (<i>e.g., visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TWE: 476, 481, 482, 483, 496

11-12.SL.3.2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TWE: 486, 488, 491, 493

Connections: ELA Correlated to Indiana ELA Standards	
Indiana English Language Arts Standards: Reading Literature » Grade 11	
Key Ideas and Textual Support	
11-12.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525
11-12.RL.2.2 Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
11-12.RL.2.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (<i>e.g., where a story is set, how the action is ordered, how the characters are introduced and developed</i>).	SE/TWE: 474, 475, 476, 477
11-12.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	
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 structure and meaning as well as its aesthetic impact.	SE/TWE: 479, 480, 481, 482
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 point of view.	SE/TWE: 3, 7, 8, 75, 105, 106, 108, 110, 142
Synthesis and Connection of Ideas	
11-12.RL.4.1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.	SE/TWE: 163, 164, 165, 166, 167, 168
11-12.RL.4.2 Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.	SE/TWE: 481, 482, 483, 484
Indiana English Language Arts Standards: Reading Nonfiction » Grade 11	
Key Ideas and Textual Support	
11-12.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525

11-12.RN.2.2 Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.	SE/TWE: 171, 172, 173, 174
11-12.RN.2.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.	SE/TWE: 7, 27, 55, 73, 78, 86, 143, 167
Structural Elements and Organization	
11-12.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	
11-12.RN.3.2 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SE/TWE: 151, 152, 153, 154, 155, 156
11-12.RN.3.3 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	SE/TWE: 177, 178, 179, 180, 181, 183, 184, 185, 189
Synthesis and Connection of Ideas	
11-12.RN.4.1 Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TWE: 219, 220, 226, 229, 231, 233,
11-12.RN.4.2 Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	SE/TWE: 205, 206, 217, 234, 406, 428, 519
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.	SE/TWE: 163, 164, 165, 166, 167
Indiana English Language Arts Standards: Reading Vocabulary » Grade 11	
Key Ideas and Textual Support	
11-12.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	SE/TWE: 506, 507, 508, 509, 510, 513, 514, 515, 517, 518
11-12.RV.2.2 Students are expected to build upon and continue applying concepts learned previously.	
11-12.RV.2.3 Analyze nuances in the meaning of words with similar denotations.	SE/TWE: 507, 518
11-12.RV.2.4 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	SE/TWE: 515, 516, 517, 518
11-12.RV.2.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	SE/TWE: 503, 512, 513, 514, 518, 534

Vocabulary and Literature in Nonfiction Texts	
11-12.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	SE/TWE: 518, 519, 536, 538
11-12.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	SE.TWE: 179, 180, 181, 184, 185, 187
11-12.RV.3.3 Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.	SE/TWE: 517, 518, 519, 520
Indiana English Language Arts Standards: Writing » Grade 11	
Handwriting	
11-12.W.2 Students are expected to build upon and continue applying concepts learned previously.	
Writing Genres: Argumentative, Informative, and Narrative	
<p>11-12.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. ● Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234

<p>11-12.W.3.2 Write informative compositions in a variety of forms 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,</p>
<p>11-12.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 147, 158, 159, 160, 166, 167</p>
<p>The Writing Process</p>	

<p>11-12.W.4 Apply the writing process to –</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. 	<p>SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 88, 89</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>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.</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 types of authoritative sources, using advanced searches effectively, and annotate sources. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats. 	<p>SE/TWE: 22, 76, 77, 78, 107, 109, 240, 241, 242, 243, 244, 329, 460</p>
<p>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</p>	
<p>11-12.W.6.1 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.</p>	<p>SE/TWE: 255, 256, 257, 258, 259</p>
<p>B. Verbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 260, 261, 262, 263, 264</p>
<p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 265, 266, 267, 268, 269, 270, 271</p>
<p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>SE/TWE: 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326</p>

E. Usage – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 345, 348, 350
11-12.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
A. Capitalization – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 414, 415, 416, 417, 418, 423
B. Punctuation – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 450, 451, 452, 453, 456, 457, 458, 459, 460
C. Spelling – Students are expected to build upon and continue applying conventions learned previously.	SE/TWE: 466, 467, 468, 469, 470, 471, 472, 473
Indiana English Language Arts Standards: Speaking and Listening » Grade 11	
Discussion and Collaboration	
11-12.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	SE/TWE: 536, 537, 538, 539, 540
11-12.SL.2.2 Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.	SE/TWE: 524, 525, 526, 527, 528, 538, 542
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.	SE/TWE: 235, 236, 237, 238, 239
11-12.SL.2.4 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SE/TWE: 534, 535, 536, 537
11-12.SL.2.5 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	SE/TWE: 538, 539, 540, 541, 542
Comprehension	
11-12.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (<i>e.g., visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TWE: 476, 481, 482, 483, 496

11-12.SL.3.2 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TWE: 486, 488, 491, 493