

GRADE LEVEL: 6-8

SUBJECT: Introduction to Spanish

DATE: 2018-2019

GRADING PERIOD: Q1 or Q3

MASTER: 5-11-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> • Greetings and farewells • Formal vs. Informal • Information <ul style="list-style-type: none"> - Self - Others 	1.1.1: Oral Expression <ul style="list-style-type: none"> • Use greetings and farewells in limited social situations, both formal and informal. • Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. 	<ul style="list-style-type: none"> • State greetings and farewells. • Recognize informal vs. formal situations. • Express information about self and others. 	<ul style="list-style-type: none"> • Oral activities • Oral exams 	<ul style="list-style-type: none"> • Greetings and farewells • Formal vs informal: • Usted vs Tú • Numbers 0-100 • Alphabet • Time • Classes/schedule • Pronouns • Seasons/weather • Calendar 	CRITICAL
<ul style="list-style-type: none"> • Basic requests • Simple questions 	1.1.2: Oral Request for Information <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Ask simple questions about other people's information. • Relate to the information acquired. 	<ul style="list-style-type: none"> • Oral activities • Oral exams 	<ul style="list-style-type: none"> • Greetings and farewells • Formal vs informal: • Usted vs Tú • Numbers 0-100 • Alphabet • Time • Classes/schedule • Pronouns • Seasons/weather • Calendar 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple preferences • Simple feelings • Basic information • Simple preferences • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. • Examples: Post cards, e-mails, tweets, texts, etc. 	<ul style="list-style-type: none"> • Write simple information about oneself and others. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Greetings and farewells • Formal vs informal: • Usted vs Tú • Numbers 0-100 • Alphabet • Time • Classes/schedule • Pronouns • Seasons/weather • Calendar 	CRITICAL
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions about other people's information. • Interpret the questions. • Answer the questions. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Projects • Tests 	<ul style="list-style-type: none"> • Greetings and farewells • Formal vs informal: • Usted vs Tú • Numbers 0-100 • Alphabet • Time • Gender in words: feminine vs. masculine • Family • Physical attributes • Ser • Tener 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. 	<ul style="list-style-type: none"> • Listening activities • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary • Cognates • Commands 	CRITICAL
<ul style="list-style-type: none"> • Familiar vocabulary • Reading comprehension • Informational texts 	1.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the reading. 	<ul style="list-style-type: none"> • Reading activities • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Cognates 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cognates • Familiar vocabulary • Background knowledge • Alphabet, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. 	<ul style="list-style-type: none"> • Listening activities • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Cognates 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. 	<ul style="list-style-type: none"> • Oral presentations • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary • Sentence order 	CRITICAL
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Projects • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Sentence order 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	1.3.3: Strategies for Presenting Oral and Written Language <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. 	<ul style="list-style-type: none"> • Projects • Oral exams • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Sentence order 	CRITICAL
STANDARD 4 CULTURES: Develop awareness of other cultures					
<ul style="list-style-type: none"> • Basic routine practices and customs • Verbal and non-verbal communication 	1.4.1: Practices <ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Influences on practices and products - Geography 	1.4.3: Perspectives <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products. 	<ul style="list-style-type: none"> • Worksheets • Quizzes 	<ul style="list-style-type: none"> • Spain and Argentina • Official languages in Spain in addition to Spanish 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> Content area concepts and skills 	<p>1.5.2: Implement content area concepts and skills through relevant activities.</p> <ul style="list-style-type: none"> Examples: Survey results and tell time (math), use a map or GPS technology to identify locations (social studies), etc. 	<ul style="list-style-type: none"> Add, subtract, multiply, and divide. Identify capitals and countries. 	<ul style="list-style-type: none"> Worksheets Oral exams 	<ul style="list-style-type: none"> Prior vocabulary Order of operations Mathematical expressions Spain and Latin American maps 	ADDITIONAL
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> Cognates 	<p>1.7.1: Recognize cognates and words shared between English and the target language.</p>	<ul style="list-style-type: none"> Recognize cognates. 	<ul style="list-style-type: none"> Worksheets Quizzes Oral exams Tests 	<ul style="list-style-type: none"> Prior vocabulary Cognates vs false cognates 	CRITICAL
<ul style="list-style-type: none"> Language structures 	<p>1.7.2: Recognize and use level appropriate language structures.</p>	<ul style="list-style-type: none"> Duplicate and recognize first-level language structures. 	<ul style="list-style-type: none"> Worksheets Quizzes Oral exams Tests 	<ul style="list-style-type: none"> Prior vocabulary Cognates vs false cognates 	CRITICAL
<ul style="list-style-type: none"> Idiomatic and colloquial expressions 	<p>1.7.3: Compare common idiomatic and colloquial expressions in the target language.</p>	<ul style="list-style-type: none"> Compare and contrast idiomatic expressions. 	<ul style="list-style-type: none"> Worksheets Quizzes Tests 	<ul style="list-style-type: none"> Prior vocabulary Usted/Vosotros/Voseo/Tu 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple forms of address 	1.7.4: Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> • Recognize formal vs informal address. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Oral exams • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Usted/Vosotros/Voseo/Tu 	IMPORTANT
<ul style="list-style-type: none"> • Living patterns of diverse cultures 	1.7.5: Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> • Compare and contrast cultural daily patterns. 	<ul style="list-style-type: none"> • Worksheets • Projects 	<ul style="list-style-type: none"> • Prior vocabulary • Formality vs informality in Spanish-speaking countries vs USA 	IMPORTANT

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Tasks • Purposes • Audiences 	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write for different purposes and audiences.
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> • Central Ideas • Explanation / Depiction • Process or Concept • Summary 	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	<ul style="list-style-type: none"> • Determine text's central idea. • Identify the text's presentation. • Summarize the text.

CONTENT	STANDARD INDICATORS	SKILLS
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Author's purpose • Author's question 	<p>6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<ul style="list-style-type: none"> • Identify author's purpose. • Define author's question addressed in text.
LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> - Experiments - Simulations - Video - Multimedia sources • Text 	<p>6-8.LST.4.3: Compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<ul style="list-style-type: none"> • Compare and contrast information to text.
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Writing • Reference materials • Peers and adults 	<p>6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<ul style="list-style-type: none"> • Plan and develop • Draft • Revise • Rewrite • Edit • Produce

GRADE LEVEL: 6-8

SUBJECT: Introduction to Spanish

DATE: 2018-2019

GRADING PERIOD: Q2 or Q4

MASTER: 5-11-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 1 COMMUNICATION: Write and speak in a language other than English					
<ul style="list-style-type: none"> Greetings and farewells Formal vs. Informal Information <ul style="list-style-type: none"> Self Others 	1.1.1: Oral Expression <ul style="list-style-type: none"> Use greetings and farewells in limited social situations, both formal and informal. Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. 	<ul style="list-style-type: none"> State greetings and farewells. Recognize informal vs. formal situations. Express information about self and others. 	<ul style="list-style-type: none"> Oral activities Oral presentations Oral exams 	<ul style="list-style-type: none"> Prior vocabulary Body parts Reflexive verbs Articles Gustar Infinitives Pronouns Leisure activities Family Possessives Physical attributes Personality traits Ser 	CRITICAL
<ul style="list-style-type: none"> Basic requests Simple questions 	1.1.2: Oral Request for Information <ul style="list-style-type: none"> Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> Ask simple questions about other people's information. Relate to the information acquired. 	<ul style="list-style-type: none"> Oral activities Oral exams 	<ul style="list-style-type: none"> Prior vocabulary Body parts Reflexive verbs Articles Gustar Infinitives Pronouns Leisure activities Family 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple preferences • Simple feelings • Basic information • Simple preferences • Simple feelings 	<p>1.1.3: Written Expression</p> <ul style="list-style-type: none"> • Exchange basic information, simple feelings and preferences with guidance. • Examples: Post cards, e-mails, tweets, texts, etc. 	<ul style="list-style-type: none"> • Write simple information about oneself and others. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Possessives • Physical attributes • Personality traits • Ser • Prior vocabulary • Body parts • Reflexive verbs • Articles • Gustar • Infinitives • Pronouns • Leisure activities • Family • Possessives • Physical attributes • Personality traits • Ser 	CRITICAL
<ul style="list-style-type: none"> • Basic requests • Simple questions 	<p>1.1.4: Written Request for Information</p> <ul style="list-style-type: none"> • Make basic requests and ask simple questions. 	<ul style="list-style-type: none"> • Write simple questions about other people's information. • Interpret the questions. • Answer the questions. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Projects • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Body parts • Reflexive verbs • Articles • Gustar • Infinitives • Pronouns • Leisure activities • Family • Possessives • Physical attributes • Personality traits • Ser 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 2 COMMUNICATION: Interpret information in a language other than English					
<ul style="list-style-type: none"> • Basic greetings, requests, commands, and directions • Basic words and phrases 	1.2.1: Comprehending Oral Language <ul style="list-style-type: none"> • Understand and respond to basic greetings, requests, commands, and directions. • Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers. 	<ul style="list-style-type: none"> • Recognize basic greetings, requests, commands, and directions. • Express comprehension of basic words and phrases by correctly responding to questions and situations. 	<ul style="list-style-type: none"> • Listening activities • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Familiar vocabulary • Reading comprehension • Informational texts 	1.2.2: Comprehending Written Language <ul style="list-style-type: none"> • Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. 	<ul style="list-style-type: none"> • Express reading comprehension by explaining the information in the reading. 	<ul style="list-style-type: none"> • Reading activities • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cognates • Familiar vocabulary • Background knowledge • Alphabet, sounds, and symbols 	<p>1.2.3: Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. • Recognize alphabets, sounds, and symbols of the target language. 	<ul style="list-style-type: none"> • Identify cognates, familiar vocabulary, or background knowledge to make educated guesses. • Recognize alphabets, sounds, and symbols. 	<ul style="list-style-type: none"> • Listening activities • Worksheets • Quizzes • Tests 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p>					
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.1: Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Repeat basic topic materials. • State simple, complete sentences. • Describe objects, self, and others. 	<ul style="list-style-type: none"> • Oral presentations • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Basic topics • Descriptive complete sentences 	<p>1.3.2: Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. 	<ul style="list-style-type: none"> • Projects • Tests 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Comprehensible intonation and pronunciation • Basic grammar and syntax 	<p>1.3.3: Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax. 	<ul style="list-style-type: none"> • Repeat comprehensible pronunciation. • Choose basic grammar. 	<ul style="list-style-type: none"> • Projects • Oral exams • Tests 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<p>STANDARD 4 CULTURES: Develop awareness of other cultures</p>					
<ul style="list-style-type: none"> • Basic routine practices and customs • Verbal and non-verbal communication 	<p>1.4.1: Practices</p> <ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Recognize basic routine practices and customs. • Recognize situation-appropriate verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Oral exams 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Influences on practices and products - Geography 	<p>1.4.3: Perspectives</p> <ul style="list-style-type: none"> • Identify influences on practices and products, such as religions, history, geography, etc. 	<ul style="list-style-type: none"> • Identify influences on practices and products. 	<ul style="list-style-type: none"> • Worksheets • Quizzes 	<ul style="list-style-type: none"> • Prior vocabulary • Leisure activities 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
STANDARD 5 CONNECTIONS: Make connections to other content areas					
<ul style="list-style-type: none"> Content area concepts and skills 	<p>1.5.2: Implement content area concepts and skills through relevant activities.</p> <ul style="list-style-type: none"> Examples: Survey results and tell time (math), use a map or GPS technology to identify locations (social studies), etc. 	<ul style="list-style-type: none"> Add, subtract, multiply, and divide Identify capitals and countries 	<ul style="list-style-type: none"> Worksheets Oral exams 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL
STANDARD 7 COMPARISONS: Investigate the nature of language and culture					
<ul style="list-style-type: none"> Cognates 	<p>1.7.1: Recognize cognates and words shared between English and the target language.</p>	<ul style="list-style-type: none"> Recognize cognates. 	<ul style="list-style-type: none"> Worksheets Quizzes Oral Exams Tests 	<ul style="list-style-type: none"> Prior vocabulary Cognates vs false cognates 	CRITICAL
<ul style="list-style-type: none"> Language structures 	<p>1.7.2: Recognize and use level appropriate language structures.</p>	<ul style="list-style-type: none"> Duplicate and recognize first-level language structures. 	<ul style="list-style-type: none"> Worksheets Quizzes Oral Exams Tests 	<ul style="list-style-type: none"> Prior vocabulary Cognates vs false cognates 	CRITICAL
<ul style="list-style-type: none"> Idiomatic and colloquial expressions 	<p>1.7.3: Compare common idiomatic and colloquial expressions in the target language.</p>	<ul style="list-style-type: none"> Compare and contrast idiomatic expressions. 	<ul style="list-style-type: none"> Worksheets Quizzes Tests 	<ul style="list-style-type: none"> Prior vocabulary Vosotros vs ustedes 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Simple forms of address 	1.7.4: Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> • Recognize formal vs informal address. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Oral Exams • Tests 	<ul style="list-style-type: none"> • Prior vocabulary • Vosotros vs ustedes 	IMPORTANT
<ul style="list-style-type: none"> • Living patterns of diverse cultures 	1.7.5: Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> • Compare and contrast cultural daily patterns. 	<ul style="list-style-type: none"> • Worksheets • Projects 	<ul style="list-style-type: none"> • Prior vocabulary • Leisure activities • Siestas 	IMPORTANT

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

CONTENT	STANDARD INDICATORS	SKILLS
LST.1: LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Tasks • Purposes • Audiences 	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write for different purposes and audiences.
LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
<ul style="list-style-type: none"> • Central Ideas • Explanation / Depiction • Process or Concept • Summary 	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	<ul style="list-style-type: none"> • Determine text's central idea. • Identify the text's presentation. • Summarize the text.

CONTENT	STANDARD INDICATORS	SKILLS
LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)		
<ul style="list-style-type: none"> • Author's purpose • Author's question 	<p>6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<ul style="list-style-type: none"> • Identify author's purpose. • Define author's question addressed in text.
LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)		
<ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> - Experiments - Simulations - Video - Multimedia sources • Text 	<p>6-8.LST.4.3: Compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<ul style="list-style-type: none"> • Compare and contrast information to text.
LST.6: THE WRITING PROCESS (WRITING)		
<ul style="list-style-type: none"> • Writing • Reference materials • Peers and adults 	<p>6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<ul style="list-style-type: none"> • Plan and develop • Draft • Revise • Rewrite • Edit • Produce