


Standards for Published Signing (6-8)


Grade 6 Students

Grade 7 students

Grade 8 students

Text Types and Purposes

1. Sign arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 -  c. Use words, phrases, depiction, and clauses (e.g., RELATE; PARALLEL-TO; ALIKE; SAME+IDEA) to clarify the relationships among claim(s) and reasons.
 - d. Provide a concluding statement or section that follows from the argument presented.
 - e. Establish and maintain a formal style.
2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section that follows from the information or explanation presented.
 - f. Establish and maintain a formal style.
3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the viewer by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

1. Sign arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 -  c. Use words, phrases, depiction, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Provide a concluding statement or section that follows from and supports the argument presented.
 - e. Establish and maintain a formal style.
2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - f. Establish and maintain a formal style.
3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the viewer by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

1. Sign arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, depiction, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Provide a concluding statement or section that follows from and supports the argument presented.
 - e. Establish and maintain a formal style.
2. Sign informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - f. Establish and maintain a formal style.
3. Sign narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the viewer by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition signs, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Provide a sense of closure.
- d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Grade 7 students

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition signs, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Grade 8 students

- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition signs, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise signs, depiction, and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Published Signing

- 1. Produce clear and coherent signing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.)
- 2. With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3.)
- 3. Use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video)

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- 2. With some guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for structure should demonstrate command of Language standards 1-3.)
- 3. Use technology, including the Internet, to produce and publish signing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

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- 3. Use technology, including the Internet, to produce and publish signing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others, including linking to and citing sources

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Grade 8 students

Research to Build and Present Knowledge

1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
2. Gather relevant information from multiple published and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 6 Viewing standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics:").
 - b. Apply grade 6 Viewing standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.")

1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
2. Gather relevant information from multiple published and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 7 Viewing standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history:").
 - b. Apply grade 7 Viewing standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient to support the claims:").

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2. Gather relevant information from multiple published and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 8 Viewing standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works:").
 - b. Apply grade 8 Viewing standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is solid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced:").

Range of Signing

1. Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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