Strand: Communication and Multimodal Literacies

Key for Progression Chart

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill is introduced and appears in the grade-level reading standards. | I |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P |

Progression Chart

| **Standard** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listen actively and speak using agreed-upon rules for discussion. | I | I | I | I | I | P | P | P | P | P | P | P | P |
| Follow implicit rules for conversation, including taking turns and staying on topic. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Listen and speak in informal conversations with peers and adults. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Discuss various texts and topics collaboratively and with partners. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Use voice level, phrasing, and intonation appropriate for various language situations. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Ask how and why questions to seek help, get information, or clarify information. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Work respectfully with others. | I | I | I | I | P | P | P | P | P | P | P | P | P |
| Listen and respond to a variety of text and media. | I | I | P | P | P | P | P | P | P | P | P | P | P |
| Initiate conversation with peers and adults | - | I | P | P | P | P | P | P | P | P | P | P | P |
| Adapt or change oral language to fit the situation. | - | I | I | I | I | I | I | I | P | P | P | P | P |
| Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. | - | - | I | I | I | I | I | I | P | P | P | P | P |
| Share information orally with appropriate facts and relevant details. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Participate as a contributor and leader in collaborative and partner discussions. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Create a simple presentation using multimodal tools. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Orally summarize information expressing ideas clearly. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use language appropriate for context and audience. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Organize ideas sequentially or around major points of information using appropriate facts and relevant details. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Contribute to group discussions across content areas. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Connect comments to the remarks of others. | - | - | - | - | I | I | I | I | P | P | P | P | P |
| Use specific vocabulary to communicate ideas. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Locate, organize, and analyze information from a variety of multimodal texts. | - | - | - | - | I | I | I | I | I | P | P | P | P |
| Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations. | - | - | - | - | - | - | I | P | P | P | P | P | P |
| Evaluate group activities. | - | - | - | - | - | - | I | P | P | P | P | P | P |
| Analyze the effectiveness of participant interactions. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Evaluate one’s own contributions to discussions. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Give collaborative and individual, formal and informal, interactive presentations. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Make statements to communicate agreement or tactful disagreement with others’ ideas. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Exhibit willingness to make necessary compromises to accomplish a goal. | - | - | - | - | - | - | - | I | I | I | I | P | P |
| Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Select, organize, and create multimodal content that encompasses opposing points of view. | - | - | - | - | - | - | - | - | I | I | I | I | P |
| Respond to audience questions and comments. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Differentiate between Standard English and informal language. | - | - | - | - | - | - | - | - | I | P | P | P | P |
| Evaluate presentations. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting. | - | - | - | - | - | - | - | - | - | I | I | I | I |
| Access, critically evaluate, and use information accurately to solve problems. | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Evaluate a speaker’s point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning. | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Anticipate and address alternative or opposing perspectives and counterclaims. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Evaluate various techniques used to construct arguments in multimodal presentations. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Critique effectiveness of multimodal presentations. | - | - | - | - | - | - | - | - | - | - | - | - | I |
| Media Literacy | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Differentiate between auditory, visual, and written media messages and their purposes. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Compare and contrast how ideas and topics are depicted in a variety of media and formats. | - | - | - | - | I | I | I | I | P | P | P | P | P |
| Identify the purpose and audience of auditory, visual, and written media messages. | - | - | - | - | - | I | I | I | I | P | P | P | P |
| Identify the characteristics and effectiveness of a variety of media messages. | - | - | - | - | - | I | I | I | I | P | P | P | P |
| Interpret information presented in diverse media formats and explain how it contributes to the topic. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Craft and publish audience-specific media messages. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Identify persuasive/informative techniques used in media. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Distinguish between fact and opinion, and between evidence and inference. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Describe how word choice, visual images, and sound convey a viewpoint. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Evaluate sources for relationships between intent and factual content. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. | - | - | - | - | - | - | - | - | I | I | P | P | P |
| Describe possible cause-and-effect relationships between mass media coverage and public opinion trends. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Monitor, analyze, and use multiple streams of simultaneous information. | - | - | - | - | - | - | - | - | - | I | I | I | P |
| Analyze the impact of selected media formats on meaning. | - | - | - | - | - | - | - | - | - | - | I | P | P |