



Middle School Mock Trial Correlations to Grades 6-8 English Language Arts Standards

READING: Understanding and Using Literary Texts

Standard 1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Grade Six	Grade Seven	Grade Eight
6-1.1 Analyze ideas within and across literary texts to make inferences.	7-1.1 Analyze ideas within and across literary texts to make inferences.	8-1.1 Compare/contrast ideas within and across literary texts to make inferences.
6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).	8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	8-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts)..

6-1.11 Read independently for extended periods of time for pleasure.	7-1.9 Read independently for extended periods of time for pleasure.	8-1.8 Read independently for extended periods of time for pleasure.
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READING: Understanding and Using Informational Texts

Standard 2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Grade Six	Grade Seven	Grade Eight
6-2.1 Analyze central ideas within and across informational texts.	7-2.1 Analyze central ideas within and across informational texts.	8-2.1 Compare/contrast central ideas within and across informational texts.
6-2.2 Analyze informational texts to draw conclusions and make inferences.	7-2.2 Analyze information within and across texts to draw conclusions and make inferences.	8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).
6-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
6-2.5 Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.	7-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.	8-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).	7-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.	8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.
6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).		

Grade Six	Grade Seven	Grade Eight
6-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.		
6-2.9 Identify propaganda techniques (including testimonials and bandwagon) in informational texts.	7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.	8-2.7 Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
6-2.10 Read independently for extended periods of time to gain information.	7-2.8 Read independently for extended periods of time to gain information.	8-2.8 Read independently for extended periods of time to gain information.

READING: Building Vocabulary

Standard 3 The student will use word analysis and vocabulary strategies to read fluently.

Grade Six	Grade Seven	Grade Eight
6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.	7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.	7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.	8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
6-3.4 Distinguish between the denotation and the connotation of a given word.	7-3.4 Interpret the connotations of words to understand the meaning of a given text.	8-3.4 Interpret the connotations of words to understand the meaning of a given text.
6-3.5 Spell new words using Greek and Latin roots and affixes.	7-3.5 Spell new words using Greek and Latin roots and affixes.	8-3.5 Spell new words using Greek and Latin roots and affixes.

WRITING: Developing Written Communication

Standard 4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Grade Six	Grade Seven	Grade Eight
6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	7-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).	8-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
6-4.4 Use grammatical conventions of written Standard American English.	7-4.4 Use grammatical conventions of written Standard American English.	8-4.4 Use grammatical conventions of written Standard American English.
6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	7-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.	8-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.
6-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses.	7-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses.	8-4.6 Edit for the correct use of written Standard American English, including ellipses and parentheses.
6-4.7 Spell correctly using Standard American English.	7-4.7 Spell correctly using Standard American English.	8-4.7 Spell correctly using Standard American English.

WRITING: Producing Written Communication in a Variety of forms

Standard 5 The student will write for a variety of purposes and audiences.

Grade Six	Grade Seven	Grade Eight
6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.	7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.	8-5.1 Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.	8-5.2 Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.
6-5.3 Create written descriptions using precise language and vivid details.	7-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).	8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.	7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.	8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard 6 The student will access and use information from a variety of sources.

Grade Six	Grade Seven	Grade Eight
6-6.1 Clarify and refine a research topic.	7-6.1 Clarify and refine a research topic.	8-6.1 Clarify and refine a research topic.
6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
6-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	8-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
6-6.7 Use a variety of print and electronic reference materials.	7-6.7 Use a variety of print and electronic reference materials.	8-6.7 Use a variety of print and electronic reference materials.

Grade Six	Grade Seven	Grade Eight
6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.	8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.