

WGSD Curriculum – English Language Arts

6th Grade

Reading

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- 6.RL.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.1.D – Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 6.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 6.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.1.D – Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
 - determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text.
 - providing an objective summary of the text.
 - determining a theme or central idea of a text, how it is conveyed through particular details, and analyzing its development over the course of the text.
- 2: Student demonstrates he/she is nearing by:
 - performing basic processes such as:
 - identifying unknown words or phrases.
 - making inferences supported by textual evidence.

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Reading

- summarizing the text with teacher provided graphic organizer.
- identifying a theme or central idea.
- recognizing and recalling specific vocabulary, such as: analyze, technical meaning, inferred meaning, domain-specific, context, plot (including the elements of a plot graph).

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - a) use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;
 - b) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
 - c) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
 - d) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- determine and provide evidence for a text’s theme and/or central idea.
- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.

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Text Elements and Structure

High Priority Standards (MLS)

- 6.RL.2.A – Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.2.B – Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.2.C – Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.
- 6.RL.2.D – Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.RL.3.A – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.
- 6.RL.3.B – Compare and contrasts texts in different genres that address similar themes or topics.
- 6.RL.3.C – Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6.RI.2.B – Explain how an author’s point of view or purpose is conveyed in a text.
- 6.RI.2.C – Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
- 6.RI.2.D – Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.RI.3.A – Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.B – Compare and contrast one author’s presentation of events with that of another.
- 6.RI.3.C – Explain how the text reflects historical and/or cultural contexts.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- describing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
 - identifying ways that an author uses text structure, language structure, word choice and style to convey his/her viewpoint.
 - comparing and contrasting ideas, information from various sources and genres, and authors’ presentations of events.
 - identifying how characters in literature deal with conflict, solve problems and relate to real-life situations.
 - analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (eg. through examples or anecdotes).

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Text Elements and Structure

- tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - identifying elements of the plot.
 - identifying a theme or central idea.
 - identifying author’s point of view.
 - describing the form or structure of a text (story, drama, poem, etc.) and recognizing signal (transition) words or phrases associated with text structure (for example, following, compared with, therefore, as a result of).
- recognizing and recalling specific vocabulary, such as: central idea, alliteration, onomatopoeia, figurative language, repetition, rhyme, mood, drama, film, impact, multimedia, portrayal, version, video, audio, sonnet, line, act, structure, verse, interpretation, source, historical account, memoir, genre.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will

- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.
- identify and interpret figures of speech in assigned text and independent reading.
- compare and contrast written material with audio, video or live performances of a given/adapted text.
- write about information presented through various multimedia presentations.
- provide in-depth analysis of a text and its overall structure.
- recognize point of view and determine author’s purpose.
- compare and contrast texts with similar themes, characters, topics, plots, and settings.
- provide textual evidence to support ideas.

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Writing

High Priority Standards (MLS)

- 6.W.1.A - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 6.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 6.W.2.A.a – Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 6.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.W.2.A.c – Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.3.A – Review, revise, and edit writing with consideration for the task, purpose, and audience.
- 6.W.3.A.a – Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
- 6.W.3.A.b – Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- 6.W.3.A.c – Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 6.W.3.A.d – Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 6.W.3.A.e – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- composing and formatting compositions (ex: narrative, informative, and argumentative) for a specified audience.
 - using transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - using grade-level appropriate grammar, spelling, punctuation, capitalization and structure.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - composing organized and coherent writing for specific purposes and audiences.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.
 - identifying correct capitalization, grammar, spelling, punctuation and capitalization.

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Writing

- recognizing and recalling specific vocabulary, such as: objective, subjective, possessive, intensive pronouns, parentheses, dashes.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- utilize a graphic organizer effectively to write a multi-paragraph narrative.
- identify and include the elements of fiction.
- write a lead—action, reaction, or dialogue.
- write a snapshot.
- write a thought shot.
- write a concluding paragraph.
- follow the writing process.
- formulate an argument or position effectively using a graphic organizer to write a multi-paragraph argument/persuasive essay.
- support claim(s).
- effectively use a graphic organizer to interpret and record research for a multi-paragraph essay.
- develop a thesis statement.
- write a paragraph which includes topic sentence, supporting details, and concluding sentence.
- use technical vocabulary.
- use standard grammar and conventions.
- use MLA format when citing sources.
- ensure that pronouns are in proper case (objective, subjective, possessive).
- use intensive pronouns (e.g. myself, ourselves).
- recognize and correct inappropriate shifts in pronoun and person.
- recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
- recognize variations from standard English in their own and others writing and speaking, and identifying and using strategies to improve expression in conventional language.
- use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- spell correctly.
- vary sentence patterns for meaning, reader/ listener interest and style.
- maintain consistency in style and tone.

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Research

High Priority Standards (MLS)

6.W.1.A – Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- selecting a topic for inquiry and forming a research plan.
 - gathering relevant information from multiple resources to solve problems or answer questions.
 - assessing and citing sources.
 - paraphrasing new meaning learned from multiple sources.
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
 - developing a research question.
 - demonstrating each step of the research process in isolation (developing research questions, locating appropriate sources, recording information related to topic, and/or forming questions not answered in current sources).
 - recognizing and recalling specific vocabulary, such as: credible, plagiarism, paraphrasing, bibliography.
- 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- conduct short grade-appropriate research projects to answer self-generated questions.
- understand the concept of plagiarism and avoid it (for example, using quotes and citing sources).
- draw evidence from literary or informational texts to support analysis, reflection and research.
- creating categories of information and organize categories into larger sections.
- take and use notes to record and organize information.
- record sources of information for citation.

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Speaking and Listening

High Priority Standards (MLS)

- 6.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.B- Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.1.C- Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.SL.2.A – Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including volume.
- 6.SL.2.B – Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
- 6.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- interpreting information presented in various formats (e.g., visual, oral, multimedia) and explaining how it contributes to a topic, text, or issue.
 - identifying a speaker’s point of view, reasoning, and use of evidence and rhetoric.
 - sharing claims and findings in an organized manner with relevant descriptions, facts, and details.
 - expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience.
 - including multimedia and visual displays to clarify information.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - summarizing ideas from oral presentations or reading.
 - reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
 - asking questions to improve understanding.
 - recognizing and recalling specific vocabulary, such as: situation, visual, evidence, perspective, issue,

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Speaking and Listening

reasoning, etiquette, rhetoric, elaboration, point of view, eye contact, posture, pronunciation, clarity, fluency, expression, and articulation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- actively participate in discussions formulating ideas and opinions.
- follow discussion etiquette based on classroom procedures
- demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- analyze and discuss a speaker’s point of view and reasoning.
- interpret the speaker’s argument along with the claims made to support that argument.
- understand information presented through various media formats and explain its relevant to a topic, text, or issue.
- use evidence to support claims and findings.
- use appropriate conventions of public speaking (e.g., eye contact, posture, volume, fluency, expression, etc.).
- present comprehensive information using various media (PowerPoint, Google Presentation, audio, video, etc.).
- adapt presentation to different contexts and audiences.

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7th Grade
Reading

High Priority Standards (MLS)

- 7.RL.1.A – Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).
- 7.RL.1.D – Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
- 7.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RI.1.A – Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 7.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.1.D – Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
- 7.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - selecting the most important information to provide an objective summary of the text.
 - analyzing the development of a theme over the course of a text.
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
 - identifying important ideas and information and organizing them in a summary form.
 - identifying a theme or central idea.
 - citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text.

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Reading

- recognizing and recalling specific vocabulary, such as: technical meaning (denotative), inferred meaning (connotative), alliteration, allusion, repetition, stanza, tone, protagonist, antagonist, and conflict.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);
 - consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
 - verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- acquire meaning for content-specific words.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.
- understand extended meaning as a result of author's use of figures of speech.
- understand the difference in a word's connotation and denotation and how that impacts meaning.
- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.

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Text Elements and Structure

High Priority Standards (MLS)

- 7.RL.2.A – Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.2.B – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.C – Analyze how specific word choices contribute to meaning and tone.
- 7.RL.2.D – Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RL.3.A – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.3.B – Compare and contrast a fictional portrayal of a time, place or character with realistic accounts of the same subject matter.
- 7.RL.3.C – Explain how characters and settings reflect historical and/or cultural contexts.
- 7.RI.2.A – Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B – Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C – Analyze how word choice contributes to meaning and tone.
- 7.RI.2.D – Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7.RI.3.A – Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RI.3.B – Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C – Explain how the text reflects historical and/or cultural contexts.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
 - analyzing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
 - analyzing ways that an author uses text structure, language structure, word choice and style to convey the author’s viewpoint.
 - comparing and contrasting ideas and information from various sources and genres.
 - tracing and evaluating the argument and specific claims in a text, assessing claims that are supported by reasons and evidence from claims that are not.
 - describing how characters in literature deal with conflict, solve problems and relate to real-life situations.
 - analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text (eg. through examples or anecdotes).

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Text Elements and Structure

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - describing story elements.
 - noticing aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, nonfiction, and poetry.)
 - using textual evidence.
 - determining the author's viewpoint.
- recognizing and recalling specific vocabulary, such as: protagonist, antagonist, conflict, context, argument, assess, claim, evaluate, reasoning, relevant, sound, sufficient, allusion, tone, impact, technique, soliloquy.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author's viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.
- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.

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Text Elements and Structure

- understand extended meaning as a result of author’s use of figures of speech.
- understand the difference in a word’s connotation and denotation and how that impacts meaning.
- understand appropriate vocabulary to the genre.
- read one historical fiction and one historical nonfiction piece on the same topic.
- extract the facts about the event from each piece (use graphic organizer).
- compare the treatment of the historical event in each form of writing.
- analyze how the features of the writing (fiction: setting, characters, etc. – nonfiction: word choice, voice, etc.) affect the time period of the piece.
- compare the historical event portrayed in each form of writing.
- realize the importance of setting to a historical fiction story.
- understand that authors of informational texts use various structures and formats in their writing.
- understand how text features aid in comprehension of informational texts.
- be able to identify evidence that each author uses in their writing.
- contrast the use of information in each piece of writing.

Identify common logical errors such as:

- Faulty Logic
 - Contradiction – presenting conflicting information
 - Accident – failing to recognize that an argument is based on an exception to a rule
 - False cause – confusing a temporal (time) order of events with causality or oversimplifying the reasons behind some event or occurrence
 - Begging the question – making a claim and then arguing for the claim by using statements that are simply the equivalent of the original claim
 - Evading the issue – changing the topic to avoid addressing the issue
 - Arguing from ignorance – arguing that a claim is justified simply because its opposite has not been proved true
 - Composition/division – asserting something about a whole that is really only true of its parts is composition; on the flip side, division is asserting about all of the parts something that is generally, but not always, true of the whole
- Attacks
 - Poisoning the well – being so completely committed to a position that you explain away absolutely everything that is offered in opposition to your position; this type of attack represents a person’s unwillingness to consider anything that may contradict his or her opinion
 - Arguing against the person – rejecting a claim using derogatory facts (real or alleged) about the person who is making them
 - Appealing to force – using threats to establish the validity of a claim
- Weak Reference
 - Sources that reflect biases – consistently accepting information that supports what we already believe to be true or consistently rejecting

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Text Elements and Structure

information that goes against what we believe to be true

- Sources that lack credibility – using a source that is not reputable for a given topic; determining credibility can be subjective, but there are some characteristics that most people agree damage credibility, such as when a source is known to be biased or has little knowledge of the topic (for example, a blog post by a nonexpert)
- Appealing to authority – invoking authority as the last word on an issue
- Appealing to the people – attempting to justify a claim based on its popularity
- Appealing to emotion – using a “sob story” as proof of a claim
- Misinformation
 - Confusing the facts – using information that seems to be factual but that has been changed in such a way that it is no longer accurate
 - Misapplying a concept or generalization – misunderstanding or wrongly applying a concept or generalization to support a claim
- Author’s Bias
 1. Realizing that every author approaches a piece with built-in biases.
 2. Piecing together the logical strands of the author’s message to determine the bias.

(Source: Marzano, 2007, pp.78-79)

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7th Grade

Writing

High Priority Standards (MLS)

- 7.W.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.2.A.a – Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 7.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.2.A.c – Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.W.3.A – Review, revise, and edit writing with consideration for the task, purpose, and audience.
- 7.W.3.A.a – Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.b – Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c –Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 7.W.3.A.d – Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 7.W.3.A.e – Use technology including the Internet, to produce and publish, writing, link to and cite sources, and interact and collaborate with others.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- composing narrative, informative, and argumentative compositions (not limited to these types of writing) for a specified audience.
 - producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - applying a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - using precise words and phrases, relevant descriptive details, and sensory language to clarify meaning.
 - using grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

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7th Grade
Writing

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - composing organized and coherent writing for specific purposes and audiences.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.
 - identifying correct capitalization, grammar, spelling, punctuation and capitalization.
- recognizing and recalling specific vocabulary, such as: support, reasoning, logic, relevant, credible, cohesion, formal style, cause/effect, comparison, contrast, transitions, cohesion, domain-specific, context, sensory language, compound-complex sentences, trying a new approach.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify types of faulty logic, attacks, weak references, and misinformation.
- use logical reasons and evidence to generate a claim.
- identify different structures in argument writing.
- provide in-text resource references, i.e. “According to...”.
- identify and consider alternate/opposing claims.
- use transitions to create cohesion.
- maintain formal style.
- write conclusions.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning. establish a context and point of view.
- organize a logical event sequence (plot).
- develop dialogue and description to develop experiences, events and characters.
- use transitions to signal shifts between time and setting.

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7th Grade
Writing

- use precise and sensory language.
- write about real and imagined events.
- explain the function of phrases and clauses in general and their function in specific sentences.
- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- spell correctly.

WGSD Curriculum – English Language Arts
7th Grade
Research

High Priority Standards (MLS)

7.W.1.A – Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- conducting research to gather information about a topic.
- distinguishing relevant information from multiple print and digital sources.
- using key words/search terms correctly.
- assessing the credibility and accuracy of each source.
- documenting sources while gathering information.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - developing a research question.
 - gathering information from print and digital sources.
 - paraphrasing data from sources.
 - applying basic formats for documenting sources.
- recognizing and recalling specific vocabulary, such as: sources, key words/search terms, quote, citation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- access strategies to generate and determine topic.
- identify key words/search terms to refine search.
- determine credibility and usefulness of information.

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7th Grade
Research

- take notes or annotate text.
- understand the purpose of copyright law.
- use strategies to avoid plagiarism.
- determine and construct an appropriate product for purpose and audience.
- reference resources within text and provide MLA bibliography using online resources, e.g. *Easy Bib*.

WGSD Curriculum – English Language Arts
7th Grade
Speaking and Listening

High Priority Standards (MLS)

- 7.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.1.B – Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’ questions and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C – Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A – Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B – Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- analyzing information presented in various formats (e.g., visual, oral, multimedia) and explaining how the ideas clarify a topic, text, or issue.
 - evaluating the logic of the speaker’s/media’s reasoning.
 - explaining claims and findings in an organized manner using relevant descriptions, facts and details.
 - expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience.
 - using and creating multimedia and visual displays to clarify information.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - summarizing ideas from oral presentations or reading.
 - reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
 - recognizing and recalling specific vocabulary, such as: logic, reasoning, diverse media, bias, adequate volume, digital media, clear pronunciation.

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7th Grade
Speaking and Listening

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- participate in discussion following defined roles as needed.
- understand proper etiquette for discussion (active listening, formulating appropriate responses, self-monitoring participation, using respectful language to disagree, etc.).
- annotate and/or code text as evidence of preparation in advance of discussion.
- conduct research as needed to prepare for discussion.
- use relevant, text-based evidence when formulating responses.
- understand the difference between types of questions (clarification, probing, etc.).
- paraphrase what is heard before asking a clarifying question, disagreeing, or building on that student's comment.
- take notes on a speech or audio-visual presentation.
- identify possible bias (i.e., social, political or commercial bias) within the presentation.
- evaluate the presentation based on sound logic.
- evaluate whether the argument is based on fact or emotional appeals.
- maintain eye contact, adequate volume and clear pronunciation while speaking and listening.
- use multimedia features in order to enhance the presentation – to deepen audience's understanding of content; multimedia features serve specific purposes.
- adapt presentations for a variety of audience (content & speech).
- identify important information for the presentation, appropriate to the intended audience.

WGSD Curriculum – English Language Arts
8th Grade
Reading

High Priority Standards (MLS)

- 8.RL.1.A – Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 8.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.1.D – Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RI.1.A – Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.
- 8.RI.1.B – Determine the meaning of words and phrases as they are using the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 8.RI.1.D – Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - demonstrating the ability to access and utilize meaningful details from a text in order to provide an accurate analysis or infer meaning.
 - constructing summaries that concisely reflect the important ideas and information in texts.
 - analyzing the development of a theme over the course of a text, including its relationship to story elements and supporting details
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
 - using word solving strategies to solve the unknown word.
 - making inferences supported by textual evidence.

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8th Grade
Reading

- summarizing the text.
- determining theme or central idea of a text and identify its development.
- recognizing and recalling specific vocabulary, such as: figurative and connotative meaning, word choice, analogies.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);
 - consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- infer while reading grade level text.
- summarize grade level text.
- be able to judge if a word or phrase is important to comprehension of text.
- recognize elements of story such as flashback, flash forward, and dialogue and how they are used to move the story along.
- determine important events to include in a summary.
- quote evidence from within text as support.
- accurately complete a plot diagram.
- identify author's message as it relates to the theme of text or script.

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8th Grade
Text Elements and Structure

High Priority Standards (MLS)

- 8.RL.2.A – Analyze how an author’s choice concerning a text’s form or overall structure contributes to meaning.
- 8.RL.2.B – Analyze how differences in points of view of the characters and the audience or reader create dramatic irony.
- 8.RL.2.C – Analyze how specific word choices and sentence structures contribute to meaning and tone.
- 8.RL.2.D – Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.3.A – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.3.B – Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.RL.3.C – Explain how themes reflect historical and/or cultural contexts.
- 8.RI.2.A – Analyze how an author’s choice concerning a text’s organization or overall structure contribute to meaning.
- 8.RI.2.B – Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RI.2.C – Analyze how word choice and sentence structure contribute to meaning and tone.
- 8.RI.2.D – Evaluate the author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.A – Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.RI.3.B – Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
- 8.RI.3.C – Explain how the central ideas of text reflect historical and/or cultural contexts.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
 - evaluating how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
 - critiquing how text structure, language structure, and word choice contributes to meaning and style.
 - defining and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - assessing how characters in literature deal with conflict, solve problems and relate to real-life situations.
 - determining an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 2: Student demonstrates he/she is nearing by:

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8th Grade
Text Elements and Structure

- performing basic processes such as:
 - describing text elements.
 - comparing and contrasting structure, ideas and information from various sources and genres.
 - recognizing an author’s point of view or purpose in a text and identifying how the author acknowledges and responds to conflicting evidence or viewpoints.
- recognizing and recalling specific vocabulary, such as: humor, suspense, connotation, denotation, analogy, verbal, situational and dramatic irony, camera angle, camera focus, delivery, lighting, staged, version, script, and print or digital text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author’s viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.
- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand how choices by the writer or direct impact text or script.
- identify different forms of media and their impacts on the topic.
- evaluate if the media enhanced or distracted from the text or stays faithful to the text or script.
- identify points of view with a text, including conflicting evidence or viewpoints.
- evaluate how a character or audiences point of view creates an intended effect.
- identify the main idea and supporting details within a paragraph.

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8th Grade
Text Elements and Structure

- determine author's purpose while identifying any author's bias.

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Writing

High Priority Standards (MLS)

- 8.W.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.2.A.a – Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.W.2.A.b - Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 8.W.2.A.c – Develop argumentative texts by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
- 8.W.3.A – Review, revise and edit writing with consideration for the task, purpose, and audience.
- 8.W.3.A.a - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
- 8.W.3.A.b – Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
- 8.W.3.A.c – Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 8.W.3.A.d – Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 8.W.3.A.e – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- producing compositions that convey a clear understanding, clear interpretation of details, and display focus, organization, elaboration and coherence.
 - composing narrative, informative, and argumentative writings (not limited to these types of writing) for a specified purpose and audience.
 - determining and applying transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - applying precise words and phrases, relevant descriptive details, and sensory language, most applicable for the chosen style of writing, in order to convey intended mood or effect.
 - demonstrating grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

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8th Grade
Writing

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - composing organized and coherent writing for specific purposes and audiences.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.
- recognizing and recalling specific vocabulary, such as: participial phrases, infinitive phrases, adjective clauses, adverb clauses, gerunds, participles, infinitives, counterclaim, evidence, logical, opposing, valid reasoning, cause/effect, action, character, clause, convey, description, engage, experience, logical, narrator, orient, precise, reflection, relationship, relevant, setting, technique, time frame.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- evaluate and analyze nonfiction sources to create and support a claim.
- develop an argument to support a claim using logical evidence from a credible source.
- revise their argument for clarity and accuracy.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning.
- include elements of a short story within their narrative (plot, character, setting, etc.).
- complete a graphic organizer, as needed.
- apply narrative elements within the piece, such as; dialogue, pacing, description, and reflection to develop the story line.
 - write using sensory detail, precise language, and vivid details.
 - explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - form and use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty, or describing a state contrary to fact).
 - recognize and correct inappropriate shifts in verb voice and mood.

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Writing

- use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- use an ellipsis to indicate an omission.
- spell correctly.

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8th Grade
Research

High Priority Standards (MLS)

8.W.1.A – Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- conducting short grade-appropriate research projects to answer a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - searching and gathering relevant information from multiple sources.
 - evaluating sources for validity and point of view.
 - applying a standard format for citation.
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
 - applying basic formats for documenting sources.
 - paraphrasing data from sources.
 - demonstrating each step of the research process (develop research questions, locate appropriate sources, record information related to topic, and/or form questions not answered in current sources).
 - recognizing and recalling specific vocabulary, such as: avenue of exploration, focused question, related, research project.
- 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- access a variety of research materials.
- refine research question to focus topic.
- generate questions in order to focus topic.
- follow MLA format when citing evidence.

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8th Grade
Research

- maintain focus and self-direction when emerged in research.

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8th Grade
Speaking and Listening

High Priority Standards (MLS)

- 8.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.1.B – Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C – Acknowledging new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.SL.2.A – Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 8.SL.2.B – Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- analyzing the purpose of the information presented in media and diverse formats (visually, quantitatively, and orally).
 - evaluating the motives of the speaker’s/media’s presentation.
 - evaluating the reasoning, relevance, and sufficiency of the evidence, including identifying when irrelevant evidence is introduced.
 - articulating claims and findings in an organized manner using relevant descriptions, sound valid reasoning, and well-chosen details.
 - expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience.
 - integrating multimedia and visual displays for effective presentation.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - summarizing ideas from oral presentations or reading.
 - reporting on a topic or text or presenting an opinion using appropriate facts and details for the

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8th Grade
Speaking and Listening

	<p>intended purpose and message within an organizational format.</p> <ul style="list-style-type: none">● evaluating the logic of the speaker’s/media’s reasoning.● recognizing and recalling specific vocabulary, such as: collaboration, relevant, quantitatively, orally, social, commercial, political, jargon, rhetoric. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><u>Learning Targets</u></p> <p>Students will:</p> <ul style="list-style-type: none">● maintain eye contact, adequate volume and clear pronunciation while speaking and listening.● use multimedia features in order to enhance the presentation.● adapt presentations for a variety of audience (content & speech)● identify important information for the presentation, appropriate to the intended audience. take notes on a speech or audio-visual presentation.● identify possible bias within the presentation.● identify jargon and emotional appeals● evaluate the presentation based on logic● determine whether the argument is based in evidence or rhetoric.● participate in defined individual roles as needed.● understand proper etiquette for discussion, (carefully listening, formulating responses, self-monitoring responses, etc.)● perform necessary research in preparation for discussion.● use relevant evidence in order to formulate responses.	