Tennessee English Language Arts Standards
Effective 2009-2010
Grade 6
Standard 1 - Language

Grade Level Expectations

GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar and mechanics (punctuation, capitalization, and spelling).

GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0601.1.3 Understand and use a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

✓ **0601.1.1** Know and use appropriately the meaning, forms and functions of **nouns** (including collective nouns, nouns as objects, predicate nouns), **pronouns** (including proper pronoun case; objects of prepositions; agreement with antecedents in person and number; indefinite, relative, and demonstrative pronouns), **verbs** (including agreement with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms), **adjectives** (including predicate adjectives, comparative and superlative forms), **adverbs** (including negatives, forms of comparative and superlative phrases), **conjunctions** (including coordinating, subordinating), **interjections,** and **prepositions** (place prepositional phrases correctly according to the words they modify within the sentence).

✓ **0601.1.2** Recognize and correct usage errors (e.g., double negatives, troublesome words {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).

✓ **0601.1.3** Use capitalization correctly (e.g., proper adjectives, within quotations).

✓ **0601.1.4** Demonstrate the correct use of **commas** (including after introductory words, to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences), **colons** (including business letters, preceding a list of items), **semicolons** (including combining sentences), **quotation marks** (including explanatory material within the quote, proper use with end marks), and **apostrophes** (including forming singular and plural possessives).

✓ **0601.1.5** Spell correctly high frequency words, commonly misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.

✓ **0601.1.6** Correct run-on sentences (e.g., use punctuation, conjunctions, or other means to separate the elements of a run-on) and sentence fragments (i.e., supply the missing sentence elements).

✓ **0601.1.7** Identify and use adjective and adverb phrases and clauses.

✓ **0601.1.8** Identify and use appositives and appositive phrases.

✓ **0601.1.9** Identify and use infinitives and infinitive phrases.

✓ **0601.1.10** Determine the difference between independent and subordinate clauses.

✓ **0601.1.11** Recognize and differentiate between simple and compound sentences.

✓ **0601.1.12** Identify the structure in imperative and interrogative sentences.

✓ **0601.1.13** Use printed and electronic dictionaries, thesauruses, and glossaries to determine word pronunciation, spelling, and part of speech; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.

✓ **0601.1.14** Define and recognize synonyms, antonyms, and homonyms.

✓ **0601.1.15** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, mal) and recognize English words that are based on them (e.g., audible, autobiography, malice).

✓ **0601.1.16** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.

✓ **0601.1.17** Explore common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas, du jour, bon voyage*).

State Performance Indicators

SPI 0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.

SPI 0601.1.2 Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.

SPI 0601.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.

SPI 0601.1.4 Identify the correct use of prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.

SPI 0601.1.5 Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.

SPI 0601.1.6 Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).

SPI 0601.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma used with coordinating conjunctions, introductory words, appositives, interrupters).

SPI 0601.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).

SPI 0601.1.9 Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).

SPI 0601.1.10 Identify the correct spelling of plurals and possessives.

SPI 0601.1.11 Identify sentences with correct subject-verb agreement (person/number) within context.

SPI 0601.1.12 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0601.1.13 Choose the appropriate interjection to complete a sentence.

SPI 0601.1.14 Select appropriate synonyms, antonyms, and homonyms within context.

SPI 0601.1.15 Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.

SPI 0601.1.16 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.

SPI 0601.1.17 Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words.

SPI 0601.1.18 Identify correctly and incorrectly spelled words in context.

SPI 0601.1.19 Recognize and use grade-appropriate and content specific vocabulary within context.

SPI 0601.1.20 Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.

Standard 2 - Communication

Grade Level Expectations

<u>**Listening**</u>

GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0601.2.2 Begin to differentiate between summarizing and paraphrasing.

GLE 0601.2.3 Begin to distinguish between a summary and a critique.

GLE 0601.2.4 Identify the thesis and main points of a speech.

GLE 0601.2.5 Identify the organizational structure of a speech.

<u>**Speaking**</u>

GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0601.2.7 Deliver effective oral presentations.

GLE 0601.2.8 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

<u>**Listening**</u>

✓ **0601.2.1** Follow multi-step oral instructions to perform single tasks, to answer questions, and to solve problems.

✓ **0601.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used; determine the essential elements that elaborate it.

✓ **0601.2.3** Differentiate between summarizing and paraphrasing.

✓ **0601.2.4** Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.

✓ **0601.2.5** Begin to paraphrase accurately ideas and information presented orally by others.

✓ **0601.2.6** Construct a summary of a speech.

✓ **0601.2.7** Construct a critique of a speech.

✓ **0601.2.8** Identify the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

✓ **0601.2.9** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Speaking

✓ **0601.2.10** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

✓ **0601.2.11** Organize oral presentations incorporating a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

✓ **0601.2.12** Use an organizational structure appropriate for the topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

✓ **0601.2.13** Logically arrange ideas and group related ideas in ways that enhance the topic.

✓ **0601.2.14** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as *first*, *in addition*, *but*, and *however*).

✓ **0601.2.15** Provide an effective conclusion that reinforces the focus of the presentation.

✓ **0601.2.16** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.

✓ **0601.2.17** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, to solve a problem, to make a decision) by adhering to the following:

Behavior of Individuals within the Group
- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, are purposeful in moving the team toward its goal, and contribute to the topic of group discussion.
- Consult and reference texts or other resources as sources for ideas or to support ideas under group discussion.
- Ask relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).

- Summarize and paraphrase essential information from the input of others, and clarify points of agreement and disagreement.

Goals and Aims of the Group
- Understand the purpose for working as a team and work according to that purpose.
- Articulate the goals that have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles
- Understand the responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader, timekeeper).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed process for accomplishing this task (e.g., list every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

State Performance Indicators

SPI 0601.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0601.2.2 Identify the targeted audience of a speech.

SPI 0601.2.3 Identify the thesis and main points of a speech.

SPI 0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

SPI 0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SPI 0601.2.6 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0601.2.7 Organize ideas in the most effective order for an oral presentation.

SPI 0601.2.8 Select the best summary of a speech.

Standard 3 - Writing

Grade Level Expectations

GLE 0601.3.1 Write in a variety of modes for different audiences and purposes.

GLE 0601.3.2 Employ various prewriting strategies.

GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0601.3.4 Refine strategies for editing and revising written work.

Checks for Understanding (Formative/Summative Assessment)

✓ **0601.3.1** Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.

✓ **0601.3.2** Practice writing to a prompt within a specified time limit.

✓ **0601.3.3** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, e-mails, and reports that employ the techniques listed below.
- Select a medium or a format appropriate to purpose for writing, and maintain focus on the purpose.
- Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
- Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, word choice, and tone.
- Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
- Use accurate and accessible vocabulary to convey meaning.
- Provide accurate and relevant support for the main points in the text.
- Follow customary formats (e.g., use salutation, closing, and signature for business letters, and format for memos).
- Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
- Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.

✓ **0601.3.4** Develop focused, appropriate, and interesting topics for writing.

✓ **0601.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.

✓ **0601.3.6** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.

✓ **0601.3.7** Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).

✓ **0601.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).

✓ **0601.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.

✓ **0601.3.10** Use accurate and precise language to convey meaning.

✓ **0601.3.11** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.

✓ **0601.3.12** Use appropriate vocabulary, sentence structure, and grammar usage to distinguish between formal and informal language.

✓ **0601.3.13** Incorporate a variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).

✓ **0601.3.14** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.

✓ **0601.3.15** Use language that conveys the writer's point of view.

✓ **0601.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the list below.
- Acknowledge source material (e.g., list sources).
- Understand the differences between/among quoting, paraphrasing, and summarizing.
- Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
- Embed quotations and graphics from other sources, when appropriate.

✓ **0601.3.17** Generate notes on text, and identify main and supporting ideas.

✓ **0601.3.18** Edit writing for mechanics (punctuation, capitalization), spelling, and grammar (e.g., consistent verb tense, noun and pronoun agreement).

✓ **0601.3.19** Based on readers' comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.

✓ **0601.3.20** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

✓ **0601.3.21** Use relatively basic software programs (e.g., Word, PowerPoint) to write texts and create graphics to present ideas visually and in writing.

✓ **0601.3.22** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

State Performance Indicators

SPI 0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).

SPI 0601.3.2 Identify the audience for which a text is written.

SPI 0601.3.3 Select an appropriate thesis statement for a writing sample.

SPI 0601.3.4 Rearrange multi-paragraphed work in a logical and coherent order.

SPI 0601.3.5 Select illustrations, descriptions, and/or facts to support key ideas.

SPI 0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.

SPI 0601.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

SPI 0601.3.8 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0601.3.9 Select an appropriate concluding sentence for a well-developed paragraph.

SPI 0601.3.10 Select an appropriate title that reflects the topic of a written selection.

SPI 0601.3.11 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0601.3.12 Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).

Standard 4 - Research

Grade Level Expectations

GLE 0601.4.1 Define and narrow a problem or research topic.

GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.

GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

Checks for Understanding (Formative/Summative Assessment)

✓   **0601.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.

✓   **0601.4.2** Take and organize notes on what is known and what needs to be researched about the topic.

✓   **0601.4.3** Focus on relevant information and/or theories.

✓   **0601.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

✓   **0601.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

✓   **0601.4.6** Identify reasons for choosing one source over another, including those found on websites.

✓   **0601.4.7** Identify the characteristics and limitations of source material.

✓   **0601.4.8** Provide relevant research information to develop and support a complicated topic.

✓   **0601.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic.

✓   **0601.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause/effect).

✓   **0601.4.11** Craft an introductory paragraph in which the thesis statement(s) clearly presents the topic of the documented essay.

✓ **0601.4.12** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.

✓ **0601.4.13** Connect ideas using a variety of transition strategies.

✓ **0601.4.14** Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).

✓ **0601.4.15** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.

✓ **0601.4.16** Acknowledge source material using a predetermined standard format (e.g., APA, MLA).

✓ **0601.4.17** Understand the differences among quoting, paraphrasing, and summarizing.

✓ **0601.4.18** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

✓ **0601.4.19** Follow a standard format and use the appropriate technology to embed text graphics, including a title, contents page, numbered pages, and a bibliography.

✓ **0601.4.20** Include effective graphics and illustrative material to support research ideas in the text.

State Performance Indicators

SPI 0601.4.1 Select the most focused research topic.

SPI 0601.4.2 Rank research resources according to reliability.

SPI 0601.4.3 Determine the most appropriate research source for a given research topic.

SPI 0601.4.4 Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

SPI 0601.4.5 Discern irrelevant research material from written text.

Standard 5 - Logic

Grade Level Expectations

GLE 0601.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

GLE 0601.5.2 Analyze text for fact-opinion, cause-effect, inferences, evidence, and conclusions.

GLE 0601.5.3 Explore deductive and inductive reasoning.

GLE 0601.5.4 Analyze written and oral communication for persuasive devices.

Checks for Understanding (Formative / Summative Assessment)

✓ **0601.5.1** Make logical predictions of future events in text.

✓ **0601.5.2** Identify sequence of events in text.

✓ **0601.5.3** Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.

✓ **0601.5.4** Identify and analyze stated or implied cause/effect relationships in text.

✓ **0601.5.5** Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).

✓ **0601.5.6** Determine the relevance and quality of evidence given to support or oppose an argument.

✓ **0601.5.7** Compare and contrast evidence and conclusions between two or more arguments on the same topic.

✓ **0601.5.8** Define deductive and inductive reasoning.

✓ **0601.5.9** Identify examples of deductive and inductive reasoning in text.

✓ **0601.5.10** Identify and analyze the persuasive devices used in written and oral communication (e.g., bandwagon, loaded terms, testimonial, name-calling).

State Performance Indicators

SPI 0601.5.1 Predict future events of a given text.

SPI 0601.5.2 Determine whether a given statement in text is fact or opinion.

SPI 0601.5.3 Identify stated or implied cause/effect relationships.

SPI 0601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).

SPI 0601.5.5 Specify a logical word choice to complete an analogy using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.

SPI 0601.5.6 Indicate the sequence of events in text.

SPI 0601.5.7 Make inferences and draw conclusions based on evidence in text.

Standard 6 - Informational Text

Grade Level Expectations

GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

GLE 0601.6.2 Identify the organizational structures of informational texts.

GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

✓ **0601.6.1** Use previously learned strategies to comprehend informational texts (e.g., formulate questions before, during, and after reading; visualize, predict, identify the writer's purpose).

✓ **0601.6.2** Identify/infer the stated or implied main idea of an informational text and identify the details supporting it.

✓ **0601.6.3** Recognize clear, but subtly stated relationships among ideas (e.g., cause/effect, comparative, sequential) in informational texts.

✓ **0601.6.4** Make inferences and draw conclusions.

✓ **0601.6.5** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.

✓ **0601.6.6** Summarize and critique texts (informational and literary).

✓ **0601.6.7** Identify and analyze the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

✓ **0601.6.8** Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).

✓ **0601.6.9** Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of contents, footnotes, illustrations).

✓ **0601.6.10** Comprehend and interpret quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.

✓ **0601.6.11** Follow instructions in informational texts.

State Performance Indicators

SPI 0601.6.1 Formulate clarifying questions for use before, during, and after reading.

SPI 0601.6.2 Identify the main idea and supporting details in a text.

SPI 0601.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

SPI 0601.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).

SPI 0601.6.5 Locate and verify information in text to support inferences, opinions, predictions, and conclusions.

SPI 0601.6.6 Select the best summary of a text.

SPI 0601.6.7 Recognize that purpose determines text format.

SPI 0601.6.8 Choose the correct order of a set of instructions.
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Standard 7 - Media

Grade Level Expectations

GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

✓ **0601.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production; evaluate the effectiveness of the techniques.

✓ **0601.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

✓ **0601.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television/film or layout, pictures, and typeface in print materials) in various media, and explain how they carry or influence messages.

✓ **0601.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

✓ **0601.7.5** Demonstrate an awareness of audience needs through choice of medium and the selection of images, words, and sounds.

✓ **0601.7.6** Consider potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.

State Performance Indicators

SPI 0601.7.1 Select the medium that best reinforces a viewpoint or enhances a presentation.

SPI 0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

SPI 0601.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

SPI 0601.7.4 Draw an inference from a non-print medium.

SPI 0601.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.

SPI 0601.7.6 Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

Standard 8 - Literature

Grade Level Expectations

GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.

GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

GLE 0601.8.3 Recognize the conventions of various literary genres.

GLE 0601.8.4 Analyze works of literature for what is suggested about the historical period in which they were written.

GLE 0601.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).

Checks for Understanding (Formative/Summative Assessment)

✓ **0601.8.1** Use previously learned strategies to comprehend informational texts (e.g., formulate questions before, during, and after reading; visualize, predict, identify the writer's purpose).

✓ **0601.8.2** Sequence and identify the plot's main events, their causes, and the influence of each event on future actions in texts.

✓ **0601.8.3** Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.

✓ **0601.8.4** Identify and describe character (major/minor, antagonists/protagonists) features and relationships in literary texts.

✓ **0601.8.5** Explore the concept of moral dilemma (as revealed by character motivation and behavior).

✓ **0601.8.6** Differentiate between internal and external conflict.

✓ **0601.8.7** Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.

✓ **0601.8.8** Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in literary texts.

✓ **0601.8.9** Identify and analyze the setting (location and time) and its impact on plot, character, and theme in literary texts.

✓ **0601.8.10** Explore how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

✓ **0601.8.11** Identify the narration and point of view (e.g., first person, third person) in literary texts.

✓ **0601.8.12** Consider how forms and conventions within genres affect meaning (e.g., poetry, drama, essay).

✓ **0601.8.13** Identify sound devices (e.g., alliteration, onomatopoeia, rhyme scheme) figurative language (e.g., metaphor, simile), and other conventions of verse in poetry (e.g., limerick, lyric, narrative, haiku).

✓ **0601.8.14** Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.

✓ **0601.8.15** Identify and explain the stated or implied theme of a literary text.

✓ **0601.8.16** Identify and explain the development of similar themes across two or more literary texts.

✓ **0601.8.17** Identify the historical period in which a literary text was written and explain the text in light of this understanding.

✓ **0601.8.18** Determine the appropriate meaning of figurative words and phrases (e.g., idioms, metaphors, similes) in passages.

State Performance Indicators

SPI 0601.8.1 Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).

SPI 0601.8.2 Identify the setting and conflict of a passage.

SPI 0601.8.3 Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.

SPI 0601.8.4 Distinguish between first and third person points of view.

SPI 0601.8.5 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

SPI 0601.8.6 Identify the stated or implied theme of a literary text.

SPI 0601.8.7 Analyze figurative language (i.e., hyperbole, simile, metaphor, personification,) within context.

SPI 0601.8.8 Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).

SPI 0601.8.9 Identify patterns of rhyme and rhythm.

SPI 0601.8.10 Determine the author's purpose for writing.