

Discourse and Presentation Standards (6-8)

Grade 6 Students

Grade 7 students

Grade 8 students

Comprehension and Collaboration

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| <ol style="list-style-type: none">1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ol style="list-style-type: none">a. Come to discussions prepared, having viewed 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.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively) and explain how it contributes to a topic, text, or issue under study.3. Delineate a signer's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | <ol style="list-style-type: none">1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ol style="list-style-type: none">a. Come to discussions prepared, having viewed 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.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.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.d. Acknowledge new information expressed by others and, when warranted, modify their own views.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively) and explain how the ideas clarify a topic, text, or issue under study.3. Delineate a signer's argument and specific claims, evaluating the strength of the reasoning and the relevance and sufficiency of the evidence. | <ol style="list-style-type: none">1. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ol style="list-style-type: none">a. Come to discussions prepared, having viewed 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.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively) and evaluate the motives (e.g., social, commercial, political) behind its presentation.3. Delineate a signer's argument and specific claims, evaluating the strength of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
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Presentation of Knowledge and Ideas

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| <ol style="list-style-type: none">1. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, appropriate signing space, and clear production.2. Include multimedia components (e.g., graphics, images) and visual displays in presentations to clarify information.3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 6 Language for specific expectations.) | <ol style="list-style-type: none">1. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, appropriate signing space, and clear production.2. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 7 Language standards for specific expectations.) | <ol style="list-style-type: none">1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, appropriate signing space, and clear production.2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.3. Adapt signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate. (See grade 8 Language standards for specific expectations.) |
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