

Grade 5	Grade 6	Grade 7
<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>
<p>Word Recognition</p> <p>5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>Word Recognition</p> <p>6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>Word Recognition</p>
<p>Vocabulary and Concept Development</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase <i>Herculean task</i>.</p> <p>5.1.3 Understand and explain frequently</p>	<p>Vocabulary and Concept Development</p> <p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings</p> <p>Example: Understand the different meanings of the word <i>primary</i> when used in sentences, such as the following: <i>Tom is a student at the local</i></p>	<p>Vocabulary and Concept Development</p> <p>7.1.1 Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one's feet wet</i>

<p>used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).</p> <p>5.1.4 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).</p> <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).</p> <p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>	<p><i>primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.</i> Understand descriptive metaphors, such as <i>The city lay under a blanket off fog.</i></p> <p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>Example: Understand foreign words that are often used in English, such as <i>enchilada</i> (Spanish), <i>lasagna</i> (Italian), and <i>delicatessen</i> (German).</p> <p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p> <p>6.1.5 Understand and explain slight differences in meaning in related words.</p> <p>Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.</p>	<ul style="list-style-type: none"> • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky.</i> <p>7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).</p> <p>Example: Analyze the roots, prefixes, and suffixes to understand words, such as <i>microscope, microphone, and microbe.</i></p> <p>7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p>Example: Use the text to clarify the meaning of the word <i>pickle</i> in the sentence <i>Apply the pickle, an acid solution, to the metal surface.</i></p>
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<p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)</p> <p><i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	<p>Standard 2 – READING: Reading Comprehension (Focus on Informational Materials)</p> <p><i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information</i></p>	<p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>
<p>Structural Features of Informational and Technical Materials</p> <p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.</p> <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p> <p>Example: Do a key-word search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.</p> <p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.</p> <p>Example: Read a section in an</p>	<p>Structural Features of Informational and Technical Materials</p> <p>7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).</p> <p>7.2.2 Locate information by using a variety of consumer and public documents.</p> <p>Example: Choose a radio or watch to purchase, based on a <i>Consumer Reports</i> review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the</p>

	<p>English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.</p>	<p>best price.</p> <p>7.2.3 Analyze text that uses the cause-and-effect organizational pattern. . Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. Example: After reading <i>The Life and Death of Crazy Horse</i> by Russell Freedman or <i>Eleanor Roosevelt, A Life of Discovery</i> by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Example: After reading <i>Rosa Parks: My Story</i> by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics. Example: Read about another culture in a magazine such as <i>Cricket</i> or <i>National Geographic</i>. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.</p> <p>6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports. Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.</p> <p>6.2.5 Follow multiple-step instructions for preparing applications. Example: Follow directions to fill out an application for a public library</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. Example: After reading a piece of historical nonfiction, such as <i>When Justice Failed: The Fred Korematsu Story</i> by Steven A. Chin about the internment of Japanese Americans during World War II, describe the author's perspective on the events described and how the author demonstrates this point of view throughout the text.</p> <p>7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual. Example: Follow the directions for setting a digital watch or clock.</p> <p>7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>

	<p>card, a bank savings account, or a membership to a boys' or girls' club, soccer league, or another extra-curricular organization.</p>	<p>7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.</p> <p>7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning.</p>
<p>Expository (Informational) Critique</p> <p>5.2.5 Distinguish among facts, supported inferences, and opinions in text.</p> <p>Example: In reading an informational text, tell which text is a fact and which is an opinion: <i>The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.</i> Identify facts and opinions in a history book, such as the humorous <i>Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)</i> by Kathleen Krull.</p>	<p>Expository (Informational) Critique</p> <p>6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.</p> <p>Example: In reading <i>Amelia Earhart: Courage in the Sky</i> by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.</p> <p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.</p> <p>Example: Read some of the 28 poems in Lee Bennett Hopkins' <i>Been to Yesterdays: Poems of Life</i>, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading <i>Leonardo</i></p>	<p>Expository (Informational) Critique</p> <p>7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as <i>Lives of the Writers</i> by Kathleen Krull.</p> <p>7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.</p>

	<p><i>da Vinci, Artist, Inventor, and Scientist of the Renaissance</i> by Francesca Romei.</p> <p>6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.</p> <p>Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.</p> <p>6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).</p>	
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<p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</i></p>	<p>Standard 3 – READING: Literacy Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p>	<p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p>
<p>Structural Features of Literature</p> <p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>Example: Analyze an author’s purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as <i>Computer Basics for Non-Techies: Course 1, Understanding the Basics</i>, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem “A Dragon Is in My Computer” by Jack Prelutsky.</p>	<p>Structural Features of Literature</p> <p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.</p> <p>Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.</p>	<p>Structural Features of Literature</p> <p>7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.</p> <p>Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as “The Night the Bed Fell” by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as <i>The Westing Game</i> by Ellen Raskin. Describe a novella as a short novel and provide an example, such as <i>The Gold Cadillac</i> by Mildred Taylor. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.</p>

Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text
<p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>Example: Read a story with a central conflict, such as <i>The Pushcart War</i> by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>Example: Read a book, such as <i>Mrs. Frisby and the Rats of NIMH</i> by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p> <p>Example: Describe the themes in a fictional story, such as <i>A Wrinkle in Time</i> by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist</p>	<p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>Example: After reading the story <i>Dragonwings</i> by Laurence Yep, describe how the boy's courage and loyalty to his father help him to realize his father's dreams of making a flying machine</p> <p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <i>The Watsons Go to Birmingham — 1963</i> by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.</p> <p>6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.</p> <p>Example: Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and</p>	<p>7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.</p> <p>Example: While reading <i>The True Confessions of Charlotte Doyle</i> by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship's cook slips her a knife.</p> <p>7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>Example: Describe the main character in <i>Out of the Dust</i> by Karen Hesse, using examples of her thoughts, words, and actions to support this description.</p> <p>7.3.4 Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.</p> <p>Example: Analyze the theme of loneliness that is present throughout <i>The Islander</i> by Cynthia Rylant. Relate the theme to other works that have been read in class and for pleasure.</p> <p>7.3.5 Contrast points of view, such as first person, third person, limited and</p>

<p>father.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. <p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p>	<p>metaphorical language.</p> <p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>Example: Read an autobiography, such as <i>Michael Jordan: My Story</i>, and compare it to a biography on the same person, such as <i>Michael Jordan</i> by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.</p> <p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in <i>Summer of My German Soldier</i> by Bette Greene.</p> <p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in 	<p>omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the "I" perspective • Third person: the narrator tells the story from an outside perspective • Limited narration: the narrator does not know all thoughts of all characters • Omniscient narration: the narrator knows all thoughts of all characters • Subjective: the point of view involves a personal perspective • Objective: the point of view is from a distanced, informational perspective, as in a news report <p>Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.</p> <p>7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to
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	<p>which a word or phrase is used in place of another, such as <i>He was drowning in money</i>.</p> <p>Example: Select a variety of examples of sports writing from a local or national newspaper. Explain the use of metaphors and symbolism throughout sports writing.</p>	<p>create vivid pictures in the reader's mind.</p> <ul style="list-style-type: none"> Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. <p>7.3.8 Analyze the influence of the setting on the problem and its resolution.</p> <p>7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.</p>
<p>Literary Criticism</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>Example: Discuss the meaning of the walls in <i>The Secret Garden</i> by Frances Hodgson Burnett.</p> <p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.</p> <p>Example: Tell how the details in the pictures support and add to the text in a picture book, such~ as <i>Bill and Pete Go Down the Nile</i> by Tomie DePaola. In the fictional picture book about Emily Dickinson, <i>Emily</i> by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson's poetry make the story seem more realistic to the reader.</p>	<p>Literary Criticism</p> <p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p> <p>Example: Read myths, such as <i>Hercules</i> or <i>Jason and the Argonauts</i>, and discuss the believability of the characters and plots as compared to realistic fiction.</p>	<p>Literary Criticism</p> <p>7.3.6 Compare reviews of literary works and determine what influenced the reviewer.</p> <p>Example: Compare multiple reviews of the same book, such as <i>The Yearling</i> by Marjorie Kinnan Rawlings, <i>Souder</i> by William Armstrong, <i>The Monsters Are Due on Maple Street</i> by Rod Serling, or <i>And Then There Were None</i> by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.</p>

<p>Standard 4 - WRITING: Writing Process <i>Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	<p>Standard 4 – WRITING: Writing Process <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	<p>Standard 4 - WRITING: Writing Process <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>
<p>Organization and Focus</p> <p>5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order; • provide details and transitions to link paragraphs; • offer a concluding paragraph that summarizes important ideas and details. <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p>	<p>Organization and Focus</p> <p>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>6.4.2 Choose the form of writing that best suits the intended purpose.</p> <p>6.4.3 Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose; • develop the topic with supporting details and precise language; • conclude with a detailed summary linked to the purpose of the composition. <p>6.4.4 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.</p>	<p>Organization and Focus</p> <p>7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.</p> <p>7.4.4 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.</p>

<p>Research and Technology</p> <p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>5.4.5 Use note-taking skills.</p> <p>5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p>	<p>Research and Technology</p> <p>6.4.5 Use note-taking skills.</p> <p>6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.</p> <p>6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.</p>	<p>Research and Technology</p> <p>7.4.5 Identify topics: ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p> <p>7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.</p> <p>7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>
<p>Evaluation and Revision</p> <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>	<p>Evaluation and Revision</p> <p>6.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors</p> <p>6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>Evaluation and Revision</p> <p>7.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>

<p>Standard 5 - WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p>Standard 5 – WRITING: Writing Application (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>
<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Process to:</p> <p>5.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> ▪ establish a plot, point of view, setting, and conflict, ▪ show, rather than tell the events of the story. <p>Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science</p>	<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 Writing Process to:</p> <p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, 	<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 - Writing Process to:</p> <p>7.5.1 Write biographical or autobiographical narratives (stories) that:</p> <ul style="list-style-type: none"> • develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view. • develop complex major and minor characters and a definite setting.

<p>fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.</p> <p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> ▪ demonstrate an understanding of a literary work, ▪ support judgments through references to the text and to prior knowledge, ▪ develop interpretations that exhibit careful reading and understanding. <p>Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as <i>The Best Bad Thing</i> by Yoshiko Uchida or <i>Shiloh</i> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.</p> <p>5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> ▪ Frame questions that direct the investigation. ▪ Establish a main idea or topic. ▪ Develop the topic with simple facts, details, examples, and explanations. 	<p>such as dialogue or suspense.</p> <p>Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view</p> <p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about <i>Summer Sports Camps</i>, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p> <p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography. <p>Example: Write a research report on <i>George Washington</i>, explaining what Washington accomplished during his</p>	<ul style="list-style-type: none"> • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. <p>Example: Write successive drafts of a two- or three-page humorous story about <i>Something Fishy Is Cooking in the Kitchen</i>, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.</p> <p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • justify interpretations through sustained use of examples and evidence from the text. <p>Example: After reading Mark Twain's <i>Adventures of Tom Sawyer</i> and Theodore Taylor's <i>The Cay</i>, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.</p> <p>7.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant and focused questions about the topic. • communicate clear and accurate
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<ul style="list-style-type: none"> ▪ Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. <p>Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Maryland. Prepare a class book on <i>The History of Maryland</i> that includes information about where these groups came from, where they first lived in the state, and what work they did.</p> <p>5.5.4 Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> ▪ state a clear position in support of a proposal; ▪ support a position with relevant evidence and effective emotional appeals; ▪ follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last; ▪ address reader concerns. <p>Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.</p> <p>5.5.5 Use varied word choices to make</p>	<p>presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Maryland and the surrounding states. Include information on whether descendents of these groups still live in the area.</p> <p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text. <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p> <p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. <p>Example: Write a persuasive essay</p>	<p>perspectives on the subject.</p> <ul style="list-style-type: none"> • include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference books. • document sources with reference notes and a bibliography. <p>Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).</p> <p>7.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. <p>Example: In preparation for an</p>
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<p>writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices: use <i>inquired</i> or <i>requested</i> instead of <i>asked</i>.</p> <p>5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p> <p>6.5.6 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i>; <i>overcoat</i> or <i>parka</i> instead of <i>coat</i>.)</p> <p>6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a review of a favorite book or film for a classroom <i>Writers' Workshop</i>. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film</p> <p>6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</p> <p>7.5.5 Write summaries of reading materials that:</p> <ul style="list-style-type: none"> include the main ideas and most significant details. use the student's own words, except for quotations. reflect underlying meaning, not just the superficial details. <p>Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.</p> <p>7.5.6 Use varied word choices to make writing interesting and more precise.</p> <p>Example: Write stories, reports, and letters using a variety of word choices. (Use <i>conversed</i> or <i>conferred</i> instead of <i>talked</i>.)</p> <p>7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</p> <p>Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills.</p>
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		Use words and phrases that demonstrate a serious interest in what the speaker would have to say.
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<p>Standard 6 – WRITING: Written English Language Conventions</p> <p><i>Students write using Standard English conventions appropriate to this grade level.</i></p>	<p>Standard 6 – WRITING: Written English Language Conventions</p> <p><i>Students write using Standard English conventions appropriate to this grade level.</i></p>	<p>Standard 6 - WRITING: Written English Language Conventions</p> <p>Students write using Standard English conventions appropriate to this grade level.</p>
<p>Sentence Structure</p> <p>5.6.1 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <p><i>We began our canoe trip on the White River</i> (prepositional phrase) <i>when it stopped raining</i> (subordinate clause).</p> <p><i>Although the weather, a violent snowstorm,</i> (appositive) <i>threatened our trip, we were never discouraged</i> (main clause).</p> <p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p> <p>5.6.8 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p>	<p>Sentence Structure</p> <p>6.6.1 Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree are native to many parts of America.</i> • Compound sentence: A sentence with two equal clauses, such as <i>The giraffe has a long neck and long legs but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> 	<p>Sentence Structure</p> <p>7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p> <ul style="list-style-type: none"> • Clear: She left the book, which she bought at the bookstore, on the table. • Unclear: She left the book on the table, which she bought at the bookstore. • Active voice: The man called the dog. • Passive voice: The dog was called by the man.

<p>Grammar</p> <p>5.6.3 Identify and correctly use appropriate tense (<i>present, past, present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).</p> <p>5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>). Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant. Incorrect: There are many pictures of people who have visited the restaurant <u>on the walls</u>. Correct: Jenny and Kate finished <u>their</u> game. Incorrect: Jenny and Kate finished <u>her</u> game.</p>	<p>Grammar</p> <p>6.6.2 Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> Indefinite pronouns: <u>Each</u> should do his or her work. Indefinite pronouns: <u>Many</u> were absent today. Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play. Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play. <p>6.6.6 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, <u>the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 	<p>Grammar</p> <p>7.6.2 Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as dreaming, chosen, built, and grown).</p> <p>7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p> <ul style="list-style-type: none"> Clear: Chris said to Jacob, “You will become a great musician.” Confusing: Chris told Jacob that he would become a great musician. <p>7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.</p> <p>7.6.5 Demonstrate appropriate English usage (such as pronoun reference).</p>
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<p>Punctuation</p> <p>5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)</p>	<p>Punctuation</p> <p>6.6.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).</p>	<p>Punctuation</p> <p>7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([]), and semicolons (;).</p> <p>7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.</p>
<p>Capitalization</p> <p>5.6.6 Use correct capitalization.</p>	<p>Capitalization</p> <p>6.6.4 Use correct capitalization.</p>	<p>Capitalization</p> <p>7.6.8 Use correct capitalization.</p>
<p>Spelling</p> <p>5.6.7 Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in-for-ma-tion, mol-e-cule</i>) correctly.</p>	<p>Spelling</p> <p>6.6.5 Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p>	<p>Spelling</p> <p>7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).</p>

<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>
<p>Comprehension</p> <p>5.7.1 Ask questions that seek information not already discussed.</p> <p>5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p>	<p>Comprehension</p> <p>6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</p> <p>6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>6.7.3 Restate and carry out multiple-step oral instructions and directions.</p> <p>6.7.15 Ask questions that seek information not already discussed.</p>	<p>Comprehension</p> <p>7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>7.7.2 Determine the speaker's attitude toward the subject.</p>
<p>Organization and Delivery of Oral Communication</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p>	<p>Organization and Delivery of Oral Communication</p> <p>6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and</p>	<p>Organization and Delivery of Oral Communication</p> <p>7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the</p>

<p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p>	<p>vocal modulation (changes in tone) to the audience.</p> <p>6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.</p> <p>6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.</p> <p>6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</p>	<p>audience.</p> <p>7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.</p> <p>7.7.5 Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.</p>
<p>Analysis and Evaluation of Oral and Media Communications</p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p>	<p>Analysis and Evaluation of Oral and Media Communications</p> <p>6.7.8 Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>) for intent and effect.</p> <p>6.7.9 Identify persuasive and propaganda techniques used in electronic media (<i>television, radio, online sources</i>) and identify false and misleading information.</p> <p>6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.</p>	<p>Analysis and Evaluation of Oral and Media Communications</p> <p>7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.</p>

<p>Speaking Applications</p> <p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. . • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions. <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Speaking Applications</p> <p>6.7.10 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. <p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	<p>Speaking Applications</p> <p>7.7.8 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. <p>7.7.12 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. <p>7.7.9 Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete
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		<p>understanding of sources, not just superficial details.</p> <p>7.7.10 Deliver research presentations that:</p> <ul style="list-style-type: none">• pose relevant and concise questions about the topic.• provide accurate information on the topic.• include evidence generated through the formal research process including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries.• cite reference sources appropriately. <p>7.7.11 Deliver persuasive presentations that:</p> <ul style="list-style-type: none">• state a clear position in support of an argument or proposal.• describe the points in support of the proposal and include supporting evidence.
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