# Grades 6-8 Side-By-Side

## **Foundations for Reading**

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| See Kindergarten through grade five for the Foundations for Reading standards. | See Kindergarten through grade five for the Foundations for Reading standards. | See Kindergarten through grade five for the Foundations for Reading standards. |

## **Developing Skilled Readers and Building Reading Stamina**

### DSR.1

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) **(Text Complexity, 2-12)**. 3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**. 5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12)**. | 1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**. 3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**. 5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12)**. | 1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**. 3. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**. 5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12)**. |

## **Reading and Vocabulary**

### RV.1-Vocabulary Development and Word Analysis

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics. 2. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases. 3. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words. 4. Use the relationship between particular words, including synonyms and antonyms to better understand each word. 5. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. 6. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials. 7. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations. 8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. | 1. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics. 2. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases. 3. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words. 4. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. 5. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification. 6. Distinguish among the nuances in the meaning of connotations of words with similar denotations. 7. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech. 8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. | 1. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics. 2. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases. 3. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words. 4. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. 5. Analyze the construction and meaning of an author’s use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom. 6. Discriminate between the meanings of connotative words and their denotative meanings. 7. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech. 8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |

## **Reading Literary Text**

### RL.1-Key Ideas and Plot Details

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details. 2. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. 3. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot. 4. Explain how static and dynamic characters impact the plot. 5. Explain the role of the protagonist and antagonist on plot events. | 1. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. 2. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development. 3. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events. | 1. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages. 2. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view. 3. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text. |

### RL.2-Craft and Style

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader. 2. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone. 3. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems. | 1. Analyze how elements of authors’ styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry. 2. Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone. 3. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader’s interpretation of a text. | 1. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader. 2. Analyzehow the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice. 3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 4. Analyze how an author’s use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise. |

### RL.3-Intergration of Concepts

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another. 2. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text. | 1. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. 2. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 1. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. 2. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history. 3. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics. |

## **Reading Informational Text**

### RI.1-Key Ideas and Confirming Details

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Summarize texts, including their main idea(s) and how they are developed with specific details. 2. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes). 3. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not. | 1. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text. 2. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed. 3. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. | 1. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events. 2. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. 3. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims. |

### RI.2-Craft and Style

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings). 2. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose. 3. Explain how an author establishes and conveys a perspective or purpose in an informational text. | 1. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. 2. Analyze how an author’s word choice, organizational pattern, and language structure impact the author’s purpose and support the reader’s comprehension. 3. Analyze how an author’s purpose(s) reflects the author’s perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text. | 1. Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. 2. Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text. 3. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints. |

### RI.3-Intergration of Concepts

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas. 2. Compare and contrast one author’s presentation of ideas or events with another’s, identifying where the texts agree or disagree. | 1. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. 2. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning. | 1. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented. 2. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence. |

## **Foundations for Writing**

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| See Kindergarten through grade five for Foundations for Writing standards. | See Kindergarten through grade five for Foundations for Writing standards. | See Kindergarten through grade five for Foundations for Writing standards. |

## **Writing**

### W.1-Modes and Purposes for Writing

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s). 2. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion. 3. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped. 4. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s). | 1. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another. 2. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas. 3. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped. 4. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s). | 1. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action. 2. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts. 3. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made. 4. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s). |

### W.2-Organizaition and Composition

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: 2. Composing a thesis statement that focuses the topic and introduces the piece clearly. 3. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic. 4. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples. 5. Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer. 6. Selecting vocabulary and information to enhance the central idea, tone, and voice. 7. Expanding and embedding ideas to create sentence variety. 8. Providing a concluding statement or section. | 1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: 2. Composing a thesis statement that states a position or explains the purpose. 3. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic. 4. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples). 5. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts. 6. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. 7. Expanding and embedding ideas to create sentence variety. 8. Providing a concluding statement or section. | 1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: 2. Composing a thesis statement that states a position or explains the purpose. 3. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view. 4. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate. 5. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts. 6. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. 7. Expanding and embedding ideas to create sentence variety. 8. Providing a concluding statement or section. |

### W.3-Organizaition and Composition

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. 2. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | 1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. 2. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | 1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. 2. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). |

## **Language Usage**

### LU.1-Grammar

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing. 2. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing. 3. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing. 4. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing. 5. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences. | 1. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. 2. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. 3. Use specific adjectives and adverbs to enhance speech and writing. 4. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing. 5. Maintain consistent verb tense across paragraphs in writing. | 1. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. 2. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. 3. Use specific adjectives and adverbs to enhance speech and writing. 4. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing. 5. Maintain consistent verb tense across paragraphs in writing. |

### LU.2-Mechanics

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing. 2. Use and punctuate dialogue and direct quotations appropriately in writing. 3. Recognize and consistently spell frequently used words accurately. 4. Consult reference materials to check and correct spelling. | 1. Construct complete sentence with appropriate punctuation, avoiding comma splices and run-ons in writing. 2. Use and punctuate dialogue and direct quotations appropriately in writing. 3. Recognize and consistently spell frequently used words accurately. 4. Consult reference materials to check and correct spelling. | 1. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing. 2. Use and punctuate dialogue and direct quotations appropriately in writing. 3. Recognize and consistently spell frequently used words accurately. 4. Consult reference materials to check and correct spelling. |

## **Communication and Multimodal Literacies**

### C.1 Communication, Listening, and Collaboration

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes: 2. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules. 3. Working respectfully by building on others’ ideas and showing value for others’ ideas and contributions. 4. Asking relevant questions to clarify others’ perspectives. 5. Communicating agreement or tactful disagreement with others’ ideas, using carefully constructed responses. 6. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions. 7. Evaluating the effectiveness of participant interactions and one’s own contributions to the collaborative work. | 1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:    1. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.    2. Working effectively and respectfully by building on others’ ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.    3. Asking and responding to probing questions and providing appropriate feedback within structured discussions.    4. Communicating agreement or tactful disagreement with others’ ideas using carefully constructed statements.    5. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.    6. Evaluating the effectiveness of participant interactions and one’s own contributions to small group activities. | 1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:    1. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.    2. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.    3. Asking clarifying questions and responding appropriately to others’ questions to encourage discussion, foster understanding, and maintain focus on the topic.    4. Communicating agreement or tactful disagreement with others’ ideas, using carefully constructed responses.    5. Thoughtfully paraphrasing and summarizing ideas made during discussions.    6. Acknowledging new insights expressed by others, and, when justified, modifying their own views.    7. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.    8. Using self-reflection to evaluate one’s own role in preparation and participation in small-group activities. |

### C.2 Speaking and Presentation of Ideas

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Report orally on a topic or present an opinion. This includes: 2. Clearly communicating information in an organized or succinct manner. 3. Providing evidence to support the main idea. 4. Using language, vocabulary, and style appropriate to the audience, topic, and purpose. 5. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message. 6. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message. 7. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement). 8. Referencing source material as appropriate during the presentation. | 1. Report orally on a topic or text or present an opinion. This includes: 2. Clearly communicating information in an organized and succinct manner. 3. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples. 4. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message. 5. Responding to audience questions and comments with relevant evidence, observations, and ideas. 6. Referencing source material as appropriate during the presentation. 7. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection. | 1. Deliver collaborative and individual formal and informal interactive presentations This includes: 2. Clearly communicating information in an organized and succinct manner. 3. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas. 4. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume. 5. Responding to audience questions and comments with relevant evidence, observations, and ideas. 6. Referencing source material as appropriate during the presentation. |

### C.3 Integrating Multimodal Literacies

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). 2. Craft and publish audience-specific media messages that present claims and findings in a logical sequence. | 1. Use medial and visual literacy skills to select, organize, and create multimodal content that articulates and enhances the purpose of the presentation using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). 2. Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence. | 1. Plan and present a multimodal presentation that    1. Sequences ideas logically.    2. Uses pertinent descriptions, facts, and details.    3. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).    4. Emphasizes different points of view. 2. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning. |

### C.4 Examining Media Messages

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Interpret information presented in diverse media formats and explain how it contributes to the topic. 2. Explain how media messages are intentionally constructed to impact a specific audience. 3. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience. | 1. Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions). 2. Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint. 3. Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages (e.g., authorship, format, content, purpose) on the intended audience. | 1. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions). 2. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media. 3. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial). |

## **Research**

### R.1 Evaluation and Synthesis of Information

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| **Grade Six** | **Grade Seven** | **Grade Eight** |
| 1. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate. 2. Collect information from multiple sources, using search terms effectively. 3. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source. 4. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information. 5. Organize and share findings in formal and informal oral or written formats. 6. Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date). 7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop. | 1. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary. 2. Collect, organize, and synthesize information from multiple sources using various notetaking formats. 3. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude. 4. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. 5. Organize and share findings in formal and informal oral written formats. 6. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date). 7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. | 1. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. 2. Collect, organize, and synthesize information from multiple sources using various notetaking formats. 3. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases. 4. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. 5. Organize and share findings in formal and informal oral or written formats. 6. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style. 7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. |