Kindergarten - Grade 8 Media/Library Scope & Sequence

NOTE: Once a concept/skill has been introduced, it is assumed that it will be reinforced as needed or appropriate at subsequent grade levels.

I. Reading Standards for Literature

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
- Kinder gunten	Graue i	Graue 2	Graue 3	Graue 4	Quote	Cite textual	Cite several	Cite the textual
Ask and answer	Ask and answer	Ask and answer	Ask and answer	Refer to details	accurately from	evidence to	pieces of textual	evidence that
questions about	questions about	such questions	questions to	and examples in	a text when	support analysis	evidence to	most strongly
key details in a	key details in a	as who, what,	demonstrate	a text when	explaining what	of what the text	support analysis	0,
text; retell	text; retell	where, when,	understanding	explaining what	the text says	says explicitly	of what the text	supports an analysis of what
familiar stories,	stories,	why, and how to	of a text,	the text says	explicitly and	as well as	says explicitly	the text says
including key	including key	demonstrate	referring	explicitly and	when drawing	inferences	as well as	explicitly as well
· ·	details, and			' '	inferences from	drawn from the	inferences	as inferences
details; identify	details, and demonstrate	understanding	explicitly to the text as the basis	when drawing inferences from	the text:		drawn from the	drawn from the
characters,		of key details in a text; Recount	for the answers;	the text:	Determine a	text; Determine a theme or	text; Determine	text; Determine
settings, and	understanding of their central	· ·	Ask and answer	Determine a	theme of a	central idea of a	a theme or	a theme or
major events in a		stories,		theme of a		text and how it	central idea of a	central idea of a
story; ask and	message or	including fables	questions to		story, drama, or			
answer	lesson; Describe	and folktales from diverse	demonstrate	story, drama, or	poem from details in the	is conveyed	text and analyze	text and analyze
questions about unknown words	characters,		understanding	poem from details in the		through	its development over the course	its development over the course
	settings, and	cultures, and	of a text,		text, including	particular		
in a text;	major events in a	determine their	referring	text; summarize	how characters	details; provide	of the text;	of the text,
recognize	story, using key	central	explicitly to the	the text; Describe in	in a story or	a summary of	provide an	including its
common types	details; identify	message,	text as the basis		drama respond	the text distinct	objective	relationship to
of texts; name	words and	lesson, or	for the answers	depth a	to challenges or	from personal	summary of the	the characters,
the author and	phrases in	moral; Describe	Describe	character,	how the	opinions or	text; Analyze	setting, and
illustrator of a	stories or	how characters	characters in a	setting, or event	speaker in a	judgments;	how particular	plot; provide an
story and define	poems that	in a story respond	story (e.g., their	in a story or	poem reflects	Describe how a	elements of a	objective
the role of each in	suggest feelings	to major events	traits,	drama, drawing	upon a topic;	particular story's	story or drama	summary of the
telling the story;	or appeal to the	and challenges;	motivations, or	on specific	summarize the	or drama's plot	interact;	text; Analyze
describe the	senses; explain	Describe how	feelings) and	details in the	text; Compare	unfolds in a series	Determine the	how particular
relationship	major	words and	explain how	text; Determine	and contrast	of episodes as	meaning of	lines of dialogue
between	differences	phrases;	their actions	the meaning of	two or more	well as how the	words and	or incidents in a
illustrations and	between books	Describe the	contribute to the	words and	characters,	characters	phrases as they	story or drama
the story in	that tell stories	overall structure	sequence of	phrases as they	settings, or	respond or	are used in a	propel the action,
which they	and books that	of a story,	events;	are used in a	events in a story	change as the	text, including	reveal aspects of
appear;	give	including	Determine the	text, including	or drama,	plot moves	figurative and	a character, or
compare and	information,	describing how	meaning of	those that	drawing on	toward a	connotative	provoke a

contrast the adventures and experiences of characters in familiar stories: actively engage in group reading activities with purpose and understanding

drawing on a wide reading of a range of text types; identify who is telling the story at various points in text; use illustrations and details in a story to describe its characters. setting, or events: compare and contrast the adventures and experiences of characters in stories; Activate prior knowledge related to the information and events in a text

the beginning introduces the story and the ending concludes the action: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. setting, or plot; Compare and contrast two or more versions of the same story by different authors or from different cultures: read and comprehend literature, including stories and poetry, in

words and phrases as they are used in a text. distinguishing literal from nonliteral language; Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene. and stanza: describe how each successive part builds on earlier sections: Compare and contrast the point of view from which different stories are narrated, including the difference between firstand third-person narrations: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the the grades 2-3 words in a story;

allude to significant characters found in mythology: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text; Make connections between the text of a story or drama and a visual or oral presentation of the text. identifying where each version reflects specific descriptions and directions in the text: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths. and traditional

specific details in the text: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure Analyze how a particular sentence. chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.of a particular story, drama, or poem; Describe how a narrator's or speaker's point of view

influences

resolution: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone: Analyze how a drama's or poem's form or structure: Explain how an author develops the point of view of the narrator or speaker in a text: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; Compare and contrast texts in different forms or genres in terms of their approaches to

similar themes

meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text: Compare and contrast a text to an audio. video, or multimedia version of the text, analyzing each medium's portrayal of the subject

decision: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise; Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)

	text complexity	Compare and	different	how events	and topics;	create such
	band	contrast the	cultures	are	Compare and	effects as
	proficiently, with	themes,		described;	contrast a	suspense or
	scaffolding as	settings, and		Analyze how	fictional	humor; Evaluate
	needed at the	plots of stories		visual and	portrayal of a	the advantages
	high end of the	written by the		multimedia	time, place, or	and
	range;	same author		elements	character and a	disadvantages
		about the same		contribute to the	historical	of using
		or similar		meaning, tone,	account of the	different
		characters;		or beauty of a	same period as	mediums to
				text; Compare	a means of	present a
				and contrast	understanding	particular topic
				stories in the	how authors of	or idea; Analyze
				same genre on	fiction use or	how a modern
				their	alter history;	work of fiction
				approaches to		draws on
				similar themes		themes,
				and topics		patterns of
						events, or
						character types
						from myths,
						traditional
						stories, or
						religious works

II. Reading Standards for Informational Text

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Ask and answer	Ask and answer	Ask and answer	Ask and answer	Refer to details	Quote	Cite textual	Cite several	Cite the textual
questions about	questions about	such questions	questions to	and examples in	accurately from	evidence to	pieces of textual	evidence that
key details in a	key details in a	as who, what,	demonstrate	a text when	a text when	support analysis	evidence to	most strongly
text; identify the	text; identify the	where, when,	understanding	explaining what	explaining what	of what the text	support analysis	supports an
main topic and	main topic and	why, and how to	of a text,	the text says	the text says	says explicitly	of what the text	analysis of what
retell key details	retell key details	demonstrate	referring	explicitly and	explicitly and	as well as	says explicitly as	the text says
of a text;	of a text;	understanding	explicitly to the	when drawing	when drawing	inferences	well as	explicitly as well
describe the	describe the	of key details in	text as the basis	inferences from	inferences from	drawn from the	inferences	as inferences
connection	connection	a text; Identify	for the answers;	the text;	the text;	text; Determine	drawn from the	drawn from the
between two	between two	the main topic	Determine the	Determine the	Determine two	a central idea of	text; Determine	text; Determine
individuals,	individuals,	of a multi	main idea of a	main idea of a	or more main	a text and how it	two or more	a central idea of
events, ideas, or	events, ideas,	paragraph text	text; recount the	text and explain	ideas of a text	is conveyed	central ideas in	a text and
pieces of	or pieces of	as well as the	key details and	how it is	and explain how	through	a text and	analyze its
information in a	information in a	focus of specific	explain how	supported by	they are	particular	analyze their	development
text; ask and	text; ask and	paragraphs	they support the	key details;	supported by	details; provide	development	over the course
answer	answer	within the text;	main idea;	summarize the	key details;	a summary of	over the course	of the text,
questions about	questions to	Describe the	Describe the	text; Explain	summarize the	the text distinct	of the text;	including its
unknown words	help determine	connection	relationship	events,	text; Explain the	from personal	provide an	relationship to
in a text; identify	or clarify the	between a	between a	procedures,	relationships or	opinions or	objective	supporting
the front cover,	meaning of	series of	series of	ideas, or	interactions	judgments;	summary of the	ideas; provide
back cover, and	words and	historical	historical	concepts in a	between two or	Analyze in detail	text; Analyze the	an objective
title page of a	phrases in a	events,	events,	historical,	more	how a key	interactions	summary of the
book; name the	text; know and	scientific ideas	scientific ideas	scientific, or	individuals,	individual,	between	text; Analyze
author and	use various text	or concepts, or	or concepts, or	technical text,	events, ideas,	event, or idea is	individuals,	how a text
illustrator of a	structures;	steps in	steps in	including what	or concepts in a	introduced,	events, and	makes
text and define	distinguish	technical	technical	happened and	historical,	illustrated, and	ideas in a text;	connections
the role of each	between	procedures in a	procedures in a	why, based on	scientific, or	elaborated in a	Determine the	among and
in presenting	information	text; Determine	text, using	specific	technical text	text; Determine	meaning of	distinctions
the ideas or	provided by	the meaning of	language that	information in	based on	the meaning of	words and	between
information in a	pictures or other	words and	pertains to time,	the text;	specific	words and	phrases as they	individuals,
text; describe	illustrations and	phrases in a	sequence, and	Describe the	information in	phrases as they	are used in a	ideas, or
the relationship	information	text; Know and	cause/effect;	overall structure	the text;	are used in a	text, including	events;
between	provided by the	use various text	Use text	of events, ideas,	Compare and	text, including	figurative,	Determine the
illustrations and	words in a text;	features to	features and	concepts, or	contrast the	figurative,	connotative, and	meaning of
the text in which	use the	locate key facts	search tools to	information in a	overall structure	connotative,	technical	words and
they appear;	illustrations and	or information in	locate	text or part of a	(e.g.,	and technical	meanings;	phrases as they
identify the	details in a text	a text efficiently;	information	text; Compare	chronology,	meanings;	analyze the	are used in a

Identify the main text. including reasons an to describe its relevant to a and contrast a comparison, Analyze how a impact of a author gives to key ideas: purpose of a given topic firsthand and cause/effect. particular specific word figurative, support points identify the text, including efficiently; secondhand problem/solutio sentence. choice on connotative. in a text; With reasons an what the author Distinguish their account of the n) of events, meaning and and technical paragraph, prompting and author gives to wants to own point of same event or ideas, concepts, chapter, or tone: Analyze meanings; support, identify view from that or information in section fits into the structure an analyze the support points answer, explain. topic: describe basic similarities of the author of the overall in a text; Identify or describe: the differences two or more author uses to impact of basic similarities Explain how a text: Use in focus and the texts: Analyze structure of a specific word in and organize a text. differences in and specific images information information multiple text and including how choices on between two differences contribute to gained from provided; accounts of the contributes to the major meaning and texts on the between two and clarify a illustrations and Interpret same event or the sections tone, including information development of analogies or same topic: texts on the text: Describe the words in a topic, noting contribute to the actively engage same topic; the logical text to presented the ideas: whole and to the allusions to important in group reading similarities and Confirm connection demonstrate visually, orally, Determine an development of other texts: activities with predictions or quantitatively differences in author's point of the ideas: Analyze in detail between understanding and explain how Determine an the structure of purpose and about what will particular of the text: the point of view view or purpose understanding happen next in sentences and Describe the the information they represent: in a text and author's point of a specific a text; paragraphs in a logical contributes to Draw on explain how it is view or purpose paragraph in a text; Compare connection information from conveyed in the in a text and text, including an and contrast the between understanding multiple print or text: Integrate analyze how the the role of of the text in information particular most important particular digital sources, author points which it demonstrating presented in distinguishes his sentences in sentences and presented by paragraphs in a appears: the ability to different media or her position developing and refining a key two texts on the text: Compare Explain how an locate an or formats as from that of and contrast the same topic: author uses answer to a well as in words others; Compare concept: read and most important to develop a and contrast a Determine an reasons and question quickly or to solve a comprehend points and key evidence to coherent text to an audio. author's point of informational details support problem understanding video, or view or purpose particular points efficiently: of a topic or multimedia in a text and texts presented in Explain how an issue: Trace two texts on the in a text: version of the analyze how the author same topic. Integrate author uses and evaluate text, analyzing information from reasons and the argument each medium's acknowledges two texts on the evidence to and specific portraval of the and responds same topic in support claims in a text. subject: Trace to conflicting particular points evidence or order to write or distinguishing and evaluate the speak about the in a text, claims that are argument and viewpoints: subject identifying supported by specific claims in Evaluate the knowledgeably which reasons reasons and a text, assessing advantages and and evidence whether the disadvantages evidence from of using support which claims that are reasoning is sound and the different point(s); not: Compare

		Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably;	and contrast one author's presentation of events with that of another	evidence is relevant and sufficient to support the claims; Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	mediums to present a particular topic or idea; Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

III. Reading Standards Foundational Skills

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Demonstrate understanding of the organization and basic features of print; demonstrate understanding of spoken words, syllables, and sounds; know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; read emergent- reader texts with purpose and	Grade 1 Recognize the distinguishing features of a sentence; Orally produce single-syllable words by blending sounds; Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; Read with sufficient accuracy and fluency to support comprehension	Recognize and produce rhyming words; Count, pronounce, blend, and segment syllables in spoken words; Blend and segment onsets and rimes of single-syllable spoken words; Blend two to three phonemes into recognizable words; Identify words with inconsistent but common spelling-sound correspondence	Grade 3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; Read grade-appropriate irregularly spelled words; Read with sufficient accuracy and fluency to support comprehension; ;	Grade 4 Know and apply grade-level phonics and word analysis skills in decoding words; Read with sufficient accuracy and fluency to support comprehension; Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Grade 5 Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding;	Grade 6 Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings;	Grade 7 Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Grade 8 Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary
and in text; read emergent- reader texts with purpose	fluency to support	words with inconsistent but common spelling-sound		necessary				

IV. Writing Standards

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Use a	Write opinion	Write opinion	Write opinion	Introduce a	Write opinion	Write	Write	Write
combination of	pieces in which	pieces in which	pieces on topics	topic or text	pieces on topics		· -	arguments to
drawing,	they introduce	they introduce	or texts,	clearly, state an	or texts,	arguments to	arguments to	support claims
dictating, and	the topic or	the topic or	supporting a	opinion, and	supporting a	support claims with clear	support claims	with clear
writing to	name the book	book they are	point of view	create an	point of view	reasons and	with clear	reasons and
	they are writing	writing about,	with reasons;	organizational	with reasons		reasons and	relevant
compose opinion pieces;	about, state an	state an	Introduce the	structure in	and information;	relevant	relevant	evidence:
' '	· ·			which related	Write	evidence; Write	evidence;	Provide a
use a combination of	opinion, supply a reason for the	opinion, supply reasons that	topic or text they are writing	ideas are	informative/expl	informative/expl	Provide a	concluding
		support the	,		•	anatory texts to	concluding	statement or
drawing,	opinion, and		about, state an	grouped to	anatory texts to	examine a topic	statement or	section that
dictating, and	provide some	opinion, use	opinion, and	support the	examine a topic	and convey	section that	
writing to	sense of	linking words;	create an	writer's	and convey	ideas, concepts,	follows from and	follows from and
compose	closure; Write	Write	organizational	purpose;	ideas and	and	supports the	supports the
informative/expl	informative/expl	informative/expl	structure that	Provide a	information	Information	argument	argument
anatory texts;	anatory texts in	anatory texts in	lists reasons;	concluding	clearly; Write	through the	presented;	presented;
use a	which they	which they	Write	statement or	narratives to	selection,	Write	Write
combination of	name a topic,	introduce a	informative/expl	section related	develop real or	organization,	informative/expl	informative/expl
drawing,	supply some	topic, use facts	anatory texts to	to the opinion	imagined	and analysis of	anatory texts to	anatory texts,
dictating, and	facts about the	and definitions	examine a topic	presented;	experiences or	relevant	examine a topic	including career
writing to	topic, and	to develop	and convey	Write	events using	content; Write	and convey	development
narrate a single	provide some	points, and	ideas and	informative/expl	effective	narratives to	ideas, concepts,	documents
event or several	sense of	provide a	information	anatory texts to	technique,	develop real or	and	(e.g., simple
loosely linked	closure; Write	concluding	clearly;	examine a topic	descriptive	imagined	Information	business letters
events, tell	narratives in	statement or	Introduce a	and convey	details, and	experiences or	through the	and job
about the	which they	section; Write	topic and group	ideas and	clear event	events using	selection,	applications), to
events in the	recount two or	narratives in	related	information	sequences;	effective	organization,	examine a topic
order in which	more	which they	information	clearly; Link	Produce clear	technique,	and analysis of	and convey
they occurred,	appropriately	recount a well-	together;	ideas within	and coherent	relevant	relevant	ideas, concepts,
and provide a	sequenced	elaborated	include	categories of	writing	descriptive	content; Write	and information
reaction to what	events, include	event or short	illustrations	information	(including	details, and	narratives to	through the
happened;	some details	sequence of	when useful to	using words and	multiple-	well-structured	develop real or	selection,
produce writing	regarding what	events, include	aiding	phrases; Write	paragraph texts)	event	imagined	organization,
in which the	happened, use	details to	comprehension;	narratives to	in which the	sequences;	experiences or	and analysis of
development	temporal words	describe	Write narratives	develop real or	development	Produce clear	events using	relevant
and	to signal event	actions,	to develop real	imagined	and	and coherent	effective	content; Write
organization are	order, and	thoughts, and	or imagined	experiences or	organization are	writing in which	technique,	narratives to
appropriate to	provide some	feelings, use	experiences or	events using	appropriate to	the	relevant	develop real or

task and purpose: respond to questions and suggestions from peers and add details to strengthen writing; explore a variety of digital tools to produce and publish writing. including in collaboration with peers: participate in shared research and writing projects: recall information from experiences or gather information from provided sources to answer a question;

sense of closure: produce writing in which the development and organization are appropriate to task and purpose; focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed; use a variety of digital tools to produce and publish writing, including in collaboration with peers: Participate in shared research and writing projects: recall information from experiences or gather information from provided sources to answer a question:

temporal words to signal event order, and provide a sense of closure: Produce clear and coherent writing (including multipleparagraph texts) in which the development and organization are appropriate to task, purpose, and audience: focus on a topic and strengthen writing as needed by revising and editing; use a variety of digital tools to produce and publish writing, including in collaboration with peers; Participate in shared research and writing projects: Recall information from experiences or gather information from provided

sources to

events using effective technique, descriptive details, and clear event sequences; produce writing in which the development and organization are appropriate to task and purpose: develop and strengthen writing as needed by planning, revising, and editing; use technology to produce and publish writing as well as to interact and collaborate with others: Conduct short research projects that build knowledge about a topic: Recall information from experiences or gather information from print and digital sources: take

brief notes on

effective technique. descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely: Produce clear and coherent writing (including multipleparagraph texts) in which the development and organization are appropriate to task, purpose, and audience: develop and strengthen writing as needed by planning, revising, and editina: Conduct short research projects that build knowledge through investigation of

task, purpose, and audience: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting; Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic: Recall relevant

information from

development. organization, and style are appropriate to task, purpose, and audience: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when

descriptive details, and well-structured event sequences: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. focusing on how well purpose and audience have been addressed: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and

imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. focusing on how well purpose and audience have been addressed: Use technology, including the Internet, to produce and publish writing and present the

different

routinely over extended time frames and shorter time frames for a ti range of discipline- frames for tasks, purposes, and audiences specific tasks, audiences sp	sort evidence into provided categories; Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences sources; Drevidence from literary or information analysis, reflection, a research; Wroutinely ovextended time frames and topic; Recal relevant information experiences gather relevation formation print and dig sources; taken notes, paraphrase categorize information, provide a lissources; Drevidence from literary or information texts to suppanalysis, reflection, a research; Wroutinely ovextended tir frames and	information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources; Draw evidence from literary or informational texts to support analysis, reflection, and research; Write routinely over extended time frames and shorter time	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; Draw evidence from literary or informational texts to support analysis, reflection, and	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation; Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of	between information and ideas efficiently as well as to interact and collaborate with others; Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; Gather relevant information from multiple print
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V. Speaking and Listening Standards

Participate in Fo	ام مسمم بينما							Grade 8
	follow agreed-	Follow agreed-	Engage	Engage	Engage	Engage	Engage	Engage
collaborative up	pon rules for	upon rules for	effectively in a	effectively in a	effectively in a	effectively in a	effectively in a	effectively in a
conversations dis	liscussions;	discussions;	range of	range of	range of	range of	range of	range of
with diverse Bu	Build on others'	Build on others'	collaborative	collaborative	collaborative	collaborative	collaborative	collaborative
partners about tal	alk in	talk in	discussions with	discussions with	discussions with	discussions with	discussions with	discussions with
kindergarten co	onversations	conversations	diverse partners	diverse partners	diverse partners	diverse partners	diverse partners	diverse partners
topics and texts; by	y responding	by linking their	on grade 3	on grade 4	on <i>grade</i> 5	on grade 6	on <i>grade 7</i>	on <i>grade 8</i>
confirm to	o the	comments to	topics and texts,	topics and texts,	topics and texts,	topics, texts,	topics, texts,	topics, texts,
understanding co	omments of	the remarks of	building on	building on	building on	and <i>issues</i> ,	and issues,	and issues,
of a text read ot	thers through	others; Ask for	others' ideas	others' ideas	others' ideas	building on	building on	building on
aloud or m	nultiple	clarification and	and expressing	and expressing	and expressing	others' ideas	others' ideas	others' ideas
information ex	xchanges; Ask	further	their own	their own	their own	and expressing	and expressing	and expressing
presented orally qu	uestions to	explanation as	clearly;	clearly;	clearly;	their own	their own	their own
or through other cle	lear up any	needed about	Determine the	Paraphrase	Summarize a	clearly; Interpret	clearly; Analyze	clearly; Analyze
media by asking co	onfusion about	the topics and	main ideas and	portions of a	written text read	information	the main ideas	the purpose of
and answering the	ne topics and	texts under	supporting	text read aloud	aloud or	presented in	and supporting	information
	exts under	discussion;	details of a text	or information	information	diverse media	details	presented in
key details and dis	liscussion;	Recount or	read aloud or	presented in	presented in	and formats and	presented in	diverse media
	Sive, restate,	describe key	information	diverse media	diverse media	explain how it	diverse media	and formats and
	ind follow	ideas or details	presented in	and formats,	and formats,	contributes to a	and formats and	evaluate the
_	imple two-step	from a text read	diverse media	including	including	topic, text, or	explain how the	motives behind
understood; ask dir	lirections; Ask	aloud or	and formats,	visually,	visually,	issue under	ideas clarify a	its presentation;
	nd answer	information	including	quantitatively,	quantitatively,	study; Delineate	topic, text, or	Delineate a
'	uestions about	presented orally	visually,	and orally;	and orally;	a speaker's	issue under	speaker's
	vhat a speaker	or through other	quantitatively,	Identify the	Summarize the	argument and	study; Delineate	argument and
	ays in order to	media; Ask and	and orally; Ask	reasons and	points a	specific claims,	a speaker's	specific claims,
, ,	ather	answer	and answer	evidence a	speaker or	distinguishing	argument and	evaluating the
0.0	dditional	questions about	questions about	speaker or	media source	claims that are	specific claims,	soundness of
3	nformation or	what a speaker	information from	media source	makes and	supported by	and attitude	the reasoning
	larify	says in order to	a speaker,	provides to	explain how	reasons and	toward the	and relevance
·	omething that	clarify	offering	support	each claim is	evidence from	subject,	and sufficiency
	s not	comprehension,	appropriate	particular	supported by	claims that are	evaluating the	of the evidence
	inderstood;	gather	elaboration and	points; Report	reasons and	not; Present	soundness of	and identifying
J 7	Describe	additional	detail; Report	on a topic or	evidence, and	claims and	the reasoning	when irrelevant
	eople, places,	information, or	on a topic or	text, tell a story,	identify and	findings,	and the	evidence is
prompting and thi	nings, and	deepen	text, tell a story,	or recount an	analyze any	sequencing	relevance and	introduced;

aupport provide	ovente with	understanding	or recount on	ovnoriones in	logical fallacies:	idooo logically	oufficionsy of	Present claims
support, provide	events with	understanding	or recount an	experience in	logical fallacies;	ideas logically	sufficiency of	and findings
additional detail;	relevant details,	of a topic or	experience with	an organized	Report on a	and using	the evidence;	
add drawings or	expressing	issue; Tell a	appropriate	manner, using	topic or text or	pertinent	Present claims	(e.g., argument,
other visual	ideas and	story or recount	facts and	appropriate	present an	descriptions,	and findings	narrative,
displays to	feelings clearly;	an experience	relevant,	facts and	opinion,	facts, and	(e.g., argument,	response to
descriptions as	Add drawings or	with appropriate	descriptive	relevant,	sequencing	details and	narrative,	literature
desired to	other visual	facts and	details,	descriptive	ideas logically	nonverbal	summary	presentations),
provide	displays to	relevant,	speaking clearly	details to	and using	elements to	presentations),	emphasizing
additional detail;	descriptions	descriptive	at an	support main	appropriate	accentuate	emphasizing	salient points in
speak audibly	when	details,	understandable	ideas or	facts and	main ideas or	salient points in	a focused,
and express	appropriate to	speaking	pace; Create	themes; speak	relevant,	themes; use	a focused,	coherent
thoughts,	clarify ideas,	audibly in	engaging audio	clearly at an	descriptive	appropriate eye	coherent	manner with
feelings, and	thoughts, and	coherent	recordings of	understandable	details to	contact,	manner with	relevant
ideas clearly	feelings;	sentences;	stories or	pace; Add audio	support main	adequate	pertinent	evidence, sound
	Produce	Create audio	poems that	recordings and	ideas or	volume, and	descriptions,	valid reasoning,
	complete	recordings of	demonstrate	visual displays	themes; speak	clear	facts, details,	and well-chosen
	sentences when	stories or	fluid reading at	to presentations	clearly at an	pronunciation;	and examples;	details; use
	appropriate to	poems; add	an	when	understandable	Include	use appropriate	appropriate eye
	task and	drawings or	understandable	appropriate to	pace; Include	multimedia	eye contact,	contact,
	situation;	other visual	pace; add visual	enhance the	multimedia	components	adequate	adequate
		displays to	displays when	development of	components	and visual	volume, and	volume, and
		stories or	appropriate to	main ideas or	and visual	displays in	clear	clear
		recounts of	emphasize or	themes;	displays in	presentations to	pronunciation;	pronunciation;
		experiences	enhance certain	Differentiate	presentations	clarify	Include	Integrate
		when	facts or details;	between	when	information;	multimedia in	multimedia and
		appropriate to	Speak in	contexts that	appropriate to	Adapt speech to	presentations to	visual displays
		clarify ideas,	complete	call for formal	enhance the	a variety of	clarify claims	into
		thoughts, and	sentences when	English and	development of	contexts and	and findings	presentations to
		feelings;	appropriate to	situations where	main ideas or	tasks,	and emphasize	clarify
		Produce	task and	informal	themes; Adapt	demonstrating	salient points;	information,
		complete	situation in	discourse is	speech to a	command of	Adapt speech to	strengthen
		sentences when	order to provide	appropriate; use	variety of	formal English	a variety of	claims and
		appropriate to	requested detail	formal English	contexts and	when indicated	contexts and	evidence, and
		task and	or clarification	when	tasks, using	or appropriate	tasks,	add interest;
		situation in		appropriate to	formal English		demonstrating	Adapt speech to
		order to provide		task and	when		command of	a variety of
		requested detail		situation	appropriate to		formal English	contexts and
		or clarification			task and		when indicated	tasks
					situation		or appropriate	
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