



Oklahoma

Priority Academic Student Skills

# Language Arts Vertical Progression Guide

for Grades 5-8

Available for download at [ELAOKteachers.com/verticalprogression58/](https://ELAOKteachers.com/verticalprogression58/)

BETA



**Fellow Oklahoma ELA Educators,**

In this time of transition with the Oklahoma Academic Standards and P.A.S.S. it is important to know what our students have been exposed to and what they should master during the 2014-2015 school year.

We have put together a PASS Vertical Progression Guide for the 5th through 8th grade Language Arts Standards for you to access as a means of comparing the standards. Hopefully this document will help you see the similarities and differences among the middle level ELA standards.

The highlighted segments are to pinpoint the differences among the standards.

Please feel free to download this document as a quick reference guide for your use.

Sincerely,

**Michelle Knight**, Title I Instructional Facilitator, Kerr Middle School

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## LANGUAGE ARTS OVERVIEW

English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.

Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

An effective language arts program should encompass process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our visions of the world. The insight we gain enables us to understand our cultural, linguistic, and literary heritages.

In Grades K-12, a locally developed language arts curriculum, embodying these content standards, will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within language arts and between language arts and other fields.

### READING/LITERATURE

The revised reading standards in the Priority Academic Student Skills (P ASS) reflect scientifically-based reading research and are organized in the following related strands:

- ☒ Print Awareness
- ☒ Phonological/Phonemic Awareness
- ☒ Phonics/Decoding
- ☒ Vocabulary
- ☒ Fluency
- ☒ Comprehension/Critical Literacy

The National Reading Panel has revealed that the most reliably effective approach is systematic and explicit instruction. Skills are taught in a logical sequence and teachers clearly state what is being taught. These reading skills are interrelated and need to be developed in the context of a core curriculum that applies effective reading strategies to achieve success in all academic areas.

PRINT AWARENESS is the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

PHONOLOGICAL/PHONEMIC AWARENESS - is an oral prerequisite to phonics and one of the best predictors of later reading success. It is the understanding that words and syllables can be broken down into smaller units or phonemes. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty. A student's progress should be monitored throughout the kindergarten year by administering informal phonemic awareness assessments.



**PHONICS/DECODING** - instruction provides students with a consistent strategy to apply sound-symbol relationships to assist in the identification of unfamiliar words. The goal of teaching children phonics is to teach children to decode unfamiliar words easily and automatically as they read. Children must be encouraged to use this strategy on their own.

**VOCABULARY** - knowledge is essential to reading because a reader's understanding comes chiefly from his or her vocabulary base. Vocabulary development can be achieved through reading, direct instruction, and student-centered activities. A balanced vocabulary program contains all three of these strategies.

**READING FLUENCY** - research refers to two stages of reading development. The first is the "decoding stage" where the student learns how to change printed symbols into sounds. During the next stage called the "fluency stage," the student continues to work on decoding skills to the point where the child becomes "unglued" from the print. Word recognition becomes easy, and fluent reading is characterized by a lack of trouble with word identification.

Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.

**COMPREHENSION/CRITICAL LITERACY** - is understanding the meaning or point of the text; it is the essence of reading. Comprehension is a complex process. As readers mature they become more strategic in their process to construct meaning from text. Comprehension involves understanding what is read, what is meant, and what is implied. Students read for a variety of purposes, to locate information, to be informed, entertained, persuaded, and so on. Students use a wide range of strategies to help them meet their purpose. These strategies include making predictions, activating prior knowledge, skimming text for literal information, drawing inferences and conclusions, interpreting meaning, summarizing information, analyzing and evaluating text, monitoring reading, and using correction strategies.

Reading requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. When reading, readers use three cueing systems. They derive semantic cues from the text's meaning, syntactic cues from the text's grammatical structure, and graphophonic cues from sound-letter relationships and patterns. Cueing systems are important and are constantly in motion to enable readers to construct meaning. They help readers answer questions such as: Does this make sense? Does this sound right? Does this look right?

Readers use a variety of strategies to ensure comprehension. They predict what they think the text is about to convey and confirm their prediction by checking to see if meaning is maintained. Readers monitor understanding and take action when meaning breaks down by choosing to self-correct or continue to read ahead only to return later to reconstruct meaning from previously read text.

Writing is also a means of learning. This process is "a valuable tool for learning for all students in all subject areas at all ages." While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. For example, students learn content in science or social studies through keeping a response or process journal, or a learning log.

## THE WRITING PROCESS

**WRITING** - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

**PREWRITING** - is the process that helps the writer get ready to write. Students gather ideas and organize them. During this stage, the topic is generated and purpose, audience, and form are clarified. It is conceivable that the prewriting stage will take more time than any other stage in the process. Activities may include class discussion, reading, predicting, remembering, word banks, observing, thinking, student notebooks, drawing, free writing, modeling, clustering/webbing, cubing, and brainstorming.

**DRAFTING** - is putting ideas down on paper with a focus on content, and begins with notes or ideas generated during prewriting. The first draft may be kept in a journal, writer's notebook, writing center, or on



a computer disk. Students are also encouraged to explore a topic without grammatical inhibitions or over concern about spelling or punctuation. The teacher's role is to encourage students to "get it down."

**REVISING** - is refining of content, not mechanics. Revision ("to see again") begins during the prewriting activity and continues through the final draft. It is best achieved in an interactive setting with the teacher or a group of peers. Writers should think again about the choices made for content and add, delete, or rearrange the material. Thus, writing becomes thinking made visible. Writers critically read their own writing and become their own reader. Since revising can be internal and unobservable, revising skills can be taught by modeling the questions asked by critical readers.

**EDITING** - is the stage in which the writing is made suitable for publication. Positive reinforcement is more effective than corrective comments to improve the quality of writing. Peer editing in writing groups helps teach and reinforce proofreading skills. Students are to locate and correct errors in punctuation, capitalization, spelling, usage, and sentence structure so that errors in conventions do not interfere with a reader's ability to understand the message.

**PUBLISHING** - the student's work is essential to the composing process. Publication provides an opportunity for the writer's product to be shared with and/or evaluated by the intended audience or reader in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. Without some type of publication, students may forget or never realize that their writing is meaningful communication.

It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be encouraged to develop some pieces of writing thoroughly enough to be published. Publishing is an important motivator in working through the stages of the composing process. The purpose of publishing is to reinforce the idea that writing is an act of communication.

## **SPELLING**

Spelling, writing, and reading are interrelated and coherent. Writing leads to mastery in reading; reading leads to mastery in writing. Combined instruction leads to improvement in both reading and writing.

Research indicates that as children use temporary or phonetic spelling. Phonetic spelling develops and reinforces knowledge of phonics. It is important to understand that temporary spelling is not in conflict with correct spelling. When children use temporary spelling, they are practicing their growing knowledge of phonemes. First grade children should be expected to correctly spell previously studied words and spelling patterns. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the end of second grade with the students mastering the conventional spelling of increasing numbers of words.

Spelling instruction should help students understand how words are put together (word patterns). Therefore, extensive reading and writing help students become good spellers.

## **HANDWRITING/PENMANSHIP**

Young children need an awareness of print to communicate effectively. Handwriting/ penmanship is that method for forming letters that comprise a writing system, as well as, how to express thoughts in the written word. Thorough writing, children form a muscular and visual memory of the letters and words; and, therefore can recognize them. Students must be aware of the importance of legibility to facilitate communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line. Writing should reinforce the fact that language has meaning. It gives students an opportunity to develop personal voice and style upon which they can reflect.

## **ORAL LANGUAGE/LISTENING/SPEAKING**

There is clearly a need for schools to spend more time teaching speaking and listening. More than 75 percent of all communication is devoted to the oral communication process. People in the workplace devote one-third of all working time carrying on face-to-face talk, and corporate managers spend about 60 percent



of their time in communicating orally in meetings or on the telephone. Moreover, even with sophisticated electronic communication devices, oral language is still the main way of passing culture from one generation to another. Even with this

demonstrated need for effective oral communication, almost two-thirds of young people have difficulty explaining how to get to a local grocery store in directions that can be understood.

Although the “school” emphasis on reading and writing may create the impression that oral language skills are not as important, this is not the case. Oral language is now, and is even more likely to be in the future, the primary means of acquiring and transmitting information.

Fortunately, students begin to learn oral language skills naturally. They listen to the sounds of adults and other children and internalize language patterns quite early in order to communicate orally themselves. However, not all children come to school with equal opportunities to develop language skills. Children who have experienced positive feedback to their efforts to use language, and have had opportunities to hear language used in a variety of social contexts, are better prepared to use oral language as a foundation for their reading and writing development.

Since some children have limited opportunities for oral language in their home environments and since oral language development continues through at least age twelve, all children can improve their oral language ability with instruction and guidance. It is essential that oral language instruction begin in kindergarten and continue throughout school.

## VISUAL LITERACY

Visual literacy (both viewing and representing) refers to the ability to comprehend, evaluate, and compose visual messages. Visually literate persons are able to read visual messages, compose visual language statements, and translate from visual to verbal and vice versa. Students learn attitudes, behaviors, and questions to ask which enable them to think abstractly and analytically.

Viewing is an ongoing lifetime activity that extends knowledge and experiences and provides enjoyment and pleasure. Therefore, learners will need to become engaged in a variety of viewing experiences, both in comprehending and composing. The media for visual communication may include: field trips, graphic displays, models, photographs, pictures, transparencies, picture books, newspapers, filmstrips, videotapes, labels, posters, advertisements, cartoons, carvings, paintings, memos, plays, dances, television, charts, maps, diagrams, graphic aids in oral presentations, signs, logos, creative movement, and computers.

It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world.

### NOTE:

Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.



5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Reading/Literature:</b> <i>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</i>	<b>Reading/Literature:</b> <i>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</i>	<b>Reading/Literature:</b> <i>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</i>	<b>Reading/Literature:</b> <i>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.</i>
<b>Standard 1: Vocabulary</b> The student will develop and expand knowledge of words and word meanings to increase vocabulary.	<b>Standard 1: Vocabulary</b> The student will develop and expand knowledge of words and word meanings to increase vocabulary.	<b>Standard 1: Vocabulary</b> The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts & word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	<b>Standard 1: Vocabulary</b> The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts & word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.
1. Words in Context  A. Use knowledge of word parts & word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.  B. Use prior experience and context to understand & explain the figurative use of words such as similes and metaphors.	1. Words in Context  A. Use knowledge of word parts & word relationships, as well as context clues, to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction & nonfiction texts.  B. Use prior experience & context to analyze & explain the figurative use of words, similes, metaphors, and multiple meaning words.	1. Words in Context  Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	1. Words in Context  Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Affixes, Roots, and Stems  A. Interpret new words by analyzing the meaning of prefixes and suffixes.  B. Apply knowledge of root words to determine the meaning of unknown words within a passage.  C. Use word origins, and word parts from Greek & Latin to analyze the meaning of complex words.	2. Word Origins  A. Recognize the origins & meanings of foreign words frequently used in English.  B. Apply knowledge of root words to determine the meaning of unknown words within a passage.  C. Use word origins from Greek & Latin to analyze the meaning of complex words.	2. Word Origins  A. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.  B. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.	2. Word Origins  Recognize and analyze the influence of historical events on English word meanings and vocabulary expansion.

<p>3. Synonyms, Antonyms, &amp; Homonyms/Homophones</p> <p>Apply knowledge of 5th grade level synonyms, antonyms, homonyms/homophones, and multiple meaning words to determine the meaning of words and phrases.</p>	<p>3. Using Resource Materials &amp; Aids</p> <p>A. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.</p> <p>B. Relate dictionary definitions to context of the reading in order to aid understanding.</p>	<p>3. Idioms and Comparisons</p> <p>Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p> <p>A. Idioms      B. Analogies      C. Metaphor D. Simile</p>	<p>3. Idioms and Comparisons</p> <p>Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p> <p>A. Idioms      B. Analogies      C. Metaphors      D. Similes</p>
<p>4. Using Resource Materials</p> <p>A. Use a thesaurus to determine related words and phrases.</p> <p>B. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.</p>			
<p><b>Standard 2: Fluency</b></p> <p>The student will identify words rapidly so that attention is directed at the meaning of the text.</p>	<p><b>Standard 2: Fluency</b></p> <p>The student will identify words rapidly so that attention is directed at the meaning of the text.</p>	<p><b>Standard 2: Fluency</b></p> <p>The student will identify words rapidly so that attention is directed at the meaning of the text.</p>	<p><b>Standard 2: Fluency</b></p> <p>The student will identify words rapidly so that attention is directed at the meaning of the text.</p>
<p>1. Read regularly in independent-level texts, fluently and accurately, and with appropriate timing, change in voice, and expression.</p> <p>2. Read regularly in instructional-level texts.</p> <p>3. Read silently for increased periods of time.</p> <p>4. Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.</p>	<p>1. Read regularly in independent-level texts, fluently and accurately, and with appropriate timing, change in voice, and expression.</p> <p>2. Read regularly in instructional-level texts.</p> <p>3. Increase silent reading speed through daily independent reading.</p> <p>4. Read silently for increased periods of time.</p>	<p>1. Read regularly in independent-level texts, fluently and accurately, and with appropriate timing, change in voice, and expression.</p> <p>2. Read regularly in instructional-level materials that are challenging but manageable.</p> <p>3. Increase silent reading speed and comprehension through daily independent reading.</p> <p>4. Read silently for increased periods of time.</p> <p>5. Use punctuation as a cue for pausing and characterization while reading.</p>	<p>1. Read regularly in independent-level texts, fluently and accurately, and with appropriate timing, change in voice, and expression.</p> <p>2. Read regularly in instructional-level materials that are challenging but manageable.</p> <p>3. Increase silent reading speed and comprehension through daily independent reading.</p> <p>4. Read silently for increased periods of time.</p> <p>5. Use punctuation as a cue for pausing and characterization while reading.</p>



<p><b>Standard 3: Comprehension/Critical Literacy</b></p> <p>The student will interact with the words and concepts in a text to construct an appropriate meaning.</p>	<p><b>Standard 3: Comprehension/Critical Literacy</b></p> <p>The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. Students should also read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p><b>Standard 3: Comprehension</b></p> <p>The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. Students should also read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p><b>Standard 3: Comprehension</b></p> <p>The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. Students should also read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>
<p>1. Literal Understanding</p> <p>A. Use prereading strategies independently (preview, prior knowledge, generate questions etc.)</p> <p>B. Read &amp; comprehend both fiction and nonfiction that is appropriately designed for fifth grade.</p> <p>C. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.</p> <p>D. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.</p>	<p>1. Literal Understanding</p> <p>A. Use prereading strategies independently (preview, prior knowledge, generate questions etc.)</p> <p>B. Read &amp; comprehend both fiction and nonfiction that is appropriately designed for sixth grade.</p> <p>C. Recognize main ideas presented in a particular segment of text; identify and assess the evidence that supports those ideas.</p> <p>D. Use the text's structure or progression of ideas such as cause and effect or chronology to locate or recall information</p>	<p>1. Literal Understanding</p> <p>A. Apply prereading strategies when reading fiction &amp; nonfiction that is appropriately designed for grade level.</p> <p>Determine the purpose for reading (persuaded, informed, entertained).</p> <p>Preview the material &amp; use prior knowledge to make connections between text and personal experience.</p> <p>B. Recognize transition words to guide understanding of the text.</p> <p>C. Show understanding by asking questions &amp; supporting answers with literal information from text.</p>	<p>1. Literal Understanding</p> <p>A. Apply prereading strategies when reading fiction and nonfiction that is appropriately designed for grade level.</p> <p>Determine the purpose for reading (persuaded, informed, entertained, to be understood)</p> <p>Preview the text and use prior knowledge and experience to make connections to text.</p> <p>B. Show understanding by asking questions and supporting answers with literal information from text.</p>

<p>2. Inference &amp; Interpretation</p> <p>A. Apply prior knowledge &amp; experience to make inferences and respond to new information presented in text.</p> <p>B. Draw interpretations and conclusions about text and support them with textual evidence and prior knowledge.</p> <p>C. Describe elements of character development in written works.</p> <p>D. Make inferences or draw conclusions about characters' qualities and actions.</p> <p>E. Participate in creative response.</p>	<p>2. Inference &amp; Interpretation</p> <p>A. Draw inferences &amp; conclusions about text and support them with textual evidence and prior knowledge.</p> <p>B. Make inferences or draw conclusions about characters' qualities and actions.</p> <p>C. Interpret and respond creatively to literature.</p>	<p>2. Inference &amp; Interpretations</p> <p>A. Make inferences &amp; draw conclusions with evidence drawn from the text and/or student experiences.</p> <p>B. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.</p>	<p>2. Inference &amp; Interpretation</p> <p>A. Make inferences &amp; draw conclusions supported by text evidence and student experiences.</p> <p>B. Connect, compare, and contrast ideas, themes, and issues across texts.</p>
<p>3. Summary &amp; Generalization</p> <p>A. Summarize &amp; paraphrase information from entire reading selection including the main idea and significant supporting details.</p> <p>B. Make generalizations with information gleaned from text.</p> <p>C. Support ideas &amp; arguments by reference to relevant aspects of text and issues across text.</p> <p>D. Organize text information in different ways.</p>	<p>3. Summary &amp; Generalization</p> <p>A. Summarize &amp; paraphrase information including the main idea and significant supporting details of a reading selection.</p> <p>B. Make generalizations based on information gleaned from the text.</p> <p>C. Support reasonable statements &amp; conclusions by reference to relevant aspects of texts and examples.</p> <p>D. Clarify understanding of text information in different ways</p>	<p>3. Summary &amp; Generalization</p> <p>A. Summarize the main idea and how it is supported with specific details.</p> <p>B. Recall major points in the text and make &amp; revise predictions.</p> <p>C. Recognize the importance &amp; relevance of details on the development of plot.</p> <p>D. Support reasonable statements by reference to relevant aspects of text and examples.</p>	<p>3. Summary &amp; Generalization</p> <p>A. Determine the main (major) idea and how those ideas are supported with specific details.</p> <p>B. Paraphrase and summarize text to recall, inform, or organize ideas.</p>

<p>4. Analysis &amp; Evaluation</p> <p>A. Identify &amp; analyze the characteristics of poetry, drama, fiction, and nonfiction &amp; explain the appropriateness of the literary form chosen by an author for a specific purpose.</p> <p>B. Identify the main problem or conflict of the plot &amp; explain how it is resolved.</p> <p>C. Contrast the actions, motives, &amp; appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>D. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.</p> <p>E. Recognize structural patterns found in information text.</p> <p>F. Distinguish among facts/inferences supported by evidence and opinions in text.</p>	<p>4. Analysis &amp; Evaluation</p> <p>A. Evaluate the believability of a character and the impact they have on the plot.</p> <p>B. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.</p> <p>C. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>D. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.</p> <p>E. Recognize and evaluate structural patterns found in a literary work.</p> <p>F. Distinguish among stated facts, inferences supported by evidence, and opinions in text</p>	<p>4. Analysis &amp; Evaluation</p> <p>A. Compare &amp; contrast points of view (1st, 3rd, limited, omniscient) and explain their effect on the overall theme of a literary work.</p> <p>B. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.</p> <p>C. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or the theme,</p> <p>D. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.</p> <p>E. Distinguish between stated fact, reasoned judgment, and opinion in text.</p>	<p>4. Analysis &amp; Evaluation</p> <p>A. Distinguish between stated fact, reasoned judgment, and opinion in various texts.</p> <p>B. Use text's structure or progression of ideas, such as cause and effect or chronology.</p> <p>C. Compare/contrast to determine similarities and differences in treatment, scope, or organization.</p> <p>D. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.</p> <p>E. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.</p> <p>F. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.</p>
<p>5. Monitoring &amp; Correction Strategies</p> <p>A. Monitor own reading &amp; modify strategies as needed when understanding breaks down (rereading aloud, using reference aids, etc..)</p> <p>B. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.</p> <p>C. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.</p>	<p>5. Monitoring &amp; Correction Strategies</p> <p>A. Monitor own reading &amp; modify strategies as needed when understanding breaks down (rereading aloud, using reference aids, etc..)</p> <p>B. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.</p> <p>C. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.</p>	<p>5. Monitoring &amp; Correction Strategies</p> <p>A. Monitor the understanding of text &amp; use correction strategies (rereading, using reference aids, etc.) when needed.</p> <p>B. Make, confirm, and review predictions when reading.</p> <p>C. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristic of the text.</p>	<p>5. Monitoring &amp; Correction Strategies</p> <p>A. Monitor the understanding of text and use correcting strategies (rereading using reference aids, etc.) when needed.</p> <p>B. Make, confirm, and review predictions when reading.</p> <p>C. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristic of the text.</p>

<b>Standard 5: Research and Information</b> The student will conduct research and organize information.	<b>Standard 5: Research and Information</b> The student will conduct research and organize information.	<b>Standard 5: Research and Information</b> The student will conduct research and organize information.	<b>Standard 5: Research and Information</b> The student will conduct research and organize information.
<p>1. Accessing Information</p> <p>Select the best source for a given purpose.</p> <p>A. Determine &amp; use appropriate sources for accessing information including: dictionary, thesaurus, library catalogs and databases, magazines, newspapers, technology/internet, encyclopedia, atlases, almanacs, glossaries, table of contents, indexes.</p> <p>B. Identify &amp; credit the sources used to gain information.</p> <p>C. Use text features to access information (format, italics, subheadings, graphics, etc.)</p> <p>D. Use reference features of printed text, such as citations, endnotes, bibliographies to locate relevant information about a topic.</p> <p>E. Use the features of informational texts, such as: formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>F. Recognize &amp; apply test taking strategies by answering different levels of questions, such as literal, multiple choice, true/false, short answer, inferential, evaluative, or open-ended.</p>	<p>1. Accessing Information</p> <p>The student will select the best source for a given purpose.</p> <p>A. Use library catalogs and computer databases to locate sources for research topics.</p> <p>B. Access information from a variety of primary and secondary sources to gather information for research topics.</p> <p>C. Use organizational strategies as an aid to comprehend increasingly difficult content material.</p> <p>D. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.</p> <p>E. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.</p>	<p>1. Accessing Information</p> <p>The student will select the best source for a given purpose.</p> <p>A. Use library catalogs and computer databases to locate sources for research topics.</p> <p>B. Access information from a variety of primary and secondary sources to gather information for research questions.</p> <p>C. Gather data for research purposes through interviews (prepare &amp; organize relevant questions, make notes of responses, compile information).</p> <p>D. Use organizational strategies as an aid to comprehend increasingly difficult content material.</p> <p>E. Note instances of persuasion, propaganda, and faulty reasoning in text.</p> <p>F. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate information about a topic.</p>	<p>1. Accessing Information</p> <p>Select the best source for a given purpose, locate information relevant to research questioning.</p> <p>A. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.</p> <p>B. Use text organizers, including headings, graphic features (boldface, italic type), and tables of contents, to locate and organize information.</p> <p>C. Use organizational strategies to learn and recall important ideas from texts, such as preview questions, reread, and record, as an aid to comprehend increasingly difficult content material.</p> <p>D. Note instances of persuasion, propaganda, and faulty reasoning in text.</p>
<p>2. Interpreting Information</p> <p>Analyze &amp; evaluate information from a variety of sources.</p> <p>A. Follow multi step directions to accomplish a task.</p>	<p>2. Interpreting Information</p> <p>The student will analyze &amp; evaluate information from a variety of sources.</p> <p>A. Record, organize, and display relevant information from multiple sources in a systemic</p>	<p>2. Interpreting Information</p> <p>The student will analyze &amp; evaluate information from a variety of sources.</p> <p>A. Record, organize, and display relevant information from multiple sources in a systemic</p>	<p>2. Interpreting Information</p> <p>Analyze &amp; evaluate information from a variety of sources.</p> <p>A. Record, organize, and display relevant information from multiple sources in a</p>

<p>B. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint, and technological references.</p> <p>C. Develop notes that include important information on a selected topic.</p> <p>D. Summarize information from multiple sources into a written report or summary.</p> <p>E. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches.</p>	<p>way (outline, graphic organizer, note cards).</p> <p>B. Identify &amp; credit the reference sources used to gain information.</p> <p>C. Determine the appropriateness of an information source for a research topic.</p> <p>D. Summarize information from multiple sources into a research paper.</p>	<p>way (outline, graphic organizer, note cards).</p> <p>B. Interpret &amp; use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.</p> <p>C. Analyze &amp; paraphrase or summarize information gathered from a variety of sources into a research paper.</p> <p>D. Determine the appropriateness of an information source for a research topic.</p> <p>E. Identify &amp; credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.</p>	<p>systemic way (outline, graphic organizer, note cards).</p> <p>B. Analyze &amp; paraphrase or summarize information from a variety of sources into a research paper.</p> <p>C. Identify &amp; credit the sources used to gain information (bibliographies, footnotes, appendix).</p> <p>D. Identify &amp; apply test-taking strategies by answering different types and levels of question, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.</p> <p>E. Interpret &amp; use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p>
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<p><b>Writing/Grammar/Usage &amp; Mechanics</b></p> <p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>Writing/Grammar/Usage &amp; Mechanics</b></p> <p>The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas, and use graphic organizers to plan writing. Student will write clear, coherent, and focused papers, and progress through the stages of the writing process. Student will work independently and in self-directed writing teams to edit and revise.</p>	<p><b>Writing/Grammar/Usage &amp; Mechanics</b></p> <p>The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss &amp; keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.</p>	<p><b>Writing/Grammar/Usage &amp; Mechanics</b></p> <p>The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss &amp; keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.</p>
<p><b>Standard 1: Writing Process</b></p> <p>The student will use the writing process to write coherently.</p>	<p><b>Standard 1: Writing Process</b></p> <p>The student will use the writing process to write coherently.</p>	<p><b>Standard 1: Writing Process</b></p> <p>The student will use the writing process to write coherently.</p>	<p><b>Standard 1: Writing Process</b></p> <p>The student will use the writing process to write coherently.</p>
<ol style="list-style-type: none"> <li>1. Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.</li> <li>2. Understand &amp; demonstrate familiarity with writing process and format (beginning, middle, end) and structure of main idea, exposition, body, and conclusion.</li> <li>3. Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.</li> <li>4. Select a focus and an organizational structure based upon purpose/mode, audience, and required format.</li> </ol> <p>A. Write one or more drafts by categorizing ideas and organizing them into paragraphs.</p> <p>B. Blend paragraphs with effective transitions into longer compositions.</p>	<ol style="list-style-type: none"> <li>1. Use a variety of prewriting strategies, such as brainstorming, webbing, or using graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.</li> <li>2. Add details, examples, reasons, and evidence to develop and support an idea.</li> <li>3. Use organizational patterns such as spatial, chronological/sequential order, cause and effect, or climatic as appropriate to purpose.</li> <li>4. Use effective transitions for effective blending of sentences and paragraphs.</li> <li>5. Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.</li> <li>6. Use a variety of sentence types and lengths to contribute to fluency and interest.</li> <li>7. Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</li> <li>8. Publish &amp; present to peers &amp; adults.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a variety of prewriting strategies, such as brainstorming, webbing, or using graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.</li> <li>2. Add details, examples, reasons, and evidence to develop an idea.</li> <li>3. Use organizational patterns such as spatial, chronological/sequential order, cause and effect, or climatic as appropriate to purpose.</li> <li>4. Use effective transitions for effective blending of sentences and paragraphs.</li> <li>5. Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.</li> <li>6. Use a variety of sentence types and lengths to contribute to fluency and interest.</li> <li>7. Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</li> <li>8. Publish &amp; present to peers &amp; adults.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.</li> <li>2. Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climatic.</li> <li>4. Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.</li> <li>5. Use a variety of sentence types and lengths to contribute to fluency and interest.</li> <li>6. Revise multiple drafts individually and with peers.</li> <li>7. Edit for errors in Standard English usage,</li> </ol>



<p>5. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.</p> <p>6. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.</p> <p>7. Publish &amp; present writing to peers &amp; adults.</p>			<p>sentence structure, word choice, mechanics, and spelling.</p>
<p><b>Standard 2: Modes &amp; Forms of Writing</b></p> <p>Communicate through a variety of written forms, for various purposes, and to a specific audience or person</p>	<p><b>Standard 2: Modes &amp; Forms of Writing</b></p> <p>Student will write for a variety of purposes &amp; audiences using narrative, descriptive, expository, persuasive, and reflective modes. Write using the various modes of at least 500-700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience and purpose for reading.</p>	<p><b>Standard 2: Modes &amp; Forms of Writing</b></p> <p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.</p>	<p><b>Standard 2: Modes &amp; Forms of Writing</b></p> <p>Student will write for a variety of purposes &amp; audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes. Students will write creative, narrative, expository, argumentative, persuasive, reflective, and descriptive papers of at least 500-750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience and purpose for writing.</p>
<p>1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe, and reflect, while adjusting tone and style as appropriate</p>	<p>1. Compose fictional, biographical, and autobiographical narratives that:</p> <ul style="list-style-type: none"> <li>A. Establish &amp; develop a plot and setting with a distinct beginning, middle, and ending.</li> <li>B. Establish &amp; develop a setting, characters, and point of view appropriate for the narrative.</li> <li>C. Use a range of narrative devices, such as dialogue or suspense.</li> <li>D. Adjust tone &amp; style as necessary to make writing interesting and engaging to the audience.</li> </ul>	<p>1. Compose fictional, biographical, or autobiographical narratives that:</p> <ul style="list-style-type: none"> <li>A. Establish a plot using an action segment to create an effective sequence of events.</li> <li>B. Establish &amp; develop character(s) and setting.</li> <li>C. Maintain a consistent point of view.</li> <li>D. Use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.</li> <li>E. Adjust tone &amp; style as necessary to make writing interesting &amp; engaging to the audience.</li> </ul>	<p>1. Compose narrative text to include short stories, fictional, biographical, or autobiographical narratives that:</p> <ul style="list-style-type: none"> <li>A. Create &amp; develop a plot or sequence of events using well-chosen details that reveal the significance of each event.</li> <li>B. Create &amp; develop a character(s), including comparisons, that show the character's(s') beliefs &amp; qualities.</li> <li>C. Create &amp; develop an appropriate point of view.</li> </ul>

			<p>D. Create &amp; maintain a setting that enhances the narration.</p> <p>E. Adjust tone &amp; style to make writing more interesting and engaging to the audience.</p> <p>F. Use a range of narrative devices, including dialogue, internal monologue, suspense, specific action, physical &amp; background descriptions, and foreshadowing.</p> <p>G. Reveal the writer's attitude about the subject.</p> <p>H. Use sensory details and precise word choice.</p>
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<p>2. Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.</p>	<p>2. Compose expository text including descriptions, explanations, comparison and contrast, and problem and solution compositions that :</p> <p>A. State the thesis, main idea, or purpose.</p> <p>B. Explain the situation including supporting paragraphs with facts, details, and explanations.</p> <p>C. Organize the composition clearly &amp; appropriately for the purpose of the writing.</p> <p>D. Include evidence &amp; supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or reference books to support arguments and conclusions.</p>	<p>2. Compose expository text to include research reports that:</p> <p>A. State the thesis and include relevant and focused questions about the topic.</p> <p>B. Communicate clear and accurate perspectives on the subject.</p> <p>C. Include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, magazines, newspapers, dictionaries, online sources, and other reference materials.</p> <p>D. Document sources with reference notes and a bibliography.</p>	<p>2. Compose expository texts including research reports, technical documents, and other informational texts that:</p> <p>A. Define a research thesis.</p> <p>B. Integrate important ideas, concepts, or direct quotations from significant information sources.</p> <p>C. Identified a variety of primary &amp; secondary sources and distinguish the nature and value of each.</p> <p>D. Organizes &amp; displays information on charts, tables, maps, and graphs,</p> <p>E. Document sources as appropriate to style.</p> <p>F. Create technical documents using appropriate style and format that identify the necessary sequence or process.</p>
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<p>3. Write creative narratives &amp; poems, use varied word choice, dialogue, and figurative language when appropriate to make the writing engaging to the audience.</p>	<p>3. Compose persuasive/argumentative compositions that:</p> <p>A. State a clear position on a proposition or proposal.</p> <p>B. Support the position with organized &amp; relevant evidence and effective emotional support.</p> <p>C. Predict, identify, and address reader concerns &amp; counterarguments.</p> <p>D. Create an advertisement for a product to try to convince readers to buy the product.</p>	<p>3. Compose persuasive/argumentative compositions that:</p> <p>A. State a clear position or perspective in support of a proposition or proposal.</p> <p>B. Describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.</p> <p>C. Predict, identify, and address reader concerns and counterarguments.</p>	<p>3. Compose persuasive / argumentative compositions that:</p> <p>A. Includes a well-defined thesis that makes a clear and knowledgeable appeal.</p> <p>B. Presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.</p> <p>C. Provides details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments.</p>
<p>4. Write personal, persuasive, formal letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.</p>	<p>4. Compose reflective papers that may address one or the following purposes:</p> <p>A. Express the individual's insight into conditions or situations.</p> <p>B. Compare a scene from a work of fiction with a lesson learned from experience.</p> <p>C. Complete a self-evaluation.</p>	<p>4. Compose reflective papers that accomplish one of the purposes:</p> <p>A. Express the individual's insight into conditions or situations.</p> <p>B. Compare a scene from a work of fiction with a lesson learned from experience.</p> <p>C. Complete a self-evaluation on a class performance.</p>	<p>4. Compose reflective papers to:</p> <p>A. Express the individual's insight into conditions or situations.</p> <p>B. Compare a scene from a work of fiction with a lesson learned from experience.</p> <p>C. Complete a self-evaluation on a class performance.</p>

<p>5. Write expository pieces with multiple paragraphs that</p> <ul style="list-style-type: none"> <li>A. provide introductory paragraph.</li> <li>B. establish &amp; support a central theme or idea with a thesis statement.</li> <li>C. Include supporting paragraphs with simple facts, details, and explanations.</li> <li>D. Present important ideas and events in sequence or in chronological order.</li> <li>E. Provide details &amp; transitions to link paragraphs.</li> <li>F. Conclude with a paragraph that summarizes the points.</li> <li>G. Use correct indentation at the beginning of paragraphs</li> <li>H. Use at least three sources of valid &amp; reliable information, including books, newspapers, periodicals, online and media sources.</li> </ul>	<p>5. Write responses to literature, including poetry, that:</p> <ul style="list-style-type: none"> <li>A. Include an interpretation that shows careful reading, understanding, and insight.</li> <li>B. Organize the interpretation around several clear ideas.</li> <li>C. Develop &amp; justify the interpretation through the use of examples and evidence from the text.</li> </ul>	<p>5. Write responses to literature, including poetry that:</p> <ul style="list-style-type: none"> <li>A. Develop interpretations that show careful reading, understanding, and insight.</li> <li>B. Organize the interpretation around several clear ideas, premises, or images for the literary work.</li> <li>C. Justify interpretation through sustained use of examples and evidence from the text.</li> </ul>	<p>5. Compose responses to literature, including poetry, that:</p> <ul style="list-style-type: none"> <li>A. Demonstrate careful reading &amp; insight into interpretations.</li> <li>B. Connect responses to the writer's techniques &amp; to specific textual references.</li> <li>C. Make supported inferences about the effects of a literary work on its audience.</li> <li>D. Support judgments with references to the text, other works, other authors, or to personal knowledge.</li> </ul>
<p>6. Write research reports about important ideas, issues, or events that</p> <ul style="list-style-type: none"> <li>A. Frame questions about an idea or issue to direct the investigation.</li> <li>B. Have a main idea or topic.</li> <li>C. Develop the topic with simple facts, details, examples, and explanations to support the main idea.</li> <li>D. Use at least three different types of sources, including speakers, firsthand interviews, reference materials, and online information.</li> </ul>	<p>6. Write for different purposes and to a specific audience or person adjusting tone and style as necessary to make the writing interesting.</p>	<p>6. Compose summaries of reading material that:</p> <ul style="list-style-type: none"> <li>A. Include the main ideas and most significant details.</li> <li>B. Use the student's own words, except for quotations.</li> <li>C. Reflect underlying meaning, not just the superficial details.</li> </ul>	<p>6. Write for different purposes and to a specific audience or person adjusting tone and style as necessary to make writing interesting.</p>

<p>7. Write responses to literature that:</p> <p>A. Demonstrate a understanding of a designated literary work.</p> <p>B. Support judgments by referring &amp; connecting to prior knowledge.</p> <p>C. Develop interpretations &amp; evaluations that exhibit careful reading and understanding.</p>	<p>7. Compare summaries of reading material that:</p> <p>A. Include the main idea and most significant details.</p> <p>B. Use the student's own words except for direct quotations.</p>	<p>7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.</p>	<p>7. Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.</p>
<p>8. Write persuasive compositions that:</p> <p>A. State a clear position in support of a proposal.</p> <p>B. Support a position with relevant evidence and effective emotional appeals in order to persuade.</p> <p>C. Organize supporting statements from the most appealing to the least powerful.</p> <p>D. Include &amp; address reader/audience concerns.</p>	<p>8. Compose friendly and formal letters and emails</p> <p>~ Continue to produce other writing forms introduced in earlier grades.</p>	<p>8. Write friendly, formal letters and emails, continue to produce other writing forms introduced in earlier grades.</p>	<p>8. Use appropriate essay test-taking and timed-writing strategies that:</p> <p>A. Budget time for prewriting, drafting, revising, and editing.</p> <p>B. Prioritize the question/prompt.</p> <p>C. Identify the common directives from the prompt (<i>explain, compare, evaluate, define, develop</i>).</p> <p>D. Analyze the question or prompt and determine the appropriate mode of writing.</p> <p>E. Apply appropriate organizational methods to thoroughly address the prompt.</p> <p>F. Utilize an editing checklist or assessment rubric, if provided.</p>
	<p>9. Use appropriate essay test-taking and timed-writing strategies that:</p> <p>A. Address and analyze the question (prompt).</p> <p>B. Use organizational methods required by the prompt.</p> <p>C. Utilize an editing checklist or assessment rubric, if provided.</p>	<p>9. Use appropriate essay test-taking and timed-writing strategies that:</p> <p>A. Address and analyze the question (prompt).</p> <p>B. Use organizational methods required by the prompt.</p> <p>C. Utilize an editing checklist or assessment rubric, if provided.</p>	<p>9. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>
	<p>10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>	<p>10. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>	

<b>Standard 3: Grammar/Usage/Mechanics</b> The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	<b>Standard 3: Grammar/Usage/Mechanics</b> The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	<b>Standard 3: Grammar/Usage/Mechanics</b> The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.	<b>Standard 3: Grammar/Usage/Mechanics</b> The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.
<p>1. Grammar/Usage</p> <p>Recognize &amp; use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.</p> <p>A. Singular &amp; plural forms of nouns and pronouns.</p> <p>B. Nominative, objective, reflexive, and possessive pronouns.</p> <p>C. Relative and intensive pronouns.</p> <p>D. Subject, indirect, direct object, and object of preposition.</p> <p>E. Transitive and intransitive verbs.</p> <p>F. Present, past, future, and present perfect verb tenses.</p> <p>G. Positive, comparative, and superlative adjectives.</p> <p>H. Time, place, manner, and degree adverbs.</p> <p>I. Comparative forms of adverbs</p> <p>J. Subject-verb agreement</p> <p>K. Restrictive and nonrestrictive clauses and phrases.</p> <p>L. Subordinate adverb, adjective, and noun</p>	<p>1. <b>Standard English Usage</b></p> <p>Demonstrate correct usage of Standard English in speaking and writing as appropriate to 6th grade.</p> <p>A. Identify concrete, abstract, and collective nouns.</p> <p>B. Identify the principal parts of verbs to form verb tenses.</p> <p>C. Identify linking, transitive, and intransitive verbs.</p> <p>D. Identify nominative, objective, and possessive pronouns correctly.</p> <p>E. Correctly use pronoun reference, and make pronouns agree with their antecedents.</p> <p>F. Correctly form and use adverb clauses.</p> <p>H. Identify and correctly use appositives, restrictive, and nonrestrictive clauses and phrases.</p> <p>I. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.</p> <p>J. Use prepositional phrases to elaborate written ideas.</p>	<p>1. <b>Standard English Usage</b></p> <p>Demonstrate correct use of Standard English in speaking and writing.</p> <p>A. Recognize nominative, possessive, and objective nouns.</p> <p>B. Recognize abstract, concrete, and collective nouns.</p> <p>C. Recognize the principal parts of regular and irregular verbs.</p> <p>D. Use the principal parts of verbs to form verb tenses.</p> <p>E. Identify transitive, intransitive, and linking verbs.</p> <p>F. Make subject and verbs agree.</p> <p>G. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.</p> <p>H. Use nominative, objective, and possessive pronouns correctly.</p> <p>I. Make pronouns agree with their antecedents.</p> <p>J. Use correct pronoun reference.</p> <p>K. Correctly form and use the positive, comparative, and superlative forms of adjectives.</p>	<p>1. <b>Standard English Usage</b></p> <p>Demonstrate correct usage of Standard English in speaking and writing as appropriate to 8th grade.</p> <p>A. Use the principle parts of verbs &amp; progressive verb forms.</p> <p>B. Identify &amp; correctly use transitive &amp; intransitive verbs.</p> <p>C. Identify and correctly use linking verbs.</p> <p>D. Make subject and verbs agree.</p> <p>E. Identify personal, reflexive, and intensive pronouns.</p> <p>F. Use nominative, objective, and possessive nouns and pronouns correctly.</p> <p>G. Use correct pronoun reference and make pronouns agree with their antecedents.</p> <p>H. Identify and use abstract, concrete, and collective nouns.</p> <p>I. Correctly form and use the positive, comparative, and superlative forms of adjectives.</p> <p>J. Identify and use appositives and appositive phrases.</p>



<p>clauses.</p> <p>M. Pronoun antecedents and reference.</p> <p>N. Coordinating and correlating conjunctions.</p>	<p>K. Correctly use all conjunctions.</p> <p>L. Correctly identify and use interjection.</p> <p>M. Distinguish commonly confused words (two/to/too; there/their/they're; affect/effect; accept/except).</p> <p>N. Form regular and irregular plurals correctly.</p> <p>O. Make subjects and verb agree.</p>	<p>L. Correctly identify and use interjections.</p> <p>M. Correctly identify and use restrictive and nonrestrictive clauses, appositives, participial and prepositional phrases.</p> <p>N. Correctly use all conjunctions.</p> <p>O. Distinguish commonly confused words (to/too/two; there/their/they're; affect/effect; accept/except).</p>	<p>K. Use verbals (infinitives, gerunds, participles) to vary sentence structure in writing.</p> <p>L. Correctly identify and use independent, dependent, restrictive, and nonrestrictive clauses and phrases.</p> <p>M. Correctly use all conjunctions.</p> <p>N. Distinguish commonly confused words (there/their/they're; two/to/too; accept/except; affect/effect)</p>
<p>2. Mechanics</p> <p>Demonstrate appropriate language mechanics in writing.</p> <p>A. Capitalize correctly proper nouns, such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges / universities, languages, race, nationalities, and religions.</p> <p>B. Capitalize correctly proper adjectives.</p> <p>C. Capitalize correctly conventions of letter writing.</p> <p>D. Indent beginning lines of paragraphs.</p>	<p>2. Sentence Structure</p> <p>Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, interrogative)</p> <p>A. Correct sentence run-ons and fragments.</p> <p>B. Correct dangling and misplaced modifiers.</p> <p>C. Differentiate between dependent, independent, restrictive, and nonrestrictive clauses.</p> <p>D. Write simple and compound sentences.</p> <p>E. Compose sentences with simple, complete, and compound predicate.</p> <p>F. Indent paragraphs as needed for specified format.</p>	<p>2. Sentence Structure</p> <p>Demonstrate appropriate sentence structure in writing.</p> <p>A. Correct all run-ons and fragments.</p> <p>B. Correct dangling and misplaced modifiers.</p> <p>C. Differentiate between dependent and independent clauses.</p> <p>D. Write simple, compound, complete, and complex sentences of varying length.</p> <p>E. Write sentences with simple, complete, and compound predicates.</p> <p>F. Indent paragraphs as necessary to conform to specified format.</p>	<p>2. Mechanics and Spelling</p> <p>Demonstrate appropriate language mechanics in writing.</p> <p>A. Apply the capitalization rules appropriately in writing.</p> <p>B. Punctuate correctly in writing, including:</p> <ul style="list-style-type: none"> <li>i. Commas</li> <li>ii. Quotation Marks</li> <li>iii. Apostrophes</li> <li>iv. Colons and semicolons</li> <li>v. Conventions of letter writing</li> <li>vi. Hyphens, dashes, parentheses</li> </ul> <p>C. Distinguish correct spelling of commonly misspelled words and homonyms.</p>

<p>3. Punctuation</p> <p>Demonstrate appropriate punctuation in writing.</p> <p>A. Parentheses</p> <p>B. Quotation Marks</p> <p>C. Terminal punctuation (period, exclamation point, question mark)</p> <p>D. Punctuation after initials</p> <p>E. Apostrophes in contractions and possessives.</p> <p>F. Conventions of letter writing.</p> <p>G. Colons, semi-colons, and commas.</p> <p>H. Hyphens and dashes</p>	<p>3. Mechanics and Spelling</p> <p>Demonstrate appropriate language mechanics in writing</p> <p>A. Apply the capitalization rules appropriately in writing.</p> <p>B. Punctuate correctly in writing</p> <p>i. End punctuation</p> <p>ii. Commas to separate words in a series, city &amp; state, quotation, and sentence and to set off nonrestrictive phrases.</p> <p>iii. Quotation marks</p> <p>iv. Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation.</p> <p>v. Conventions of writing</p> <p>C. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	<p>3. Mechanics and Spelling</p> <p>Demonstrate appropriate language mechanics in writing.</p> <p>A. Apply the capitalization rules appropriately in writing.</p> <p>B. Punctuate correctly in writing, including:</p> <p>i. end punctuation</p> <p>ii. commas to separate words in a series, city &amp; state, quotation &amp; sentence, and to set off nonrestrictive phrases.</p> <p>iii. quotation marks</p> <p>iv. colon and semicolon</p> <p>v. apostrophes in contractions and possessives.</p> <p>vi. hyphens and dashes</p> <p>vii. conventions of letter writing.</p> <p>C. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	<p>3. Sentence Structure</p> <p>Demonstrate appropriate sentence structure in writing.</p> <p>A. Correct sentence run-ons and fragments.</p> <p>B. Correct dangling and misplaced modifiers.</p> <p>C. Differentiate between dependent, independent, restrictive, and nonrestrictive clauses.</p> <p>D. Simple, compound, complex, and compound-complex sentences.</p> <p>E. Compose sentences with simple, complete, and compound predicates.</p>
<p>4. Sentence Structure</p> <p>Demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences.</p> <p>A. Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.</p> <p>B. Create sentences with an understood subject.</p> <p>C. Correct sentence fragments and run-ons.</p>			

## 5. Spelling

Demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

A. Spell previously misspelled words correctly in final writing product.

B. Spell correctly roots, inflections, suffixes, prefixes, and syllable construction.

C. Spell homophones correctly according to usage and other words that are commonly misspelled in the English language.

D. Use word reference materials including, glossary, dictionary, thesaurus, and technology to check and correct spelling.

## 6. Handwriting

Demonstrate appropriate, legible handwriting in the writing process.

<b>Oral Language / Listening and Speaking</b> The student will demonstrate thinking skills in listening and speaking	<b>Oral Language / Listening and Speaking</b> The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.	<b>Oral Language / Listening and Speaking</b> The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.	<b>Oral Language / Listening and Speaking</b> The student will demonstrate thinking skills in listening and speaking. Deliver focused coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.
<b>Standard 1: Listening</b> The student will listen for information and for pleasure.	<b>Standard 1: Listening</b> The student will listen for information and for pleasure.	<b>Standard 1: Listening</b> The student will listen for information and for pleasure.	<b>Standard 1: Listening</b> The students will listen for information and for pleasure.
1. Interpret a speaker's verbal and nonverbal message, purpose, and perspective. 2. Listen critically and respond appropriately to oral communication to seek information not already discussed.	1. Identify the major ideas and supporting evidence in informative and persuasive messages. 2. Determine the purpose for listening (gathering information, problem solving, enjoying, analyzing, etc.). 3. Recognize and understand barriers to effective listening (internal / external distractions, personal bias, conflicting demands). 4. Evaluate the spoken message in terms of content, credibility, and delivery.	1. Identify the major ideas and supporting evidence in informative and persuasive messages. 2. Listen in order to identify and discuss topic, purpose, and perspective. 3. Recognize and understand barriers to effective listening (internal/external distractions, personal bias, conflicting demands). 4. Evaluate the spoken message in terms of content, credibility, and delivery.	1. Identify the major ideas and supporting evidence in informative and persuasive messages. 2. Listen in order to identify and discuss topic, purpose, and perspective. 3. Recognize and understand barriers to effective listening (internal/external distractions, personal bias, conflicting demands). 4. Evaluate the spoken message in terms of content, credibility, and delivery.

<b>Standard 2: Speaking</b> The student will express ideas and opinions in group or individual situations.	<b>Standard 2: Speaking</b> The student will express ideas and opinions in group or individual situations.	<b>Standard 2: Speaking</b> The student will express ideas and opinions in group or individual situations.	<b>Standard 2: Speaking</b> The student will express ideas and opinions in group or individual situations.
<ol style="list-style-type: none"> <li>1. Speak articulately &amp; audibly before a group using appropriate delivery (enunciation, volume, timing, gesture) and language skills (pronunciation, word choice, usage).</li> <li>2. Present effective introductions &amp; conclusions that guide &amp; inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.</li> <li>3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</li> <li>4. Engage the audience with appropriate words, phrasing, facial expressions, and gestures.</li> <li>5. Deliver narrative presentation that establish a situation, develop a plot, points of view, and setting with descriptive words and phrases.</li> <li>6. Deliver informational presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.</li> <li>7. Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</li> <li>2. Compose a presentation with a well-organized introduction, body and conclusion that is appropriate for different purposes, audiences, and occasions.</li> <li>3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</li> <li>2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.</li> <li>3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).</li> <li>4. Use level-appropriate vocabulary in speech (metaphorical language, sensory details, specialized vocabulary).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</li> <li>2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.</li> <li>3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).</li> <li>4. Use level-appropriate vocabulary in speech (metaphorical language, sensory details, specialized vocabulary).</li> <li>5. Adjust message, wording, and delivery according to particular audience and purpose.</li> </ol>

**Standard 3: Group Interaction** - The student will use effective communication strategies in pairs and small group context.

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading and writing.

**\*N/A for Grades 6, 7, and 8.**



<b>Visual Literacy:</b> <i>The student will interpret, evaluate, and compose visual messages.</i>	<b>Visual Literacy:</b> <i>The student will interpret, evaluate, and compose visual messages</i>	<b>Visual Literacy:</b> <i>The student will interpret, evaluate, and compose visual messages.</i>	<b>Visual Literacy:</b> <i>The student will interpret, evaluate, and compose visual messages.</i>
<b>Standard 1: Interpret Meaning</b> The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers represent meaning.	<b>Standard 1: Interpret Meaning</b> The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers represent meaning.	<b>Standard 1: Interpret Meaning</b> The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	<b>Standard 1: Interpret Meaning</b> The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.
1. Distinguish fact, opinion, and fiction in print and nonprint media. 2. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	1. Interpret a variety of messages conveyed by visual images (main concept, details, theme, lessons, viewpoints). 2. Identify film and television features that characterize different styles of dress and genres (setting in a western or drama).	1. Interpret a variety of messages conveyed by visual images. 2. Identify film and television features that characterize different style of dress and genres (setting in a western or drama).	1. Interpret how language choice is used to enhance visual media. 2. Identify and explain reasons for varied interpretations of visual media.
<b>Standard 2: Evaluate Meaning</b> The student will evaluate visual and electronic media, such as film, as compared with print messages.	<b>Standard 2: Evaluate Meaning</b> The student will evaluate visual and electronic media, such as film, as compared with print messages.	<b>Standard 2: Evaluate Meaning</b> The student will evaluate visual and electronic media, such as film, as compared with print messages.	<b>Standard 2: Evaluate Meaning</b> The student will evaluate visual and electronic media, such as film, as compared with print messages.
1. Interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers represent meaning. 2. Compare and contrast print, visual, and electronic media, such as film, with a written story. 3. Listen to, view, or read literature which tells of characters in American and other cultures. 4. Analyze media sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations. 2. Identify basic elements of advertising in visual media. 3. Evaluate how different media forms influence and inform viewers. 4. Assess how language, medium, and presentation contribute to the message.	1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations. 2. Identify basic elements of advertising in visual media. 3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.	1. Use a variety of criteria to evaluate and form viewpoints of visual media. 2. Establish criteria for selecting or avoiding specific programs. 3. Assess how language medium and presentation contribute to the message.

<p><b>Standard 3: Compose Visual Messages</b></p> <p>The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.</p>	<p><b>Standard 3: Compose Visual Messages</b></p> <p>The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.</p>	<p><b>Standard 3: Compose Visual Messages</b></p> <p>The student will create a visual message that effectively communicates an idea.</p>	<p><b>Standard 3: Compose Visual Messages</b></p> <p>The student will create a visual message that effectively communicates an idea.</p>
		<ol style="list-style-type: none"> <li>1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.</li> <li>2. Use media forms to create a visual message that will compare and contrast ideas and points of view.</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce visual images, messages, and meanings that communicate with others.</li> <li>2. Use media forms to create a visual message that will compare and contrast ideas and points of view.</li> </ol>