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| Skill | 6th Grade | 7th Grade | 8th Grade |
| **Research** | Be able to state the main idea from text. | State the main idea and provide supporting details. | Strong facility in paraphrasing: read and put in your own words what’s important. |
| Choose and cite quotes from a text. | Choose and cite quotes from a text in MLA format. | Know when and how to cite. |
| Compare and contrast different websites on the same topic. Evaluate website extension. | Look at website funders, other articles written by same authors, start looking for language that reveals emotion. | Evaluate Internet source reliability. |
| Navigate a table of contents, index, glossary and appendices with guidance. | Navigate a table of contents, index, glossary and appendices with less guidance. | Use a book as a reference tool independently. |
| Students can conduct their research based on teacher-provided web resources. Teacher models examples of reliable websites. | Students can use some teacher-provided resources and also supplement with their own findings. | Independently use the Internet for academic purposes. |
| **Writing** | Write a paragraph with a strong topic sentence, three supporting relevant details, and a concluding sentence. | Write an essay based on a two-or-three-pronged thesis statement. Include body paragraphs that support the thesis, and a conclusion. Completed using teacher-provided scaffolding. | Write a thesis-driven essay that includes body paragraphs that support the thesis and a conclusion by the end of the year with limited to no scaffolding. |
| **Primary/ Secondary Source** | Be able to differentiate between a primary and secondary source. | Identify the merits of primary sources and secondary sources. | Should be able to research and find reliable and relevant primary and secondary source documents. |
| **Reading** | Use headings and page layout features to assist students in the process of scanning and aiding comprehension of text. | Contextualizing graphs, charts, and sidebars to help discern important information, trends, and to aid in comprehension of text. | Should be able to read and comprehend grade-level, or above, expository text and discern main ideas and important details. |
| **Perspective** | Expose to different perspectives of historical events-- especially through primary source accounts-- and then discuss the reason behind the differing perspectives. | When presented with differing perspectives, students should be able to start identifying them on their own. | Be able to look at multiple perspectives of a historical event and draw conclusion about said historical event/history in general from differences and similarities. |
| **Geography** | Identify cardinal directions. | Examine map changes based on political territorial changes over time. | Look at map projections and determine what bias is present. |
| Read a map key. |  |  |
| Understand the difference between political and topographical maps. |  |  |
| Longitude and latitude. |  |  |