





PK-12 Standard: EXPRESSIVE

Students speak, write, and visually represent multiple types of texts using various evolving technologies and strategies. In these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.

<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 6-8 Learning Continuum</i> 
E1: Conduct inquiry by posing and solving problems and/or exploring topics	Pose reasoned questions	Generate open-ended questions of personal significance  Pose informed, open-ended questions relevant to self and others that probe the complex relationships among text, self, and world
	Pose reasoned responses	Pose responses by examining provided and found texts, oneself and others
	Use researched information to support a position	Construct, report, and defend a response to a selected topic by analyzing and summarizing information provided and found sources  Construct, report, and defend a response to a selected topic by summarizing, paraphrasing, and quoting information from self-selected sources


PK-12 Standard: RECEPTIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 6-8 Learning Continuum</i> 
R1: Identify and explore self-selected and assigned topics, seeking new insights	Identify issues of significance about texts	Identify and understand the relevance of a text to self and others
	Generate open ended questions about texts	Generate questions (e.g., How does a text connect to one's life? To another text? To a world event?) pertaining to self, text, and world to understand a text  Generate questions (e.g., How do personal experience and world events influence the way one reads a text?, etc.) that integrate self, text, and world to understand the relationships among them
	Use an inquiry process	Use demonstrated inquiry processes(e.g., define a research topic, create a research plan, etc.) to explore a topic
	Use research strategies	Use demonstrated research strategies (e.g. electronic databases, library catalogs, keyword vs. subject heading, search engines, interview questions, etc.) to explore a topic
	Examine multiple sources	Examine a variety of increasingly complex texts from multiple sources, beginning with selected sources (e.g. from teacher and library media specialist, etc.)


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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 6-8 Learning Continuum</i> 
E2: Develop, use, and adapt language according to context and purpose	Analyze purpose and context	Recognize and analyze the needs and expectations of those in everyday contexts (e.g., friends, family, teachers, members of the community, etc.) to design and deliver effective texts
	Choose words and expressions appropriate to context	Use knowledge of denotative/connotative meanings and levels of formality of diction to choose words purposely Choose words purposefully, using them appropriately in everyday contexts




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R2: Understand the nature of language and respect its uses	Analyze and respect language differences	Recognize differences in language use → Identify purposes of language use in a variety of contexts (e.g. social interaction, academic writing, discussions, presentations, lectures, etc.)
	Analyze and respect the histories of social, cultural, or regional variations of language	Identify histories of language variations → Identify how language is influenced by histories of diverse groups (e.g. African-American, American Indian, Hispanic, Asian-American, etc.)
	Recognize linguistic registers and discourses appropriate to the context	Recognize the effectiveness of language choice in a variety of contexts
	Recognize and understand social attitudes about language variation and linguistically distinct groups	Recognize and analyze social attitudes and biases about language and its evolution



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E3: Apply knowledge to new situations and create new knowledge individually and collaboratively	Develop ideas using creative thinking, problem posing, and problem solving strategies	Contribute to the exchange of ideas within the learning community  Participate and collaborate as members of a social and intellectual network of learners to explore and contribute to issues, problems, and questions
	Use strategies to contribute to collaborative projects	Use demonstrated cooperative learning strategies to pose and solve problems
	Use technologies to explore and communicate	Use technology to organize knowledge, display knowledge, and connect new knowledge to prior understandings  Use technology to organize knowledge, display knowledge, and integrate new knowledge and revise prior understandings


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R3: Explore ideas through collaboration and communication to come to new understanding	Discover patterns among ideas using a collaborative process	Identify and summarize similarities and differences among ideas, experiences, opinions, and viewpoints
	Find relationships among ideas using a collaborative process	Find relationships among ideas, experiences, opinions, and viewpoints  Analyze relationships among ideas, experiences, opinions, and viewpoints
	Receive and explore the ideas and opinions of others	Receive and explore the ideas and opinions of others, offering observations and ideas that develop and extend understandings
	Use communication and collaboration skills	Practice communication and collaboration skills (e.g. make eye contact, ask clarifying questions, block out distractions, etc.) in groups and reflect on effectiveness




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E4: Create, organize, revise, and publish texts in a timely manner for a variety of audiences	Develop informational, technical, and work-related texts	Develop and support a focused idea appropriate to technical and work related formats, purpose, and audiences → Generate quantitative and technical information (e.g. memos, applications, letters, brochures, emails, video, resumes, PowerPoint, etc.) for various audiences
	Develop argumentative and persuasive texts	Develop and support a focused idea that takes a position appropriate to the topic and audience → Develop and support a focused idea that takes a position, offers a concession, and draws a conclusion appropriate to the topic and audience
	Develop creative and reflective texts	Develop creative texts, using genre conventions (e.g. story elements, rhyme, stanza, poetic form, stage direction, dialogue, etc.), literary devices (e.g., flashback, symbolism, foreshadowing), figurative language, and voice appropriate to purpose and audience
	Reflect on and revise own text	Reflect on learning with teacher support → Use rubrics and feedback to reflect on learning, illustrating areas of strength and improvement


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R4: Acquire, organize, analyze, interpret, and evaluate texts	Use tools to locate texts	Use provided tools (e.g. library catalog, designated online periodicals, electronic databases, etc.) to find informational texts  Use tools with assistance to find informational texts
	Use criteria to select texts	Recognize the need for criteria to select texts relevant to the purpose  Use provided criteria (e.g. validity, reliability, authenticity, accuracy, etc.) to select texts relevant to the purpose
	Use visual features	Use visual features (e.g. maps, charts, graphs, timelines, tables, diagrams, typography, etc.) to analyze and interpret increasingly complex texts
	Analyze organization and language	Analyze rhetorical structures (e.g. compare/contrast, cause and effect, classification, definition, process, etc.) to determine central and supporting ideas and purpose





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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 6-8 Learning Continuum</i> 
E5: Engage with, respond to, interpret, and perform local, national, and world literature from various periods	Create interpretive responses to literature	Create expressive and interpretive responses (e.g. written responses, creating poems, drama, etc.) to human experiences, representing a diversity of cultures by drawing on a broad base of knowledge about themes, ideas, and insights
	Create imaginative texts	Create, share, publish, and/or perform fictional, poetic, dramatic pieces




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R5: Engage with, respond to, analyze, interpret, and evaluate local, national, and world literature from various periods	Recognize relationships between and among texts	Recognize relationships among literary text, personal experiences, and world
	Analyze genre conventions and literary devices	Identify and understand the effects of genre conventions (e.g. novel, short story, poetry, drama, essay, etc.) and literary devices (e.g. onomatopoeia, similes, metaphors, etc.)  Identify and analyze the effects of genre conventions (e.g. novel, short story, poetry, drama, essay, etc.) and literary devices (e.g. symbolism, motif, alliteration, etc.)
	Interpret text through the lens of history, society, ethics, and culture	Interpret text through a historical, societal, ethical, or cultural lens using demonstrated approaches  Interpret text by researching the history, culture, or society using demonstrated approaches
	Develop a habit of reading a variety of texts	Engage in assigned and independent reading and discussion within and outside of structured activities
	Select a variety texts for enjoyment and enrichment	Choose texts from recommendations (e.g. lists, teacher sharing, etc.), interests, or need  Seek texts for reading based on the one's own criteria


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E6: Select and use speaking, writing, and visual representation strategies and techniques	Use a process to create texts	Use a demonstrated process to generate, select, draft, revise, edit, and reflect on ideas for a specific text  Use a demonstrated or self-initiated process to generate, select, draft, revise, edit, and reflect on ideas for a specific text
	Use appropriate comprehension strategies and habits to develop texts	Use demonstrated comprehension and problem-solving strategies to develop texts
	Convey meaning through text content	Create texts through writing, speaking, and representing using modeled formats appropriate for the audience and purpose  Create texts appropriate for the audience and purpose through writing, speaking, and representing
	Convey meaning through text design	Learn, practice, and demonstrate design techniques (e.g., visual and sound techniques, repetition, whitespace, color, eye contact, power point etiquette, etc.) for various text formats, purposes, and audiences


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R6: Select and use listening, reading, viewing, and thinking strategies and techniques	Use appropriate strategies for comprehending texts	Use demonstrated comprehension strategies (e.g. summarize, predict, infer, question, connect, visualize, evaluate, etc.) and problem solving strategies (e.g. identify confusion, follow instructions, skim and scan, re-read, paraphrase, etc.) to understand various texts → Identify and choose comprehension strategies and problem solving strategies to understand various texts
	Identify text features for comprehending texts	Recognize demonstrated text features (e.g. visual cues, structural cues, sound techniques, table of contents, index, etc.) to understand various texts
	Use strategies for analyzing and understanding words	Use resources (e.g. dictionary, thesaurus, etc.), structural cues (e.g. word parts, etc.), and context to analyze words and understand their meanings




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E7: Construct and present informed, logical, and ethical positions on issues	Use reliable sources to communicate information	<p>Develop and apply criteria to evaluate the reliability of sources → Review and evaluate the reliability of sources using criteria</p> <p>Present information that reports and summarizes findings, adheres to conventions (e.g. title page, quotations, etc.), and cites sources → Present information that reflects on findings, draws sound conclusions, adheres to conventions, and cites sources</p>
	Take a position and create an argument	<p>Convey a position using knowledge about self and others and address counter arguments to that position</p> <p>Create persuasive text that communicates a clear position supported by evidence → Create persuasive text that communicates a clear position supported by evidence and addressing opposition</p>

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades 6-8 Learning Continuum</i> 
R7: Make informed, logical, ethical decisions, and/or judgments based on a variety of perspectives	Use critical thinking to analyze texts	Differentiate among statements of fact, opinion, and judgment
	Identify multiple perspectives within and among texts	Determine the perspectives of the author, characters, and audience using text structure, language, and provided information
	Use a process to evaluate perspectives	Recognize and begin to analyze multiple perspectives  Analyze multiple perspectives and begin to apply criteria to evaluate perspectives, considering topic, fairness, and feasibility
	Analyze texts to determine how values and purpose influence a point of view	Infer an author's attitude toward the content of the text  Infer an author's values and purpose and how they influence the content of the text