

# Grade Level: 6-8: Language Arts

## Listening

- 1 Select illustrations representing main ideas based on simple oral words/phrases using a word bank. 16.2.6-8.1L

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- 2 Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. 16.2.6-8.2L

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- 3 Identify main idea and supporting detail based on oral descriptions using sentence frames. 16.2.6-8.3L

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- 4 Connect main idea and supporting details based on a teacherread passage with a partner using graphic organizer. 16.2.6-8.4L

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- 5 Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups. 16.2.6-8.5L

## Reading

- 1 Match words to illustrations that reflect main ideas of an illustrated text. 16.2.6-8.1R

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- 2 Locate phrases that reflect the main ideas of an illustrated text. 16.2.6-8.2R

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- 3 Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner. 16.2.6-8.3R

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- 4 Identify the central and related ideas of a text in sentences using a story map while working in a small group. 16.2.6-8.4R

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- 5 Select and explain the best summary of the central and related ideas of a text in a group of three to four. 16.2.6-8.5R

## Speaking

- 1 Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards. 16.2.6-8.1S

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- 2 Describe the main idea using short phrases with a partner. 16.2.6-8.2S

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- 3 Connect three details to one main idea with an adapted text in a small group of 3-4. 16.2.6-8.3S

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**4 Explain the connection between different details and at least two main ideas in a small group of 3-4.** 16.2.6-8.4S

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**5 Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).** 16.2.6-8.5S

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## Writing

**1 Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.** 16.2.6-8.1W

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**2 Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that ...; Finally...).** 16.2.6-8.2W

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**3 Compose sentences that convey sequence using a sequencing chart.** 16.2.6-8.3W

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**4 Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.** 16.2.6-8.4W

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**5 Edit multiple organized paragraphs that use technical language to sequence events using a rubric.** 16.2.6-8.5W