# Virginia Department of Education Communication and Multimodal Literacies Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level**  | **Symbol**  |
| --- | --- |
| The skill has not been introduced.  | -  |
| The skill appears in the grade-level standards.  | **A**  |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction.    | **G**  |
| The skill is subsumed by another grade level standard.   | **\***  |
| Explicit instruction in this skill is no longer applicable at this grade level.  |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Communication, Listening, and Collaboration Progression Chart

| Communication, Listening, and Collaboration Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participate in a range of collaborative discussions on grade level topics and texts. | **A** | **A** | **A** | **A** | **A** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **G** |
| Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade level topics and texts. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** | **A** | **A** | **A** |
| Listening actively and following agreed-upon rules for participating in discussions  | **A** | **A** | **A** | **A** | **A** | **A** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Applying a variety of strategies to listen actively and speak purposefully and respectfully. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** |
| Respectfully building on others’ ideas and expressing their own clearly. | **A** | **A** | **A** | **A** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Respectfully demonstrating agreement or disagreement with others’ ideas. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Working respectfully by building on others’ ideas and showing value for others’ ideas and contributions. |  |  |  |  |  |  | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** |
| 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. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **\*** | **\*** | **\*** |
| Communicating agreement or tactful disagreement with others’ ideas using carefully constructed statements. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **G** |
| Acknowledging new insights expressed by others, and, when justified, modifying their own views. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** |
| Summarizing points of agreement and disagreement. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** |
| Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Asking questions to seek help, get information, or clarify information for further understanding.  | **A** | **A** | **G** |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Asking and responding to questions that acquire or confirm information on a topic. | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding. | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others. | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s). | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Asking and answering relevant questions to build on others’ ideas, clarify ideas, and acquire or confirm information. | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** |  | **\*** | **\*** | **\*** | **\*** |
| Asking and responding to probing questions and providing appropriate feedback within structured discussions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Asking clarifying questions and responding appropriately to others’ questions to encourage discussion, foster understanding, and maintain focus on the topic. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Expressing ideas and needs in complete sentences.  | **A** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Actively engaging throughout the collaboration. | **-** | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Using evidence, examples, or details to support opinions and conclusions. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **G** | **G** |
| Thoughtfully paraphrasing and summarizing ideas made during discussions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Share responsibility for the learning based on assigned roles and/or task expectations. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Evaluating the effectiveness of participant interactions and one’s own contributions to small group activities. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Using self-reflection to evaluate one’s own role in preparation and participation in small-group activities. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** | **A** |
| Setting guidelines for group presentations and discussions. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** |
| Incorporating all group members in the development of new understandings, making decisions, and solving problems. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** |
| Assessing, evaluating critically, and using information accurately for a common purpose or goal. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** |
| Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |

## Speaking and Presentation of Ideas Progression Chart

| Speaking and Presentation of Ideas Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Describe personal experiences using complete sentences.  | **A** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Describe people, places, things, and events with relevant details and using appropriate vocabulary. | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Speak audibly with appropriate pacing, prosody, and voice level. | **A** | **A** | **A** | **A** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Clearly communicating information in an organized and succinct manner. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **\*** | **\*** | **\*** | **\*** |
| Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. | **A** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Create and participate in oral language activities that include oral storytelling and dramatics. | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story. | **A** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Retell information in an organized manner, focused on a key topic or experience. | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Use topic specific language and vocabulary to communicate ideas. | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Report orally on a topic or text, tell a story, or recount an experience in an organized manner. | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Using language (formal or informal) and style as appropriate to audience, topic, and purpose. | **-** | **-** | **-** | **A** | **A** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Using language, vocabulary, and style appropriate to the audience, topic, and purpose. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **A** | **G** | **G** | **G** | **G** |
| Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **A** |
| Selecting the modes and purposes for presentations and synthesizing multiple streams of information | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** |
| Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** |
| Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **\*** |
| Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Engage the audience by asking and/or responding to questions. | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement). | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Responding to audience questions and comments with relevant evidence, observations, and ideas. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **\*** | **\*** | **\*** | **\*** |
| Report orally on a topic or text, tell a story, or recount an experience in an organized manner. | **-** | **-** | **-** | **A** | **A** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Use descriptive details and appropriate facts to support themes or central ideas in oral presentations  | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Using content specific vocabulary, appropriate facts and relevant descriptive details to support themes or central ideas. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |  | **\*** | **\*** | **\*** | **\*** |
| Providing evidence to support the main idea. | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Incorporating pertinent descriptions, facts, details, and examples to support the main ideas. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words). | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** | **G** | **G** |
| Referencing source material as appropriate during the presentation. |  |  |  |  |  |  | **A** | **A** | **A** | **G** | **G** | **G** | **G** |
| Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **G** |
| Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction). | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** |
| Analyzing the effectiveness of one’s presentation, including introduction, central idea, organization, and conclusion. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** |
| Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** |

## Integrating Multimodal Literacies Progression Chart

| Integrating Multimodal Literacies Standards  | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Create a simple presentation using multimodal tools that enhance the topic or presentation. | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Select, organize, and create engaging presentations that include multimedia components and visual displays. | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes. | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented. | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing). | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| 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). | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Craft and publish audience-specific media messages that present claims and findings with relevant evidence in a logical sequence | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **A** | **G** | **G** | **\*** | **\*** |
| Plan and present a multimodal presentation  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** |
| Make strategic use of multimodal tools. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music). | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Monitor, analyze, and use multiple streams of simultaneous information. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** |
| Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Create media messages for diverse audiences and purposes. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** | **G** |
| Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Examine multimodal sources’ claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Examine multimodal sources’ claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Organize information to create media messages with visual, audio, and graphic components to convey meaning. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Provide appropriate citation of all content from external sources. | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |

## Examining Media Messages Progression Chart

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Examining Media Messages Standards  | **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** |
| Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).  | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.  | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Interpret information presented in diverse media formats and explain how it contributes to the topic.  | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain how media messages are intentionally constructed to impact a specific audience.  | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.  | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Explain persuasive/informative techniques used in media to sway the audience (e.g., innuendo, card stacking, bandwagon, and appeal to emotions).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Analyze media messages for facts, opinions, persuasive messages, word choice, and viewpoint.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| 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).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** |
| Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** |
| Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **\*** | **\*** | **\*** |
| Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Determine the purpose of the media message and its effect on the audience.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author’s purpose, factual content, opinion, and/or possible bias.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** | **G** |
| Describe possible cause-and- effect relationships between mass media coverage and public opinion trends.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** | **G** |
| Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **A** | **G** |
| Analyze and critique how media reach the targeted audience for specific purposes.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** | **G** |
| Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |
| Defend hypotheses about an author’s underlying values, viewpoints, and purposes and reflect on how they shape the content.  | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |