

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Six*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards Met _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 120 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Six Content Standards

Each content area completes the stem "Students will..."

Critical Literacy

Process and employ information for a variety of academic, occupational, and personal purposes

<i>Process and employ information for a variety of academic, occupational, and personal purposes</i>					<i>Chiations</i>
1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.	1	2	3	4	IE
2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.	1	2	3	4	IE
3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.	1	2	3	4	IE
4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.	1	2	3	4	IE
5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.	1	2	3	4	IE

<p>6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.</p>	<p>1 2 3 4 IE</p>	
<p>7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.</p> <p>b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.</p> <p>c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.</p>	<p>1 2 3 4 IE</p>	
<p>8. Participate in collaborative discussions using information from a source.</p>	<p>1 2 3 4 IE</p>	
<p>9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.</p>	<p>1 2 3 4 IE</p>	
<p>Digital Literacy</p>		
<p><i>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</i></p>		<p><i>Citations</i></p>
<p>10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> <p><i>Examples: online academic journals, social media, logs, podcasts</i></p>	<p>1 2 3 4 IE</p>	
<p>11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.</p>	<p>1 2 3 4 IE</p>	

<p>12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.</p>	<p>1 2 3 4 IE</p>	
<p>13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. <i>Examples: social media posts, blog posts, podcast episodes, infographics</i></p>	<p>1 2 3 4 IE</p>	
<p>14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i></p>	<p>1 2 3 4 IE</p>	
<p>Language Literacy <i>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</i></p>		
<p>15. Identify the conventions of standard English grammar and usage in published texts.</p>	<p>1 2 3 4 IE</p>	<p><i>Citations</i></p>
<p>a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. b. Evaluate pronoun usage for number and case. <i>Examples: subjective, objective, possessive</i> c. Identify common errors in pronoun usage. <i>Examples: person, number, ambiguous antecedents</i></p>	<p>1 2 3 4 IE</p>	
<p>16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. <i>Examples: poetry, informational texts, narratives</i></p>	<p>1 2 3 4 IE</p>	
<p>17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.</p>	<p>1 2 3 4 IE</p>	
<p>18. Identify a speaker's correct usage of language, including subject-verb agreement</p>	<p>1 2 3 4 IE</p>	

and pronouns.

19. Demonstrate command of standard English grammar, usage, and mechanics when writing.
- a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.
 - b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
 - c. Compose and revise writing by using various pronouns and their antecedents correctly.
Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite
20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.

Research Literacy

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.
22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.
23. Use an audio or audio-visual source of information to obtain the answer to a question.
24. Write about research findings independently over short and/or extended periods of time.
25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.

Citations

Example: MLA, APA

26. Utilize research findings to communicate relevant details, opinions, and ideas about atopic or text in oral presentations.
- a. Answer questions in discussions about their research findings.

1 2 3 4 IE

Vocabulary Literacy

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

1 2 3 4 IE

28. Discover word meanings through active listening in various contexts.

1 2 3 4 IE

Examples: classroom discussion, oral presentations, digital formats

29. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

1 2 3 4 IE

30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

1 2 3 4 IE

Citation

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Seven*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 132 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Seven Content Standards

Each content area completes the stem "Students will..."

Critical Literacy

Process and employ information for a variety of academic, occupational, and personal purposes

Citations

<p>1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>	<p>1 2 3 4 IE</p>	
<p>2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.</p>	<p>1 2 3 4 IE</p>	
<p>3. Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.</p>	<p>1 2 3 4 IE</p>	
<p>4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.</p>	<p>1 2 3 4 IE</p>	
<p>5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).</p>	<p>1 2 3 4 IE</p>	

<p>6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	<p>1 2 3 4 IE</p>	
<p>7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).</p> <p>b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.</p> <p>c. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.</p>	<p>1 2 3 4 IE</p>	
<p>8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.</p> <p>9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p>	<p>1 2 3 4 IE</p> <p>1 2 3 4 IE</p>	
<p>Digital Literacy</p>		
<p><i>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</i></p>		<p><i>Citations</i></p>
<p>10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.</p> <p><i>Examples: online academic journals, social media, blogs</i></p>	<p>1 2 3 4 IE</p>	
<p>11. Compare and contrast the effectiveness of techniques used in a variety of</p>	<p>1 2 3 4 IE</p>	

digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.					
12. Determine the intended purposes of techniques used for rhetorical effect in multipledigital sources.	1	2	3	4	IE
13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.	1	2	3	4	IE
14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.	1	2	3	4	IE
15. Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, social media platforms</i>	1	2	3	4	IE
16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.	1	2	3	4	IE
Language Literacy <i>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</i>					<i>Citations</i>
17. Identify the conventions of standard English grammar and usage in writing. <ul style="list-style-type: none"> a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence. b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text. c. Evaluate the functions of phrases and clauses in general and their function in specific sentences. 	1	2	3	4	IE

<p>18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing</p>	<p>1 2 3 4 IE</p>	
<p>19. Evaluate a speaker's organizational choices to determine point of view, purpose, and effectiveness.</p> <p>20. Identify a speaker's formality of language in order to comprehend, interpret, and respond appropriately.</p> <p>21. Create written work using standard English grammar, usage, and mechanics.</p> <p> a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p> b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.</p> <p> c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.</p>	<p>1 2 3 4 IE</p> <p>1 2 3 4 IE</p>	
<p>22. Choose language that expresses ideas precisely and concisely.</p> <p>Research Literacy</p> <p><i>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</i></p> <p>23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.</p>	<p>1 2 3 4 IE</p>	<p><i>Citations</i></p>
<p>24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.</p>	<p>1 2 3 4 IE</p>	
<p>25. Use active listening to acquire information and assess its relevance and credibility.</p>	<p>1 2 3 4 IE</p>	

<p>26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. <i>Examples: a day or two, a single sitting</i></p>	<p>1 2 3 4 IE</p>	
<p>27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. <i>Example: MLA, APA</i></p>	<p>1 2 3 4 IE</p>	
<p>28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.</p> <p>a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.</p>	<p>1 2 3 4 IE</p>	
<p>Vocabulary Literacy</p>		
<p><i>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</i></p>		
<p>29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. <i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i></p>	<p>1 2 3 4 IE</p>	
<p>30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p>1 2 3 4 IE</p>	
<p>31. Infer word meaning through active listening in various contexts for purposeful, effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i></p>	<p>1 2 3 4 IE</p>	

Citation

32 Apply vocabulary in writing to convey and enhance meaning	1	2	3	4	IE	
33 Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.	1	2	3	4	IE	

Total Points: _____

Alabama State Department of Education
High-Quality Instructional Materials Review Form
English Language Arts (*Grade Eight*)

Textbook Title: _____

Publisher: _____

Grade Level or Subject Area: _____

Reviewer: _____

SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

_____ Number of Standards _____ Number of Standards Met _____ Percentage of Standards Met

Directions for reviewers using this rubric:

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of standards met, divide total points obtained by 128 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

Grade Eight Content Standards

Each content area completes the stem "Students will..."

Critical Literacy

<i>Process and employ information for a variety of academic, occupational, and personal purposes</i>					<i>Citations</i>
<p>1. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.</p>	1	2	3	4	IE
<p>2. Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.</p>	1	2	3	4	IE
<p>3. Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.</p>	1	2	3	4	IE
<p>4. Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.</p>	1	2	3	4	IE

<p>5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.</p>	<p>1 2 3 4 IE</p>	
<p>6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.</p>	<p>1 2 3 4 IE</p>	
<p>7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	<p>1 2 3 4 IE</p>	
<p>8. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.</p> <p><i>Examples: narratives - memoir, short story, personal narrative; techniques - dialogue, pacing, description, reflection; sequencing - chronological, reverse chronological, flashback</i></p>	<p>1 2 3 4 IE</p>	
<p>b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.</p> <p>c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.</p>	<p>1 2 3 4 IE</p>	
<p>9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.</p> <p>10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p>	<p>1 2 3 4 IE</p>	

Digital Literacy

Use technology, including the Internet, to research, analyze, produce, publish, and

Quations

update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

11. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

1 2 3 4 IE

12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

1 2 3 4 IE

13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.

1 2 3 4 IE

14. Utilize digital tools and/or products to enhance meaning.

Examples: hashtags, videos, slide presentations, audio clips, GIFs, memes, clips from social media

1 2 3 4 IE

15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

Examples: speaking to defend or explain a digital poster; multimedia presentation, or video on an area of interest

1 2 3 4 IE

Language Literacy

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

Citations

16. Examine the use of conventions of standard English grammar and usage in writing.

- a. Identify gerunds, participles, infinitives, and clauses.
- b. Analyze the effects of active and passive voice and shifts in verb tense.
- c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.

1 2 3 4 IE

<p>17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.</p>	<p>1 2 3 4 IE</p>	
<p>18. Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately. <i>Examples: active/passive voice, diction, syntax</i></p>	<p>1 2 3 4 IE</p>	
<p>19. Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.</p>	<p>1 2 3 4 IE</p>	
<p>20. Produce writing that shows a command of standard English grammar, usage, and mechanics.</p> <ol style="list-style-type: none"> Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays. Compose writing using verbs in active and passive voice to establish mood. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods. Recognize and correct inappropriate shifts in verb tense. 	<p>1 2 3 4 IE</p>	
<p>21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>1 2 3 4 IE</p>	
<p>Research Literacy</p>		
<p><i>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</i></p>		
<p>22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.</p>	<p>1 2 3 4 IE</p>	<p><i>Citations</i></p>

<p>23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.</p>	1	2	3	4	IE	
<p>24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.</p>	1	2	3	4	IE	
<p>25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames. <i>Examples: a day or two, a single sitting</i></p>	1	2	3	4	IE	
<p>26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices. <i>Examples: MLA, APA</i></p>	1	2	3	4	IE	
<p>27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.</p>	1	2	3	4	IE	
Vocabulary Literacy						
<p><i>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</i></p>						
<p>28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools. <i>Examples: affixes, stems, Greek and Latin roots</i></p>	1	2	3	4	IE	
<p>29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	1	2	3	4	IE	
<p>30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.</p>	1	2	3	4	IE	

Citation

<i>Examples: classroom discussion, oral presentations, digital formats</i>					
31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.	1	2	3	4	IE
32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.	1	2	3	4	IE

Total Points: _____