

## LANGUAGE ARTS

### Writing - Writing Applications (Genres and Their Characteristics)

Grade 6	Grade 7	Grade 8
<p>Students write narrative, expository, persuasive and descriptive text (of at least 500 to 700 words), demonstrating command of standard English and the research, organizational and drafting strategies outlined in Writing Strategies.</p> <p><b>1. Applications</b></p> <p>6.1.1 write narratives that</p> <ol style="list-style-type: none"> <li>1) establish a context or create a point of view that offers some insight or meaning to the experience narrated</li> <li>2) include sensory details and concrete language to develop plot and character narrated</li> <li>3) use a range of narrative strategies such as dialogue and suspense</li> </ol> <p>6.1.2 write expository text including essays of description, explanation, comparison and contrast and problem/solution that</p> <ol style="list-style-type: none"> <li>1) state the thesis or purpose of the paper, describing the situation</li> <li>2) follow an organizational pattern particular to its type (e.g., if description is spatial; if problem/solution, is paired)</li> <li>3) offer persuasive evidence for the validity of the description, proposed solutions, etc.</li> </ol> <p>6.1.3 write research reports that</p> <ol style="list-style-type: none"> <li>1) pose relevant questions narrow enough to be thoroughly covered</li> <li>2) support the main idea(s) with facts, details, examples and explanations from multiple authoritative sources (speakers, periodicals,</li> </ol>	<p>Students write narrative, expository, persuasive and descriptive text (of at least 500 to 700 words), demonstrating command of standard English and the research, organizational and drafting strategies outlined in Writing Strategies.</p> <p><b>1. Applications</b></p> <p>7.1.1 write narratives that</p> <ol style="list-style-type: none"> <li>1) develop a standard plot line (beginning, conflict, rising action, climax, denouement)</li> <li>2) develop complex major and minor characters and a definite setting</li> <li>3) use a range of appropriate strategies, such as dialogue, suspense, naming and specific narrative action (e.g. movement, gestures, expressions)</li> </ol> <p>7.1.2 write research reports that</p> <ol style="list-style-type: none"> <li>1) pose relevant and tightly drawn questions about the topic</li> <li>2) convey clear and accurate perspectives on the subject</li> <li>3) include evidence generated through the formal research process (e.g. card catalog, Reader's Guide to Periodical Literature, computer catalog, 4) credit reference sources with footnotes and a bibliography</li> </ol> <p>7.1.3 write persuasive essays that</p> <ol style="list-style-type: none"> <li>1) state a clear position or perspective in support of a proposition or proposal</li> <li>2) describe the points in support of the proposition, employing well-articulated evidence</li> </ol>	<p>Students write narrative, expository, persuasive and descriptive text (of at least 500 to 700 words), demonstrating command of standard English and the research, organizational and drafting strategies outlined in Writing Strategies.</p> <p><b>1. Applications</b></p> <p>8.1.1 write narratives (e.g., biographies, autobiographies, and short stories) that</p> <ol style="list-style-type: none"> <li>1) relate a clear, coherent incident, event or situation by using well-chosen details</li> <li>2) reveal the significance of or the writer's attitude about, the subject</li> <li>3) employ narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description and comparison or contrast of characters</li> </ol> <p>8.1.2 write research reports that</p> <ol style="list-style-type: none"> <li>1) define a thesis</li> <li>2) record important ideas, concepts and direct quotations from significant information sources, paraphrasing and summarizing all perspectives on the topic as appropriate</li> <li>3) use a variety of primary and secondary sources, distinguishing the nature and value of each</li> <li>4) organize and record information on charts, maps and graphs</li> </ol> <p>8.1.3 write responses to literature that</p> <ol style="list-style-type: none"> <li>1) extend beyond summary and literal analysis in responding to a literary work</li> </ol>

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<p>online searches) 3) use a bibliography</p> <p>6.1.4 write a response to literature that 1) develops an interpretation which exhibits careful reading, understanding and insight 2) organizes the interpretation around several clear ideas, premises or images 3) develops and justifies the interpretation through sustained use of examples and textual evidence</p> <p>6.1.5 write persuasive text that 1) states a clear position in support of a proposition or proposal 2) supports the position with organized and relevant evidence</p>	<p>7.1.4 write summaries of reading materials that 1) contain the main ideas of the event/article plus the most significant details 2) are written in own words, except for material quoted from the source 3) reflect the underlying meaning of the source, not just the superficial details</p>	<p>2) connect own responses to the writer's techniques and to specific textual references 3) draw supported inferences about the effects of to literary work on its audience 4) support judgments through references to the text, other works, other authors or to personal knowledge</p> <p>8.1.4 write persuasive text that 1) includes a well-defined thesis that makes a clear and knowledgeable judgment 2) supports arguments with detailed evidence, examples and reasoning, differentiating between evidence and opinion 3) arranges details, reasons and examples, effectively anticipating and answering reader concerns and counter-arguments</p> <p>8.1.5 write text related to career development including business letters and job applications that 1) has an audience and purpose clearly evident in the communication 2) addresses audience needs, stated purpose and context in an efficient manner 3) follows the conventional style for the type (e.g., letter, memo, message)</p>