

6-8 College and Career Readiness Anchor Standard	Sixth		Seventh		Eighth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Comprehension and Collaboration						
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Sixth grade students will collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. At this level, students need to be able to actively listen to and demonstrate respect for each other's viewpoints. Students effectively explain how their observations and readings (visual and audio) contribute to a topic, theme or issue under study.</p> <p>One way teachers may facilitate student interaction within collaborative groups is to provide roles so all group members have a purpose and stay connected and engaged. Roles may vary based on the discussion at hand, but may include positions like leader, time keeper, recorder, reporter, etc. The assignment of roles by the teacher allows students to better monitor how and when students may discuss/elaborate on a certain issue. In addition, role assignments within groups build student independence and leadership. Sixth graders will engage effectively in teacher-led discussions</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Students in seventh grade will band together in groups in an effort to collaborate and 'bounce ideas' off one another in order to build on others' ideas and bring their own thinking to light. To show mastery, students might participate in partnerships, book clubs, Socratic seminars, philosophical chairs, or teacher-led class discussions. These structures require students to prepare for discussions/debates by becoming familiar with the topic, text, or issue. Students then come together, under the guidelines of a specific structure, and probe for deeper meanings beneath the topic, text, or issue. They should take responsibility for the groups' work by monitoring their progress, asking and answering pointed questions that require participants to explain their responses, and finally they should reflect on and re-evaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others' ideas, and</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Eighth grade students will band together in groups in an effort to collaborate and 'bounce ideas' off one another on various issues within a text, in order to reach a common understanding. To show mastery, students could participate in activities including book clubs, Socratic seminars, and philosophical chairs. To prepare for discussions and debates such as these, students must read a text closely and with predetermined purpose(s). Students then come together, under the guidelines of a specific structure, and probe for deeper meanings beneath the text. They should ask pointed questions, actively listen for and gauge other students' responses, and reflect on and re-evaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others' ideas, and seeking to construct a higher truth or synthesis on whatever topic of discussion/debate is at hand.</p>

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<p>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>and discussions with partners. Examples of ways to facilitate speaking and listening learning includes: book clubs, literature circles or Socratic seminars. These activities require students to prepare for the discussions by reading and becoming familiar with a text before the discussion takes place. When students are provided with a rubric specifically designed to assess speaking and listening tasks, they are more aware of their participation and performance within a class or group discussion.</p>	<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>progress monitoring.</p> <p>Seventh grade students are exposed to information through various types of media and format. From this information, they learn to extract the main idea and the details used to support it. This skill requires students to synthesize the information, sorting between the main points and smaller details that work to support the main points. To aid synthesis, students might use a graphic organizer, such as webbing or outlining the presented information. Students also need to explain how the main idea and supporting details help them better understand a topic, text, or issue. This can be accomplished through dialogue or a written reflection.</p>	<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Students will learn to consider the author's purpose for writing as well his or her underlying motives or even biases. To create this understanding, students may be exposed to a variety of media, including campaign speeches, government initiatives, and consumer advertisements. As students view or listen to these texts, they should first consider the writer's message. Discussions about choice of language, image, and tone could all help students to determine the overall message. Students may then contemplate the writer's audience by analyzing language, content, and environment. Once students have determined a writer's message and audience, they are prepared to look for any underlying motives. Students may look at how writers manipulate situations or language in order to achieve their purpose.</p> <p>This standard requires eighth grade students to evaluate a speaker's argument and distinguish between solid, supportive</p>
	<p>CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students are able to interpret and evaluate information presented in diverse media and formats. They learn how to perceive and explain how each medium shapes or influences the audience's perception and understanding of the information presented. Sixth grade students will also observe how various mediums appeal to one or more senses with varying levels of intensity. In order to do this work, students could be presented with a speech and be asked to</p>	<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Students in seventh grade evaluate a speaker's argument to distinguish between solid, supportive evidence and weaker details that do not support the claim. One way to approach this is through analyzing debates. As students listen to a debate, they must observe and</p>	

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		<p>compare reading the speech to watching a video of the speech. Students may wonder: Which version did I prefer overall? Did I connect more to the information by listening or by reading? How did it affect my understanding to hear the speech? The responses to such questions may then be discussed and debated within a group or whole-class setting.</p> <p>This standard requires sixth grade students to evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. One way to approach this is to analyze several speeches or debates. Student may use a graphic organizer as a note-taking tool to categorize and classify which claims in the speech are supported by clear evidence and which reasons are not.</p>		<p>follow claims, facts, and evidence presented as support to the speaker's argument. They may take notes and use them to determine how tightly woven is the argument to its supporting evidence. Does the evidence actually support the argument? Is there enough evidence to support the claim? As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having the original studies explained.</p>		<p>evidence and weaker details that do not directly link to the topic. One way to approach this is through analyzing a number of debates. For example, as students listen to a debate, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker's overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having the original studies explained or speakers use weaker evidence to discredit oppositions.</p>
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Presentation of Knowledge and Ideas						
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or	During speaking tasks and activities, sixth grade students will utilize skills that are common to the language production domain of writing. While	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and	Students in seventh grade will build arguments in order to prepare for persuasive speeches on topics of interest or address the class on a	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-	Eighth grade students will present logical and reasonable evidence that supports an argument, stance, or position. When students present their

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organization, development, and style are appropriate to task, purpose, and audience. CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<p>themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order. Students may benefit from a graphic organizer and rubric during the planning stages of presentation in order to make sure that all expected elements are incorporated. Some elements students should include are using appropriate eye contact, volume and clear pronunciation.</p>	<p>examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>teacher-assigned topic. When students present their claims or findings, they should use practices that engage their audience, emphasizing important points with different pitch or volume, and elaborating on a point about which listeners may need more explanation to understand.</p>	<p>chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>information, they will use effective practices in order to engage their audience. Activities may include preparing persuasive speeches on topics of interest such as school reform or rights of teenagers. Students will then choose evidence to build an argument for their position. To do this, students should first consider the interests and biases of their audiences (or opponents) and based on this, learn how to anticipate their opponent's counter-argument, so as to better build their own. Students may choose to use graphic organizers when drafting their arguments to increase the clarity of their piece. Finally, students should be encouraged to practice their speech prior to presenting. Becoming familiar with the text is key; this will aid students in establishing and maintaining eye contact with the audience. Students will also want to pay attention to their pacing and volume in order to best reach their intended audience.</p> <p>Students will consider the</p>
	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			
	<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content. For example, students may incorporate posters outlining charts/graphs to clarify information and captivate their audience. Students may incorporate music and/or sound effects into their presentation to bring the information "to life" and allow for greater engagement with the audience. Students may also incorporate technology to enhance their</p>	<p>When giving presentations, seventh grade students use multimedia and visual displays to enhance their work. To do this, students must be familiar with various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props). Students must find meaningful ways to include these tools in their presentations. Students may break down their presentations to identify where to incorporate multimedia and visual displays as well as implement specific video clips to enhance audience interest and learning. Students use these tools to help make their claims and findings clear and to emphasize important points for their audience. Students in seventh grade become more familiar with</p>	<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>		

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		<p>presentation.</p> <p>Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes. Students need assignments that allow them to manipulate their speech based upon context.</p>		<p>the way their own speech sounds. They observe when it is appropriate to use informal language versus formal English. Students need to recognize and consider to whom they are presenting (audience) and consider if the topic and language style correspond appropriately. Students need to reflect on their use of language and revise as needed.</p>		<p>most effective way to present information that supports the purpose of their text as well as engages their audience. Work like this might require students to examine a variety of visual text features and media usage, such as graphs and sound effects. For each feature, students should describe the information presented, determine the feature's overall purpose, and analyze how effectively the feature communicates information to the reader. As the features are examined, students may contribute their findings to a collective bank of ideas (perhaps a word wall or wiki). As students produce texts, they can consult this resource in order to determine which tools best fit their audience and purpose.</p> <p>To master this, students must be able to determine language that is appropriate and effective when addressing a variety of audiences and purposes. One strategy for experimenting with this skill is through the use of assignments that encourage students to</p>

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						<p>manipulate their language based on context. For instance, students may draft speeches to be delivered to their fellow classmates. To further explore this standard, students would then manipulate their language in order to reach a new audience, such as their school's administrators or school board, with their speech. This activity may be repeated by altering a student's role within the context. As students create these pieces, feedback from teachers, peers, and other reviewers will allow them to reflect on their use of language and make adaptations in order to fit their context.</p>