

Old Strand	Old Standard	Old Standard	Old Benchmark #	Old Benchmark	Old GLE #	Old GLE	New Strand #	New Strand	New Standard #	New Standard	New Benchmark #	New Benchmark
LA.							LA.	Information and Media Literacy	LA.8.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.8.6.1.1	[The student will] explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.	LA.A.2.3.5.1	refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).	LA.	Information and Media Literacy	LA.8.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.8.6.1.2	[The student will] use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision;
LA.B.	2	The student writes to communicate ideas and information effectively.	LA.B.2.3.3	The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.	LA.B.2.3.3.1	selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).	LA.	Information and Media Literacy	LA.8.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.8.6.1.3	[The student will] create a technical manual or solve a problem.
LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.	LA.A.2.3.6.2	evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.1	[The student will] select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.	LA.A.2.3.5.1	refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.2	[The student will] assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;

LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.	LA.A.2.3.6.2	evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.2	[The student will] assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.7	The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.	LA.A.2.3.7.1	classifies and records information (for example, using note cards, data files).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.2	[The student will] assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.A.	2	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.	LA.A.2.3.8.1	extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.2	[The student will] assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.B.	2	The student writes to communicate ideas and information effectively.	LA.B.2.3.3	The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.	LA.B.2.3.3.1	selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.3	[The student will] write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used;
LA.D.	2	The student understands the power of language.	LA.D.2.3.7	The student understands that laws exist that govern what can and cannot be done with mass media.	LA.D.2.3.7.1	understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.4	[The student will] understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LA.D.	2	The student understands the power of language.	LA.D.2.3.7	The student understands that laws exist that govern what can and cannot be done with mass media.	LA.D.2.3.7.2	identifies examples of libel and slander in the media.	LA.	Information and Media Literacy	LA.8.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.8.6.2.4	[The student will] understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
LA.D.	2	The student understands the power of language.	LA.D.2.3.4	The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.	LA.D.2.3.4.2	understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.1	[The student will] analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.D.	2	The student understands the power of language.	LA.D.2.3.6	The student understands specific ways that mass media can potentially enhance or manipulate information.	LA.D.2.3.6.1	understands ways mass media may enhance or manipulate information.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.1	[The student will] analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.C.	2	The student uses viewing strategies effectively.	LA.C.2.3.1	The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.	LA.C.2.3.1.2	identifies biases and stereotypes in a nonprint message.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.1	[The student will] analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.D.	2	The student understands the power of language.	LA.D.2.3.2	The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.	LA.D.2.3.2.1	uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.1	[The student will] analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.C.	2	The student uses viewing strategies effectively.	LA.C.2.3.2	The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.	LA.C.2.3.2.1	demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.2	[The student will] demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;
LA.D.	2	The student understands the power of language.	LA.D.2.3.5	The student incorporates audiovisual aids in presentations.	LA.D.2.3.5.1	uses multimedia tools to enhance presentations.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.2	[The student will] demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;

LA.D.	2	The student understands the power of language.	LA.D.2.3.7	The student understands that laws exist that govern what can and cannot be done with mass media.	LA.D.2.3.7.1	understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.2	[The student will] demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;
LA.D.	2	The student understands the power of language.	LA.D.2.3.7	The student understands that laws exist that govern what can and cannot be done with mass media.	LA.D.2.3.7.2	identifies examples of libel and slander in the media.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.2	[The student will] demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;
LA.C.	2	The student uses viewing strategies effectively.	LA.C.2.3.1	The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.	LA.C.2.3.1.2	identifies biases and stereotypes in a nonprint message.	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.3	[The student will] distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
LA.C.	2	The student uses viewing strategies effectively.	LA.C.2.3.1	The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.	LA.C.2.3.1.3	responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).	LA.	Information and Media Literacy	LA.8.6.3.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.3.3	[The student will] distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
LA.D.	2	The student understands the power of language.	LA.D.2.3.5	The student incorporates audiovisual aids in presentations.	LA.D.2.3.5.1	uses multimedia tools to enhance presentations.	LA.	Information and Media Literacy	LA.8.6.4.	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.8.6.4.1	[The student will] select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations);
LA.B.	2	The student writes to communicate ideas and information effectively.	LA.B.2.3.4	The student uses electronic technology including databases and software to gather information and communicate new knowledge.	LA.B.2.3.4.1	uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.	LA.	Information and Media Literacy	LA.8.6.4.	The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	LA.8.6.4.1	[The student will] use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology);
LA.D.	2	The student understands the power of language.	LA.D.2.3.5	The student incorporates audiovisual aids in presentations.	LA.D.2.3.5.1	uses multimedia tools to enhance presentations.	LA.	Information and Media Literacy	LA.8.6.4.	The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	LA.8.6.4.2	[The student will] evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.