

Structures of Language					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.	W-7-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.	W-8-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.
W-6-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> <li>• indenting</li> <li>• main idea</li> <li>• supporting details</li> </ul>	W-7-1.2: Using the paragraph form: indenting main idea supporting details (State)	I will write paragraphs that include: <ul style="list-style-type: none"> <li>• indenting</li> <li>• main idea</li> <li>• supporting details</li> </ul>	W-8-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> <li>• indenting</li> <li>• main idea</li> <li>• supporting details</li> </ul>

Structures of Language					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1) <i>CONTINUED</i>					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast	I will recognize how the following text structures are organized <i>within</i> paragraphs: <ul style="list-style-type: none"> <li>description</li> <li>sequential</li> <li>chronology</li> <li>proposition/support</li> <li>compare/contrast</li> </ul>	<b>W-7-1.3:</b> Recognizing organizational structures within paragraphs or <u>within texts</u> (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes	I will recognize the following organizational structures within paragraphs or <u>within texts</u> : <ul style="list-style-type: none"> <li>description</li> <li>sequential</li> <li>chronology</li> <li>proposition/support</li> <li>problem/solution</li> </ul>	W-8-1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u> , <u>investigation</u>	I will recognize the following organizational structures within paragraphs or within texts: <ul style="list-style-type: none"> <li>description</li> <li>sequential</li> <li>chronology</li> <li>proposition/support</li> <li>compare/contrast</li> <li>problem/solution</li> <li><u>cause/effect</u></li> <li><u>investigation</u></li> </ul>
W-6-1.4: Applying a format and text structure appropriate to the purpose of the writing (Local) EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure	I will use the correct format and text structure appropriate to the purpose of my writing.	<b>W-7-1.4:</b> Applying a format and text structure appropriate to the purpose of the writing (State)	I will use the correct format and text structure appropriate to the purpose of my writing.	W-8-1.4: Applying a format and text structure appropriate to the purpose of the writing (Local)	I will use the correct format and text structure appropriate to the purpose of my writing.

Structures of Language					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1) <i>CONTINUED</i>					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-1.5: Subsumed in W-6-1.1		W-7-1.5: Subsumed in W-7-1.1		W-8-1.5: Subsumed in W-8-1.1	
W-6-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.	W-7-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.	W-8-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.

Reading Connection					
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)					
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-2.1: Selecting appropriate information to set context/background (Local)	After I have read a text, I will select appropriate information to set the context/background.	<b>W-7-2.1: <u>Selecting and summarizing key ideas to set context (State)</u></b>	After I have read a text, I will select and <u>summarize key ideas in my writing to set context.</u>	W-8-2.1: Selecting and summarizing key ideas to set context (Local).	After I have read a text, I will select and summarize key ideas in my writing to set context.
W-6-2.2: Summarizing key ideas (Local)	I will summarize key ideas.	W-7-2.2: Subsumed in W-7-2.1		W-8-2.2: Subsumed in W-8-2.1	
W-6-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)	I will connect what I have experienced and what I have read to help me understand the relevant (important) ideas.	<b>W-7-2.3: <u>Connecting what has been read (plot/ideas/ concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas (State)</u></b>	I will connect what I have experienced, read and know <u>about the world</u> to help me understand <u>and explain</u> relevant ideas.	W-8-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas (Local)	I will connect what I have experienced, read and know about the world to help me understand and explain relevant ideas.
W-6-2.4: Not assessed at this grade level		W-7-2.4: Not assessed at this grade level		W-8-2.4: Not assessed at this grade level	

<b>Reading Connection</b>					
<b>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)</b>					
<b>W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-3.1: Stating and maintaining a focus (purpose), a <u>firm judgment, or point of view</u> when responding to a given question (Local)	I will state and maintain a focus, a <u>firm judgment or point of view</u> (opinion) when answering a question.	W-7-3.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (State)	I will state and maintain a focus, a firm judgment or point of view (opinion) when answering a question.	W-8-3.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local)	I will state and maintain a focus, a firm judgment or point of view when answering a question.
W-6-3.2: Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme	I will make inferences about: <ul style="list-style-type: none"> <li>• content</li> <li>• events</li> <li>• characters</li> <li>• setting</li> <li>• common themes</li> <li>• <u>relationship(s) among them</u></li> </ul>	W-7-3.2: Making inferences about the relationship(s) <u>among</u> content, events, characters, setting, <u>theme, or author’s craft</u> (State) EXAMPLES: <u>Making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres</u>	I will make inferences about the relationship(s) <u>among</u> : <ul style="list-style-type: none"> <li>• content</li> <li>• events</li> <li>• characters</li> <li>• setting</li> <li>• <u>theme</u></li> <li>• <u>author’s craft</u></li> </ul> For example, I will <u>make connections (links) between</u> : <ul style="list-style-type: none"> <li>• <u>characterization (character description) and author’s choice of words</u></li> <li>• <u>characteristics of literary forms or genres</u></li> </ul>	W-8-3.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) EXAMPLES: <u>Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</u>	I will make inferences about the relationship(s) among: <ul style="list-style-type: none"> <li>• content</li> <li>• events</li> <li>• characters</li> <li>• setting</li> <li>• theme</li> <li>• author’s craft</li> </ul> For example, I will <u>make links</u> to: <ul style="list-style-type: none"> <li>• author’s choice of words</li> <li>• literary forms</li> <li>• genres</li> <li>• <u>style</u></li> <li>• <u>bias</u></li> <li>• <u>literary techniques</u></li> <li>• <u>point of view</u></li> </ul>

<b>Reading Connection <i>CONTINUED</i></b>					
<b>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)</b>					
<b>W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-3.3: Using specific details and references to text or <u>relevant citations to support focus or judgment</u> (Local)	To support my focus or opinion (judgment) I will use: <ul style="list-style-type: none"> <li>• specific details</li> <li>• references</li> <li>• <u>relevant citations (direct quotes)</u></li> </ul>	W-7-3.3: Using specific details and references to text or relevant citations to support focus or judgment (State)	To support my focus or judgment (opinion) I will use: <ul style="list-style-type: none"> <li>• specific details</li> <li>• references</li> <li>• relevant citations</li> </ul>	W-8-3.3: Using specific details and references to text or relevant citations to support focus or judgment (Local)	To support my focus or judgment I will use: <ul style="list-style-type: none"> <li>• specific details</li> <li>• references</li> <li>• relevant citations</li> </ul>
W-6-3.4: Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)	I will organize ideas by using: <ul style="list-style-type: none"> <li>• transition words/phrases</li> <li>• writing a conclusion that provides closure</li> </ul>	W-7-3.4: Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure (State)	I will organize ideas by using: <ul style="list-style-type: none"> <li>• transitional words/phrases</li> <li>• writing a conclusion that provides closure</li> </ul>	W-8-3.4: Organizing ideas, using transitional words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</u> (Local)	I will organize ideas by using: <ul style="list-style-type: none"> <li>• transitional words/phrases</li> <li>• <u>synthesizing information (putting ideas together) to draw a conclusion such as connecting ideas to the world</u></li> </ul>

<b>Expressive Writing</b>					
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)</b>					
<b>W-4: In written narratives, students organize and relate a story line/plot/series of events by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-4.1: Creating a clear and coherent (logically consistent) story line	I will create a story line that is clear and connected (coherent).	W-7-4.1: Creating a clear and coherent (logically consistent) story line (State)	I will create a story line that is clear and connected (coherent).	W-8-4.1: Creating a clear and coherent (logically consistent) story line (Local)	I will create a story line that is clear and connected (coherent).
W-6-4.2: Establishing context, problem/conflict/challenge, and resolution, and <u>maintaining point of view, (1<sup>st</sup> person, 3<sup>rd</sup> person, or omniscient)</u>	When writing I will establish: <ul style="list-style-type: none"> <li>• context (setting or background information)</li> <li>• problem/conflict/challenge</li> <li>• resolution (solution)</li> <li>• and <u>maintain point of view (1<sup>st</sup> person, 3<sup>rd</sup> person)</u></li> </ul>	W-7-4.2: Establishing context, <u>character motivation</u> , problem/conflict/challenge, and resolution and maintaining point of view (State)	When writing I will establish: <ul style="list-style-type: none"> <li>• context (setting or background information)</li> <li>• problem/conflict/challenge</li> <li>• resolution (solution)</li> <li>• and maintain point of view</li> <li>• <u>character motivation</u></li> </ul>	W-8-4.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local)	When writing I will establish: <ul style="list-style-type: none"> <li>• context (setting or background information)</li> <li>• problem/conflict/challenge</li> <li>• resolution (solution)</li> <li>• and maintain point of view</li> <li>• character motivation</li> </ul>
W-6-4.3: Using transition words/phrases to establish clear chronology and to enhance meaning	To enhance (increase) meaning, I will use transition words/phrases to show the sequence of events (chronology).	W-7-4.3: <u>Using a variety of effective transitional devices</u> (e.g., <u>ellipses, time transitions, white space</u> , or words/phrases) to enhance meaning (State)	To enhance meaning, I will <u>use a variety of transitional devices such as:</u> <ul style="list-style-type: none"> <li>• words/phrases</li> <li>• <u>ellipses</u></li> <li>• <u>time transitions</u></li> <li>• <u>white space</u></li> </ul>	W-8-4.3: Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local)	To enhance meaning, I will use a variety of transitional devices such as: <ul style="list-style-type: none"> <li>• words/phrases</li> <li>• ellipses</li> <li>• time transitions</li> <li>• white space</li> </ul>

<b>Expressive Writing <i>CONTINUED</i></b>					
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)</b>					
<b>W-4: In written narratives, students organize and relate a story line/plot/series of events by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-4.4: Not assessed at this grade level		W-7-4.4: Not assessed at this grade level		W-8-4.4: Not assessed at this grade level	
W-6-4.5: Not assessed at this grade level		W-7-4.5: Establishing and maintaining a theme (Local)	I will write a story line that keeps to a theme.	W-8-4.5: Establishing and maintaining a theme (Local)	I will write a story line that keeps to a theme.
W-6-4.6: Not assessed at this grade level		W-7-4.6: Providing a sense of closure (Local)	When writing, I will provide closure.	W-8-4.6: Providing a sense of closure (Local)	When writing, I will provide closure.

Expressive Writing					
Narrative – Applying Narrative Strategies (W-5)					
W-5: Students demonstrate use of narrative strategies by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-5.1: Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine.	To develop the plot/story line, I will use: <ul style="list-style-type: none"> <li>• relevant details</li> <li>• descriptive details</li> <li>• <u>sensory language</u></li> </ul>	W-7-5.1: Using relevant and descriptive details and sensory language to advance the plot/story line (State)	To develop the plot/story line, I will use: <ul style="list-style-type: none"> <li>• relevant details</li> <li>• descriptive details</li> <li>• sensory language</li> </ul>	W-8-5.1: <u>Creating images</u> , using details and sensory language to advance the plot/story line (Local)	I will <u>create images</u> using details and sensory language to advance the plot/story line.
W-6-5.2: Using dialogue to advance plot/story line (Local)	I will use dialogue to advance (develop) the plot/story line.	W-7-5.2: Using dialogue to advance plot/story line (State)	I will use dialogue to advance the plot/story line.	W-8-5.2: Using dialogue to advance plot/story line (Local)	I will use dialogue to advance the plot/story line.
W-6-5.3: Developing characters through description, <u>dialogue</u> , <u>and actions</u> (Local)	I will develop characters through: <ul style="list-style-type: none"> <li>• description</li> <li>• <u>dialogue</u></li> <li>• <u>actions</u></li> </ul>	W-7-5.3: Developing characters through description, dialogue, and actions (State)	I will develop characters through: <ul style="list-style-type: none"> <li>• description</li> <li>• dialogue</li> <li>• actions</li> </ul>	W-8-5.3: Developing characters through description, dialogue, actions, <u>and relationships with other characters</u> , <u>when appropriate</u> (Local)	I will develop characters through: <ul style="list-style-type: none"> <li>• description</li> <li>• dialogue</li> <li>• actions</li> <li>• <u>relationships with other characters when appropriate</u></li> </ul>
W-6-5.4: <u>Using voice appropriate to purpose</u> (Local)	I will <u>use voice appropriate to the topic and audience</u> .	W-7-5.4: Using voice appropriate to purpose (State)	I will use voice appropriate to the topic and audience.	W-8-5.4: Using voice appropriate to purpose (Local)	I will use voice appropriate to the topic and audience.

Expressive Writing <i>CONTINUED</i>					
Narrative – Applying Narrative Strategies (W-5)					
W-5: Students demonstrate use of narrative strategies by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-5.5: <u>Maintaining focus</u> (Local)	I will maintain focus.	W-7-5.5: <u>Maintaining focus</u> (State)	I will maintain focus.	W-8-5.5: Maintaining focus (Local)	I will maintain focus.
W-6-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.	W-7-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.	W-8-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.
W-6-5.7: Not assessed at this level		W-7-5.7: Not assessed at this level		W-8-5.7: Controlling the pace of the story (Local) EXAMPLE: Developing the narrative with greatest emphasis on the most important parts.	I will control the pace of the story.

Expressive Writing Poetry (W-12)					
W-12: In writing poetry, students demonstrate awareness of purpose by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-12.1: Not assessed at this grade level		W-7-12.1: Not assessed at this grade level		W-8-12.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)	I will write poems in a variety of voices and for a variety of audiences.
W-6-12.2: Not assessed at this grade level		W-7-12.2: Writing poems that express the speaker’s moods, thoughts, or feelings (Local)	I will write poems that express moods, thoughts or feelings.	W-8-12.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)	I will write poems that express moods, thoughts or feelings.
W-6-12.3: Not assessed at this grade level		W-7-12.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): free verse, haiku, concrete poems	I will write poems in many different styles to make a statement to the audience such as: <ul style="list-style-type: none"> <li>• free verse</li> <li>• haiku</li> <li>• concrete poems</li> </ul>	W-8-12.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (Text structures): free verse, haiku, concrete poems	I will write poems in many different styles to make a statement to the audience such as: <ul style="list-style-type: none"> <li>• free verse</li> <li>• haiku</li> <li>• concrete poems</li> </ul>

Expressive Writing Poetry (W-13)					
W-13: In writing poetry, use language effectively by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-13.1: Not assessed at this grade level		W-7-13.1: Not assessed at this grade level		W-8-13.1: Selecting vocabulary according to purpose and for effect on audience (Local)	I will select vocabulary for my poem based on the purpose and the effect on the audience.
W-6-13.2: Not assessed at this grade level		W-7-13.2: Not assessed at this grade level		W-8-13.2: Using rhyme, figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia (Local)	I will write poems using rhyme and figurative language such as: <ul style="list-style-type: none"> <li>• simile</li> <li>• personification</li> <li>• alliteration</li> <li>• onomatopoeia</li> </ul>
W-6-13.3: Not assessed at this grade level		W-7-13.3: Not assessed at this grade level		W8-13.3: Not assessed at this grade level	
W-6-13.4: Not assessed at this grade level		W-7-13.4: Not assessed at this grade level		W-8-13.4: Using a variety of poetic forms (Local)	I will write different types of poems.

Expressive Writing Reflective Essay (W-14)					
W-14: In reflective writing, students explore and share thoughts, observations, and impressions by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-14.1: Not assessed at this grade level		W-7-14.1: Not assessed at this grade level		W-8-14.1: Engaging the reader by establishing context (purpose) (Local)	I will engage the reader by making my purpose known (establishing context).
W-6-14.2: Not assessed at this grade level		W-7-14.2: Not assessed at this grade level		W-8-14.2: Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (Local)	I will analyze a personal situation by sharing my thoughts and reflecting back on what occurred.
W-6-14.3: Not assessed at this grade level		W-7-14.3: Not assessed at this grade level		W-8-14.3: Not assessed at this grade level	
W-6-14.4: Not assessed at this grade level		W-7-14.4: Not assessed at this grade level		W-8-14.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)	To establish a focus, I will use elaboration techniques, such as: <ul style="list-style-type: none"> <li>• questioning</li> <li>• comparing</li> <li>• connecting</li> <li>• interpreting</li> <li>• analyzing</li> <li>• describing</li> </ul>

Expressive Writing <i>CONTINUED</i> Reflective Essay (W-14)					
W-14: In reflective writing, students explore and share thoughts, observations, and impressions by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-14.5: Not assessed at this grade level		W-7-14.5: Not assessed at this grade level		W-8-14.5: Providing closure - leaving the reader with something to think about (Local)	I will provide closure (an ending) that leaves the reader with something to think about.
W-6-14.6: Not assessed at this grade level		W-7-14.6: Not assessed at this grade level		W-8-14.6: Not assessed at this grade level	

<b>Informational Writing</b>					
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)</b>					
<b>W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-6.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> <li>• description</li> <li>• sequential</li> <li>• chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> </ul>	W-7-6.1: Using an organizational text structure appropriate to focus/controlling idea (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, <u>problem/solution</u>	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> <li>• description</li> <li>• sequential</li> <li>• chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> <li>• <u>problem/solution</u></li> </ul>	W-8-6.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u> , <u>investigation</u>	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> <li>• sequential</li> <li>• chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> <li>• problem/solution</li> <li>• <u>cause/effect</u></li> <li>• <u>investigation</u></li> </ul>
W-6-6.2: Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation	I will select appropriate information to set context, <u>which may include a lead/hook</u> .	W-7-6.2: Selecting appropriate information to set context, which may include a lead/hook (State)	I will select appropriate information to set context, which may include a lead/hook.	W-8-6.2: Selecting appropriate information to set context, which may include a lead/hook (Local)	I will select appropriate information to set context, which may include a lead/hook.

<b>Informational Writing</b>					
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)</b>					
<b>W-7: In informational writing (reports or procedures only), students effectively convey purpose by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-7.1: Establishing a topic (Local)	I will establish a topic.	W-7-7.1: Establishing a topic (State)	I will establish a topic.	W-8-7.1: Establishing a topic (Local)	I will establish a topic.
W-6-7.2: Stating and maintaining a focus/controlling idea on a topic (Local)	I will state and maintain a focus/controlling idea.	W-7-7.2: Stating and maintaining a focus/controlling idea (State)	I will state and maintain a focus/controlling idea.	W-8-7.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (Local)	I will state and maintain a focus/controlling idea/ <u>thesis</u> .
W-6-7.3: Not assessed at this grade level		W-7-7.3: <u>Writing with a sense of audience, when appropriate</u> (State)	I will <u>make my writing appropriate for my audience</u> .	W-8-7.3: Writing with a sense of audience, when appropriate (Local)	I will make my writing appropriate for my audience.
W-6-7.4: Not assessed at this grade level		W-7-7.4: Not assessed at this grade level		W-8-7.4: <u>Establishing an authoritative voice</u> (Local)	I will write <u>with a voice of authority</u> .
W-6-7.5: Not assessed at this grade level		W-7-7.5: Not assessed at this grade level		W-8-7.5: Not assessed at this grade level	

<b>Informational Writing</b>					
<b>Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (W-8)</b>					
<b>W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)	I will include facts and details relevant to my focus/controlling idea. I will leave out (exclude) unimportant (extraneous) information.	W-7-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (State)	I will include facts and details relevant to my focus/controlling idea. I will exclude (leave out) extraneous (unimportant) information.	W-8-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)	I will include facts and details relevant to my focus/controlling idea. I will exclude extraneous information.
W-6-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> <li>• naming</li> <li>• describing</li> <li>• explaining</li> <li>• comparing</li> <li>• using visual images</li> </ul>	W-7-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> <li>• naming</li> <li>• describing</li> <li>• explaining</li> <li>• comparing</li> <li>• using visual images</li> </ul>	W-8-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> <li>• naming</li> <li>• describing</li> <li>• explaining</li> <li>• comparing</li> <li>• using visual images</li> </ul>

<b>Informational Writing <u>CONTINUED</u></b>					
<b>Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (W-8)</b>					
<b>W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-8.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)</u>	I will <u>address readers’ concerns by:</u> <ul style="list-style-type: none"> <li>• <u>including pros and cons (counterarguments)</u></li> <li>• <u>explaining procedures</u></li> <li>• <u>providing context</u></li> </ul>	W-7-8.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context – in reports) (State)</u>	I will address readers’ concerns by: <ul style="list-style-type: none"> <li>• including counterarguments (pros and cons)</li> <li>• explaining procedures</li> <li>• providing context</li> </ul>	W-8-8.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)</u>	I will address readers’ concerns by: <ul style="list-style-type: none"> <li>• including counterarguments (pros and cons)</li> <li>• explaining procedures</li> <li>• providing context</li> </ul>
W-6-8.4: Not assessed at this grade level		W-7-8.4: <u>Commenting on the significance of information, when appropriate (State)</u>	<u>When appropriate, I will state why the information is important.</u>	W-8-8.4: <u>Commenting on the significance of the information, when appropriate (Local)</u>	When appropriate, I will state why the information is important.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)					
W-9: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-9.1: <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, <u>irregular plurals</u> , <u>sentence fragments and run-ons</u>	I will <u>apply grammar rules to correct errors</u> such as: <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• <u>irregular plurals</u></li> <li>• <u>sentence fragments</u></li> <li>• <u>run-ons</u></li> </ul>	W-7-9.1: Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>Clear pronoun referent</u> , subject-verb agreement, <u>consistency of verb tense</u> , <u>irregular forms of verbs and nouns</u> (State)	I will apply grammar rules to correct errors such as: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• <u>clear pronoun referent</u></li> <li>• <u>consistency of verb tense</u></li> <li>• <u>irregular forms of verbs and nouns</u></li> </ul>	W-8-9.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u> , consistency of verb tense, <u>case of pronouns</u>	I will apply grammar rules to correct errors such as: <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• consistency of verb tense</li> <li>• <u>pronoun-antecedent</u></li> <li>• <u>case of pronouns</u></li> </ul>
W-6-9.2: Applying basic capitalization rules	I will know when to capitalize words.	W-7-9.2: <u>Applying capitalization rules</u> (State)	I will <u>apply capitalization rules</u> .	W-8-9.2: Applying capitalization rules (Local)	I will apply capitalization rules.
W-6-9.3: Subsumed in W-6-9.4		W-7-9.3: Subsumed in W-7-9.4		W-8-9.3: Subsumed in W:C:8:1.4	
W-6-9.4: Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks	I will use punctuation to clarify meaning such as: <ul style="list-style-type: none"> <li>• commas</li> <li>• apostrophes</li> <li>• quotation marks</li> </ul>	W-7-9.4: <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> (State) EXAMPLES: <u>colons</u> , <u>semicolons</u>	I will <u>make sentences meaningful by applying appropriate punctuation to a variety of sentences</u> such as: <ul style="list-style-type: none"> <li>• <u>colons</u></li> <li>• <u>semicolons</u></li> </ul>	W-8-9.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>hyphens</u> , <u>dashes</u> , <u>parentheses</u>	I will make sentences meaningful by applying appropriate punctuation to a variety of sentences such as: <ul style="list-style-type: none"> <li>• <u>hyphens</u></li> <li>• <u>dashes</u></li> <li>• <u>parentheses</u></li> </ul>

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9) <u>CONTINUED</u>					
W-9: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-9.5: Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes	I will spell sixth grade high-frequency words correctly including homonyms and homophones. I will apply the rules of syllables and affix spelling patterns such as: <ul style="list-style-type: none"> <li>• consonant doubling</li> <li>• consonant patterns</li> <li>• units of meaning-common root</li> <li>• base words,</li> <li>• prefixes/suffixes</li> </ul>	W-7-9.5 Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes	I will spell seventh grade high-frequency words correctly and I apply common spelling patterns/rules including: <ul style="list-style-type: none"> <li>• consonant doubling</li> <li>• consonant patterns</li> <li>• units of meaning-common roots</li> <li>• base words</li> <li>• prefixes/suffixes</li> </ul>	W-8-9.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u>	I will apply common and word-derivative spelling patterns/rules such as: <ul style="list-style-type: none"> <li>• identifying relationships among roots</li> <li>• common prefixes/suffixes</li> <li>• <u>including foreign derivation (word origin)</u></li> </ul>

<b>Habit of Writing: Uses a Writing Process (W-10)</b>					
<p><b>W-6:10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</b>  <b>W-7-10: Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)</b>  <b>W-8-10: Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)</b></p>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising(critiquing)</li> <li>• editing</li> <li>• publishing</li> </ul> <p>(See Appendix B)</p>	See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising(critiquing)</li> <li>• editing</li> <li>• publishing</li> </ul> <p>(See Appendix B)</p>	See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising(critiquing)</li> <li>• editing</li> <li>• publishing</li> </ul> <p>(See Appendix B)</p>

Habit of Writing: Writing Extensively (W-11)					
W-11: Demonstrates the habit of writing extensively by...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
W-6-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.	W-7-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.	W-8-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-6-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.	W-7-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.	W-8-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-6-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letter and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> <li>• journal writing</li> <li>• free writing</li> <li>• poetry</li> <li>• quick writes</li> <li>• scientific observations</li> <li>• learning logs</li> <li>• readers'/writers' notebook</li> <li>• letters</li> <li>• personal notes</li> <li>• reading response journal</li> <li>• sketch</li> <li>• journal/cartooning</li> <li>• songs</li> <li>• lyrics</li> </ul>	W-7-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> <li>• journal writing</li> <li>• free writing</li> <li>• poetry</li> <li>• quick writes</li> <li>• scientific observations</li> <li>• learning logs</li> <li>• readers'/writers' notebook</li> <li>• letters</li> <li>• personal notes</li> <li>• reading response journal</li> <li>• sketch</li> <li>• journal/cartooning</li> <li>• songs</li> <li>• lyrics</li> </ul>	W-8-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> <li>• journal writing</li> <li>• free writing</li> <li>• poetry</li> <li>• quick writes</li> <li>• scientific observations</li> <li>• learning logs</li> <li>• readers'/writers' notebook</li> <li>• letters</li> <li>• personal notes</li> <li>• reading response journal</li> <li>• sketch</li> <li>• journal/cartooning</li> <li>• songs</li> <li>• lyrics</li> <li>• reflective writing</li> </ul>

					<ul style="list-style-type: none"><li>• short plays</li></ul>
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<b>Habit of Writing: Writing Extensively (W-11) <i>CONTINUED</i></b>					
<b>W:HW:2: Demonstrates the habit of writing extensively by...</b>					
<b>Grade 6</b>	<b>Student Friendly Language</b>	<b>Grade 7</b>	<b>Student Friendly Language</b>	<b>Grade 8</b>	<b>Student Friendly Language</b>
W-6-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.	W-7-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.	W-8-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

Oral Communication Strategies (OC-1)					
OC-1: In oral communication, students demonstrate interactive listening by ...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
OC-6-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.	OC-7-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.	OC-8-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-6-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none"> <li>• summarize</li> <li>• paraphrase</li> <li>• question</li> <li>• contribute</li> </ul>	OC-7-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none"> <li>• summarize</li> <li>• paraphrase</li> <li>• question</li> <li>• contribute</li> </ul>	OC-8-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none"> <li>• summarize</li> <li>• paraphrase</li> <li>• question</li> <li>• contribute</li> </ul>
OC-6-1.3: Not assessed at this grade level		OC-7-1.3: Not assessed at this grade level		OC-8-1.3: Not assessed at this grade level	
OC-6-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.	OC-7-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.	OC-8-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.
OC-6-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.	OC-7-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.	OC-8-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.

Oral Communication Strategies (OC-2)					
OC-2: In oral communication, students make oral presentations by ...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
OC-6-2.1: Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (eg., discussions, interviews)	I will behave and speak in a way that is appropriate to my audience and purpose.	OC-7-2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)	I will behave and speak in a way that is appropriate to my audience and purpose.	OC-8-2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)	I will behave and speak in a way that is appropriate to my audience and purpose.
OC-6-2.2: Using verbal and nonverbal choices to convey consistent focus	As I am speaking, I will stay focused on my topic by using appropriate words, facial expressions and gestures.	OC-7-2.2: Maintaining a consistent focus (Local)	As I am speaking, I will stay focused on my topic.	OC-8-2.2: Maintaining a consistent focus (Local)	As I am speaking, I will stay focused on my topic.
OC-6-2.3: Telling stories, giving information using details /elaboration and providing a coherent conclusion EXAMPLE: using books, pictures displays, graphics or artifacts	I will tell stories or give information with details/elaboration and provide a logical (coherent) conclusion. As I speak, I will also use books, pictures, displays, graphics or artifacts to convey meaning.	OC-7-2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts	I will include smooth transitions and well chosen details to support a thesis (controlling idea). I will provide a (coherent) logical conclusion. To support and elaborate, I will use <ul style="list-style-type: none"> <li>• illustrations</li> <li>• visuals</li> <li>• detailed descriptions</li> <li>• restatements</li> <li>• paraphrases</li> <li>• examples</li> <li>• comparisons</li> <li>• artifacts</li> </ul>	OC-8-2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts	I will include smooth transitions and well chosen details to support a thesis (controlling idea). I will provide a (coherent) logical conclusion. To support and elaborate, I will use <ul style="list-style-type: none"> <li>• illustrations</li> <li>• visuals</li> <li>• detailed descriptions</li> <li>• restatements</li> <li>• paraphrases</li> <li>• examples</li> <li>• comparisons</li> <li>• artifacts</li> </ul>

Oral Communication Strategies (OC-2) <i>CONTINUED</i>					
OC-2: In oral communication, students make oral presentations by ...					
Grade 6	Student Friendly Language	Grade 7	Student Friendly Language	Grade 8	Student Friendly Language
OC-6-2.4: Effectively responding to audience questions and feedback	I will respond to questions from the audience and give feedback.	OC-7-2.4: Effectively responding to audience questions and feedback (Local)	I will respond to questions from the audience and give feedback.	OC-8-2.4: Effectively responding to audience questions and feedback (Local)	I will respond to questions from the audience and give feedback.
OC-6-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</u>	<u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u> <ul style="list-style-type: none"> <li>• <u>eye contact</u></li> <li>• <u>speaking rate</u></li> <li>• <u>volume</u></li> <li>• <u>articulation</u></li> <li>• <u>inflection</u></li> <li>• <u>intonation</u></li> <li>• <u>rhythm</u></li> <li>• <u>gestures</u></li> </ul>	OC-7-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</u>	<u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u> <ul style="list-style-type: none"> <li>• <u>eye contact</u></li> <li>• <u>speaking rate</u></li> <li>• <u>volume</u></li> <li>• <u>articulation</u></li> <li>• <u>inflection</u></li> <li>• <u>intonation</u></li> <li>• <u>rhythm</u></li> <li>• <u>gestures</u></li> </ul>	OC-8-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</u>	<u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u> <ul style="list-style-type: none"> <li>• <u>eye contact</u></li> <li>• <u>speaking rate</u></li> <li>• <u>volume</u></li> <li>• <u>articulation</u></li> <li>• <u>inflection</u></li> <li>• <u>intonation</u></li> <li>• <u>rhythm</u></li> <li>• <u>gestures</u></li> </ul>
OC-6-2.6: Not assessed at this grade level		OC-7-2.6: Not assessed at this grade level		OC-8-2.6: Not assessed at this grade level	