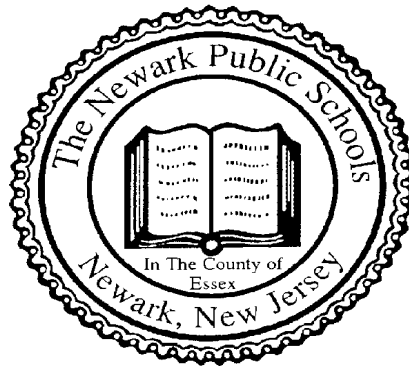


NEWARK PUBLIC SCHOOLS
2002-2003

GRADES 6-8
LANGUAGE ARTS
LITERACY CURRICULUM



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**LANGUAGE ARTS
LITERACY
CURRICULUM GUIDE

GRADES 6-8**

Office of Language Arts Literacy

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The Newark Public Schools Mission Statement

The Newark Public Schools District recognizes that each child is a unique individual who possesses talents, abilities, goals, and dreams. We further recognize that each child can only be successful when we acknowledge all aspects of children's lives; addressing their needs, enhancing their intellect, developing their character, and uplifting their spirit. Finally, we recognize that individuals learn, grow, and achieve differently, and it is therefore critical that we provide a variety of programs based on students' needs.

As a district we recognize that education does not exist in a vacuum. In recognizing the rich diversity of our student population, we also acknowledge the richness of the diverse environment that surrounds us. The numerous cultural, educational, and economic institutions that are part of the greater Newark community play a critical role in the lives of our children. It is equally essential that these institutions become an integral part of our educational program.

To this end the Newark Public Schools is dedicated to providing a quality education, which embodies a philosophy of critical and creative thinking, and is designed to equip each graduate with the knowledge and skills needed to be a productive citizen. Accountability at every level is an integral part of our approach. Our educational program is informed by rigorous academic standards, high expectations, and equal access to programs that provide for and motivate a variety of interests and abilities for every student based on his or her needs.

The Newark Public Schools Curriculum Philosophy

The purpose of education is to enable each student to acquire critical thinking skills, knowledge, concepts, processes, and attitudes to successfully function in society. Inherent in the education process is the recognition that each student is unique. The process allows students' innate abilities and talents to be revealed and developed to their fullest potential. The curriculum is the vehicle that ensures academic rigor and standardization of instruction for all students. To that end, a performance-based, continuous-progress model shall be used to assure that, upon graduation, students possess the skills, knowledge, concepts, and cognitive processes to have a successful experience in higher education and in the workplace.

LANGUAGE ARTS LITERACY: Grades 6 - 8

INTRODUCTION

“...For children, as for everyone, language is the primary instrument for making sense of the world and a primary way to connect with others. While language is a powerful means for communicating, it goes beyond the mere sharing of ideas and information. Language evokes histories, emotions, values, issues, knowledge, and inventions. It is what we share and what sets us apart, one from another” (*New Jersey Core Curriculum Standards*. May, 1996, p. 3-1).

During the last thirty years we have witnessed a paradigm shift concerning language arts literacy instruction. The former emphasis on students' decoding and written products have given way to a thoughtful inquiry concerning the constructive processes students use to compose texts as readers, writers, speakers, listeners, and viewers; the nature and influence of the community on the learner and the text; and the development of alternative assessment practices to measure what student know and can do. With such a shift comes the need to re-examine curriculum in both its content and its form.

Beliefs

The Language Arts Literacy curricula for Grades 7-8 appear on the following pages. Inherent in the standards, goals, and objectives are the following beliefs:

1. Readers, writers, speakers, listeners, and viewers in the middle school grades need regular chunks of time to generate, extend, revise, edit and publish text.
2. Readers, writers, speakers, listeners, and viewers need their own topics for inquiry and a multiplicity of sources from which to draw.
3. Readers, writers, speakers, listeners, and viewers need response.
4. Readers, writers, speakers, listeners, and viewers learn mechanics and other conventions of language in context.
5. Students need to know adults who read, write, speak, listen, and view for a variety of audiences and in a variety of contexts.

6. Writers, speakers, listeners, and viewers need to read.
7. Readers need to write, speak, listen, and view.
8. Readers, writers, speakers, listeners, and viewers need genuine purposes.
9. Reading and writing are cognitive processes embedded in social contexts.
10. Students need opportunities to listen actively in a variety of situations to information from a variety of sources.
11. Students need to view, understand, and interact with non-textual visual/auditory information.
12. Students need to speak and write for a variety of real purposes and audiences.

In order to enact, support and refine this curriculum, an integrated approach to language arts literacy that focuses on metacognitive and cognitive processes and products is outlined in this document. Strategies that help students generate, extend, refine, and in some situations publish text is the major thrust emphasized. Some years ago, Jerome Bruner wrote of the spiral curriculum (*The Process of Education*, 1963). He said, "Learning should not only take us somewhere; it should allow us to go further more easily...[The spiral curriculum] consists of learning initially not a skill but a general idea, which can then be used as a basis for recognizing subsequent problems as social cases of the idea originally mastered. This type of transfer is at the heart of the educational process—the continual broadening and deepening of knowledge in terms of basic and general ideas" (p. 16).

This curriculum guide was designed to help educators enable students to broaden and deepen their knowledge of language arts literacy through an integrative approach. As a result, the type of learning situations fostered in the intermediate grades is not on the surface very different from what instruction looks and sounds like at the middle level. What is different however is the depth and breadth of the experiences. Further, we accept that children do not all develop at the same rate—nor do their rates of development proceed linearly. For example, there may be some seventh graders who are able to compose text, be it as a reader, speaker, listener, viewer and/or writer similar to that of typical ninth graders. Or there may be some eighth graders who struggle to compose text and whose articulated work resembles that of typical fifth graders. This guide addresses such situations by insisting that teachers provide developmentally appropriate instruction based on what students can do and to then provide the necessary scaffolding for students to succeed with grade-appropriate tasks.

Learning to read, write, speak, view, and listen well involves the study of craft and the evoking of art. Nobel Prize winner, Toni Morrison reminds us, "If writing is thinking, and discovery and selection and order and meaning, it is also awe and reverence and mystery and magic." An integrated language arts literacy approach affords students the opportunity to build on developed strengths, to refine new cognitive and metacognitive strategies, to take the necessary risks in order to grow as learners, and to create and share stories.

Curriculum Design

The instructional and curricular design of the middle school language arts literacy program is recursive; that is, the same major strategies and skills are taught and reinforced across the middle school grade levels. The curriculum is designed to ensure that each student will have command of the essential skills of listening, speaking, reading, writing, spelling, and viewing. Through oral and written language, students will develop and expand their concepts of themselves, people, places, and events in the world around them. Skills in drama emphasize the role of the student as a participant, viewer/listener, and critic, as well as enriching the language arts.

Skills and strategies are developed by students interacting with text via a literature-based reading program, trade books, non-print text, student-generated text, and supplementary materials that can be used across the curriculum and grade levels. Students demonstrate their understanding of language by responding to text in a variety of ways. The integration of listening, speaking, reading, writing, and viewing—supports the holistic approach to instruction and is enacted in part through thematic units of instruction, through the practices of a balanced literacy approach (reading and writing aloud, collaborative reading and writing, scaffolded reading and writing, and independent reading and writing), and through direct instruction as fostered through the reading series. Further all learners actively compose, extend, and revise text as readers, writers, listeners, speakers, and viewers.

Creative and critical thinking activities encourage students to generate, ponder, revise, extend, and transform choices. It is recognized that *all* students need to be challenged and that our expectations need to uniformly remain high. Further, we acknowledge and support the use of activities designed to explore global multicultural perspectives as they have the potential to generate appreciation and respect for cultural identities of self and others.

Our middle school program engages children in reading, writing, speaking, listening, and viewing for pleasure, for information and to construct knowledge; requires personal and critical responses; and seeks to create a “community of learners” who can be engaged in their learning now and for the future.

LANGUAGE ARTS LITERACY: GRADES 6-8

OVERALL COURSE STANDARDS

STANDARD 1. Reading Fluency

The student will demonstrate gradelevel achievement in reading, using appropriate strategies for decoding words and for developing vocabulary.

STANDARD 2: Reading Strategies

The student will read strategically, using procedures, techniques, and rates appropriate to the text and to the purpose for reading.

STANDARD 3: Reading Comprehension

The student will demonstrate effective literal, interpretive, responsive, and critical comprehension when reading gradelevel texts.

STANDARD 4: Response to Literature

The student will read and evaluate gradelevel literature, recognizing and analyzing literary elements, literary language, and genres.

STANDARD 5. Writing Fluency/Conventions

The student will demonstrate fluency in written text through organizational structure, use of topic and supporting detail, transitions, word choice, grammar, syntax, capitalization, punctuation, and spelling.

STANDARD 6. Writing Strategies

The student will use the strategies of the writing process to organize ideas, prepare drafts, revise texts, and publish finished manuscripts.

STANDARD 7. Writing Form and Purpose

The student will demonstrate proficiency in producing written texts in a variety of forms and for a variety of purposes.

STANDARD 8. Listening and Viewing Strategies

The student will apply listening and viewing strategies, using procedures and techniques appropriate to a presentation and to the purpose for listening or viewing.

STANDARD 9. Listening and Viewing Comprehension

The student will demonstrate literal, interpretive, responsive, and critical comprehension when listening to and viewing a variety of nonprint presentations.

STANDARD 10. Speaking Fluency/Conventions

The student will express ideas with clarity, coherence, conciseness, and conventional English in oral communication.

STANDARD 11. Speaking Strategies

The student will apply appropriate strategies to deliver an oral presentation.

STANDARD 12. Speaking Form and Purpose

The student will demonstrate proficiency in producing oral presentations in a variety of forms and for a variety of purposes.

STANDARD 13. Group Participation

The student will use language arts concepts and skills with proficiency when participating in group activities.

STANDARD 14. Technology and Information

The student will use technology and traditional resources to locate and process information.

Modes of Instruction

The language arts literacy standards that are defined in this document specify the outcomes sought for all learners. To that end, a multiplicity of instructional structures and strategies need to be employed by the teacher. Teachers are encouraged to use whole class, small group, and individual structures when teaching.

To create and comprehend texts, students need to learn a range of strategies. By guiding student reflection and discussing the processes involved, teachers help students become more aware of the range of approaches available. Students develop a repertoire of strategies from which to select the most appropriate means of achieving communication.

Strategies for reading include:

- techniques such as generating lists of books by genre, topic, and author; reading the cover and contents page when selecting texts
- predicting, checking, confirming and self correcting using the students' own knowledge of a topic
- browsing, skimming and scanning for key words and content

Strategies for writing include:

- rehearsing, drafting, reviewing, editing, and publishing
- using word processing, graphics, and authoring programs to publish texts
- using phonetic, visual and morphemic strategies when spelling

Strategies for speaking and listening include:

- monitoring understanding and listening for cues, such as key words
- identifying and staying on the topic, taking turns and making relevant comments in dialogues, small and large group discussions
- rehearsing, drafting, reviewing, editing and delivering formal presentations.

Instructional Structures & Learning Strategies	
<i>Collaborative & Cooperative Group Structures</i>	<i>Learning Strategies</i>
Author's Circle Book Clubs Editing Clubs Literature Circles Numbered Heads Together Readers' Theater Reciprocal Teaching Send-A-Problem Team Interview Team Notebook	Blooming Worksheets Brainstorming Cloze Activities Composing Drop Everything & Read Journal Writing Roaming Reporter Sketch-to-Stretch Webbing
<i>Pair Structures</i> Art Conversation Buddy Reading Dialogue Notebook Double-Entry Notebook Draw What I Say Editing Pair Partner Interview Read-the-Room Say Something Speak the Room Think Write Pair Share Write-the-Room	<i>Whole Class</i> Brainstorming Choral Response Corners Fish Bowl Gallery Jigsaw Inside-Outside Circle Roam-the-Room Shared Reading Shared Writing Talking Chips
<i>Teacher Directed</i> Lecture Modeled Writing Reading Aloud	<i>Small Group Instruction¹</i> Literature Circles Reciprocal Teaching Word Study

¹ Small Group Instruction DOES NOT mean traditional reading groups. Both Literature Circles and Reciprocal Teaching involve flexible homogeneous grouping. Students DO NOT remain in the same group for the duration of a school year. Rather, the teacher is constantly assessing students' instructional levels and reordering groups accordingly.

Cognitive Apprenticeship

In order to perform well as readers and writers, and on the language arts literacy portion of Grade Eight Performance Assessment (GEPA)—students must be able to perform independently. They need to be able to draw on relevant prior knowledge—so as to assist them with the cognitive demands of literacy and of the GEPA test. Vygotskian theory proposes that once an externalized activity becomes an internalized function, the structure and the organization of the brain is changed, moving the learner to a higher intellectual level (Luria, 1982; Vygotsky, 1978). Cognitive Apprenticeship is an approach to learning that emphasizes the role of the adult in supporting a student's developing control of knowledge. In so doing, the cognitive tasks which were once beyond the student's independent range become tasks that he or she can do unaided.

There are five stages to cognitive apprenticeship: modeling, coaching, scaffolding, articulation, and reflection. As in any apprenticeship learning, the tasks the students are engaged in need to be authentic. With regard to literacy tasks, students must be engaged in actual reading and writing.

Modeling

When modeling the teacher demonstrates a learning task, and the students observe the processes that are required to accomplish the task. Without clear models, learners may not be able to conceptualize the goal of instruction. Good models provide learners with benchmarks. For example, during modeled writing, the teacher provides students with a conceptual model of the literacy task before they are asked to attempt any aspect of it independently. During the demonstration, the teacher provides students with simultaneous models of language and action that enable the students to observe the types of strategies and skills they need to apply as they problem-solve on their own.

Coaching

Coaching involves guided participation, whereby the teacher observes the students during learning events and offers hints, reminders, feedback, modeling, and other types of support to ensure successful performance. Through language prompts, teachers and/or peers assist students in integrating various sources of information and applying strategies for working out new solutions. The goal of coaching is to help learners understand a new concept. Understanding derives from meaningful and successful performances.

Scaffolding

Scaffolding involves assisting the student in the zone of proximal development. During guided instruction, teachers provide students with varying degrees of support that enable them to complete a specific task. As students become more competent, the scaffolding is removed and the learners take on more responsibility. The goal of scaffolding is to provide a temporary structure that

enables the student to accomplish the action successfully. The teacher regulates the levels of support according to how well the student understands the task at hand. The scaffold needs to be self-destructive. When the student's behavior signals to the teacher that she or he can do it by him or herself, the support is removed.

Articulation

Articulation is any language prompt that encourages learners to articulate their knowledge or problem-solving strategies during a particular task. The purpose of articulation is to make the learner more aware of his/her cognitive processes.

Some prompts that encourage articulation are:

- How did you know?
- What can you try?
- What did you notice?
- What are some important things you need to consider before editing your composition?

Reflection

During reflection the teacher demonstrates how students can analyze and reflect on their own progress and then uses language to prompt such behavior. Teachers promote reflection through questions that focus on personal accomplishments so that students might be able to re-present and form their understanding.

Some prompts that encourage reflection are:

- How do you think you did on that?
- Where do you think you did your best work?
- Can you find a part that you would like to spend more time on?
- Did you have any problems with this part?
- Show me the hardest part.
- What might you include on your personal editing checklist given this writing sample?

Cognitive Apprenticeship Approach to Literacy

Imbedded in all types of reading writing structures are the seven principles of an apprenticeship approach to literacy. These principles are based on the concept that teachers use language as a tool for communicating specific knowledge, skills and strategies. They are:

- Observation and Responsive Teaching

Teachers observe students' literacy behavior and design instructional experiences based on their strengths and needs.

- **Modeling and Coaching**
Teachers use modeling and coaching techniques with clear demonstrations and explicit language.
- **Clear and Relevant Language for Problem Solving**
Teachers use language prompts that enable students to plan and initiate cognitive actions for resolving problems during literacy activities.
- **Adjustable and Self-Destructing Scaffolds**
Teachers provide adjustable scaffolds that are removed when they are no longer needed in a particular area.
- **Structured Routines**
Teachers provide routine interactions with organizational structures that enable independence.
- **Assisted and Independent Work**
Teachers provide balanced opportunities for learners to work at assisted and independent levels.
- **Transfer**
Teachers teach for the transfer of knowledge, skills, and strategies across shifting circumstances and for varying purposes. (Adapted from: Dorn, French, and Jones. 1998. *Apprenticeship in Literacy*. York, ME: Stenhouse Publisher)

Assessment in the Language Arts Literacy Classroom

- Instruction and assessment need to be aligned.
- Enable students to take on a variety of roles.
- Consider group products and group processes.

Sample Language Arts Literacy Assessment Practices

New Jersey State Assessment

Grade Eight Proficiency Assessment (GEPA)

Norm-Referenced Assessments

SPA

Performance Assessment

Diagnostic Cloze

Exhibitions

Miscue Analysis

Literacy Portfolio

Novels

Open-Ended Scoring Rubric for Reading (NJDOE)

Registered Holistic Scoring Method (NJDOE)

Revising/Editing Rubric (NJDOE)

Teacher Constructed and Student-Based Assessment Practices

Anecdotal Records

Checklists

Conferences

Contracts (Reading/Writing)

Expository Retellings

Interviews

Inventories

Narrative Retellings

Projects

Protocols

Quizzes/Tests

Reading/Writing Log

Rubrics

Language Arts Literacy

Sixth Grade

STANDARD 1. Reading Fluency

The student will demonstrate gradelevel achievement in reading, using appropriate strategies for decoding words and for developing vocabulary.

GOAL 1.1: Decodes/Recognizes Words

The student will read at grade level, using decoding strategies, word recognition skills, and syntactic structures.

Objectives

- 01 Recognizes Syntactic Structures
The student will recognize syntactic structures as an aid to reading (e.g., appositives, pronoun antecedents).

GOAL 1.2: Develops Vocabulary

The student will develop a reading vocabulary appropriate to grade level by using context clues, analyzing the structure and origin of words, and determining synonyms and antonyms.

Objectives

- 02 Uses Context Clues for Unfamiliar Words
The student will use context clues to determine the meaning of unfamiliar words, multiple-meaning words, figurative language, foreign words, and technical terms.
- 03 Identifies/Uses Prefixes/Suffixes/Roots
The student will identify prefixes, suffixes, and roots of words and use these word parts to determine word meaning.
- 04 Recognizes Synonym/Antonym/Homograph
The student will recognize the most appropriate synonym or antonym for a word and analyze shades of meaning among related words.
- 05 Completes Analogies
The student will complete analogies, using vocabulary appropriate to grade level.
- 06 Recognizes/Uses Origins of Words
The student will recognize the origin of words and derivations to understand word meaning and spelling.

GOAL 1.3: Demonstrates Reading Achievement

The student will demonstrate achievement in reading by reading aloud, reading widely, and reading deeply.

Objectives

- 07 Reads Aloud With Clarity/Comprehension
The student will read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression.
- 08 Reads Extensively for Study/Recreation
The student will read extensively for study and/or recreation (e.g., reading various books or book equivalents from literature, magazines and newspapers, textbooks, and online materials; reading several books by one author, on one subject, or in one genre).

STANDARD 2: Reading Strategies

The student will read strategically, using procedures, techniques, and rates appropriate to the text and to the purpose for reading.

GOAL 2.1: Uses Prereading Strategies

The student will use prereading strategies appropriate to the text to anticipate the content, purpose, and organization of a reading selection.

Objectives

- 09 Discusses/Questions/Predicts
The student will use prereading strategies such as drawing on prior knowledge, discussing, generating questions, and making prereading predictions.
- 10 Previews Opening Pages/Textual Features
The student will preview the opening pages of a text (e.g., title page, table of contents) and textual features (e.g., format, subheadings, bullets, charts, diagrams, illustrations).

GOAL 2.2: Uses Reading Strategies

The student will use reading strategies appropriate to the text and to the purpose for reading.

Objectives

- 11 Identifies Purpose/Applies Reading Strategies
The student will identify the purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting).
- 12 Recognizes Organizational Patterns to Aid Reading
The student will recognize organizational patterns while reading (e.g., item order, chronological order, sample lists, cause and effect, comparison and contrast, proposition and support).
- 13 Applies NoteTaking/Paraphrasing/Outlining Strategies
The student will take written notes, paraphrase, or create a formal or informal outline while reading, as aids to comprehension and recall.

STANDARD 3: Reading Comprehension

The student will demonstrate effective literal, interpretive, responsive, and critical comprehension when reading grade-level texts.

GOAL 3.1: Demonstrates Literal Reading Comprehension

The student will demonstrate literal reading comprehension in a variety of texts by recognizing relevant details and recalling the sequential order of events or steps.

Objectives

- 14 Recalls/Recognizes Relevant Details
The student will recall and recognize relevant details in a passage.
- 15 Recalls Sequential Order of Events/Steps in Procedure
The student will recall the sequential order of events in a passage or the order of steps needed to complete a procedure or complex task (e.g., instructions to install a software program or to assemble a product).

GOAL 3.2: Demonstrates Interpretive Reading Comprehension

The student will demonstrate interpretive reading comprehension in a variety of texts by inferring the main idea, determining relationships among ideas, and drawing logical conclusions.

Objectives

- 16 Infers Main Idea/Best Summary When Reading
The student will infer the implied main idea or determine the best summary of a reading passage.
- 17 Identifies Significant Details
The student will differentiate between details that support a generalization or thesis and those that do not.
- 18 Determines Cause and Effect Relationships
The student will determine cause and effect relationships in a passage.
- 19 Makes Comparison/Contrast
The student will compare and contrast ideas or works and give supporting details from the text.
- 20 Makes Inference/Draws Conclusion When Reading
The student will make an inference or draw a conclusion about content or events in one or more reading passages and point to evidence that supports the inference or conclusion.
- 21 Interprets Diagrams/Charts/Graphs/Maps
The student will interpret diagrams, charts, graphs, and maps in text.

GOAL 3.3: Demonstrates Responsive Reading Comprehension

The student will demonstrate responsive reading comprehension in a variety of texts by using his or her knowledge of the world to engage with the text, predict outcomes, and justify preferences.

Objectives

- 22 Responds to Text
The student will respond to and engage with text (e.g., relate information to prior knowledge; tell an experience; recognize similarities and differences among own ideas and text).
- 23 Uses Knowledge of World for Prediction When Reading
The student will determine a probable outcome or logical future action in written text, drawing on his or her own knowledge of the world.
- 24 Describes/Justifies Reading Preferences
The student will describe preferences regarding fiction and nonfiction, explain those elements in a text that prompt a response, and justify his or her opinion.

GOAL 3.4: Demonstrates Critical Reading Comprehension

The student will demonstrate critical reading comprehension in a variety of texts by analyzing the author's purpose, rhetorical stance, and use of evidence.

Objectives

- 25 Recognizes/Analyzes Author's Purpose/Use of Techniques
The student will recognize and/or analyze the author's purpose for a text and will evaluate techniques used to influence readers' perspectives.
- 26 Recognizes/Uses Parts of Newspaper
The student will recognize and use the editorial and news reporting parts of newspapers and magazines.
- 27 Analyzes Written Fact/Opinion/Inference
The student will analyze use of fact, opinion, and supported inference in a reading passage.
- 28 Identifies/Analyzes Persuasion/Bias in Written Text

- The student will identify and analyze written persuasive techniques (e.g., bandwagon, glittering generalities, testimonials) and will identify other forms of bias (e.g., prejudice, logical fallacies, false claims).
- 29 Evaluates Adequacy of Evidence
The student will evaluate the adequacy of an author's evidence in support of his or her assertions.
- 30 Determines Relevant Questions
The student will determine critical, relevant questions that can lead to a greater understanding of a passage or to further research.
- 31 Makes Connections Among Texts
The student will compare and contrast topics, themes, or patterns of organization to make connections among texts and understand multiple perspectives about issues.

STANDARD 4: Response to Literature

The student will read and evaluate gradelevel literature, recognizing and analyzing literary elements, literary language, and genres.

GOAL 4.1: Identifies/Analyzes Literary Elements

The student will identify and analyze elements of literature, including plot, setting, characterization, point of view, mood, tone, and theme.

Objectives

- 32 Identifies/Critiques Plot
The student will identify the characteristics of plot, including foreshadowing, conflict, subplot, climax, and resolution, and will critique the degree to which a plot is contrived or realistic.
- 33 Identifies Setting
The student will identify the setting of a literary passage.
- 34 Identifies/Analyzes/Compares Characterization
The student will identify and analyze characterization and will compare character delineation in passages of prose, poetry, and drama.
- 35 Identifies Literary Point of View
The student will identify the speaker or narrator and recognize the difference between first-person and third-person narration.
- 36 Identifies Themes
The student will identify the theme of one or more literary passages.
- 37 Analyzes/Explains Relationships Among Elements
The student will analyze and/or explain the relationships among elements of literature, including plot, setting, characterization, point of view, theme, tone, and mood (e.g., how character or setting affects problem and resolution, how setting affects mood, tone, and meaning).

GOAL 4.2 Recognizes/Analyzes Literary Devices

The student will identify and analyze devices used in literature, including dialogue, figurative language, and poetic sound devices.

Objectives

- 38 Recognizes/Analyzes Figurative Language
The student will recognize and analyze figurative language (e.g., simile, metaphor, personification, hyperbole, imagery, symbolism) in prose, poetry, and drama.
- 39 Recognizes/Analyzes Poetic Devices

- The student will recognize and analyze poetic devices (e.g., rhyme, rhythm, line length, sentence structure, alliteration, assonance, onomatopoeia).
- 40 Recognizes Dialogue/Dialect
The student will recognize dialogue and dialect and their purpose in passages of prose, poetry, and drama.

GOAL 4.3: Identifies/Describes/Evaluates Literary Genres

The student will identify, describe, and evaluate the literary genres of several cultures.

Objective

- 41 Identifies Characteristics of Literary Genres
The student will identify the characteristics that distinguish literary genres, including the novel (mystery, science fiction, historical fiction), short story, poetry drama, biography, autobiography, and essay.

GOAL 4.4: Analyzes Literature From Various Cultures

The student will demonstrate an awareness of the literature (stories, novels, poems, drama, folk tales) of several cultures.

Objectives

- 42 Compares Literature of Different Cultures/Times
The student will compare and contrast genres, symbols, images, and archetypes found in the literature of different cultures and time periods.
- 43 Describes Universal Themes/Human Conditions
The student will describe universal themes and human conditions that recur in the literature of all cultures.

STANDARD 5. Writing Fluency/Conventions

The student will demonstrate fluency in written text through organizational structure, use of topic and supporting detail, transitions, word choice, grammar, syntax, capitalization, punctuation, and spelling.

GOAL 5.1: Uses Structures/Devices to Demonstrate Fluency

The student will demonstrate fluency by using effective organizational structure, topic and supporting detail, transitions, and word choice.

Objectives

- 44 Develops Consistent Focus
The student will develop a clear and consistent focus by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g., comparison and contrast, categorization, spatial arrangement, order of importance).
- 45 Develops Essay/Paragraph/Stanza
The student will develop an essay, paragraph, and/or stanza that uses a thesis statement, topic sentence, or unstated main idea, supporting sentences, and a conclusion to demonstrate a logical organization of ideas.
- 46 Identifies/Uses Transitional Words/Phrases
The student will identify and use transitional words or phrases between sentences, paragraphs, and ideas to achieve a sense of completeness and cohesiveness in written text.
- 47 Uses Clear/Specific Vocabulary/Details in Writing
The student will use clear and specific vocabulary, details, examples, and experiences to communicate ideas and to establish tone in written text.

GOAL 5.2: Identifies/Applies Conventional Word Usage

The student will identify and apply the conventions of word usage in written communication.

Objectives

- 48 Identifies/Defines Parts of Speech
The student will identify and define the eight parts of speech and other common structures (e.g., infinitives, participles).
- 49 Identifies/Uses Noun/Pronoun Forms
The student will identify and use correct regular and irregular noun forms and the correct nominative, objective, and possessive forms of pronouns.
- 50 Identifies/Uses Verb Forms/Tense
The student will identify and use the correct forms of regular and irregular verbs and consistent verb tense in writing.
- 51 Identifies/Uses Adjective/Adverb Forms
The student will identify and use the correct forms of adjectives and adverbs.
- 52 Identifies/Uses Agreement – Subject/Verb, Pronoun
The student will identify and use subjects and verbs that agree in number and pronouns that agree with their antecedents in person, case, and number.
- 53 Recognizes/Corrects Double Negatives
The student will recognize and correct double negatives.
- 54 Distinguishes Diction/Usage Appropriate to Writing
The student will distinguish between conventional and colloquial diction and usage and will identify conventional usage as appropriate to writing.

GOAL 5.3: Recognizes/Uses Sentence Structures

The student will recognize and use parts of sentences, kinds of sentences, and correctly written sentences.

Objectives

- 55 Identifies/Combines Subjects and Predicates
The student will identify and/or combine subjects and predicates (using appropriate phrases) to write complete single and compound sentences.
- 56 Identifies/Combines Clauses and Phrases
The student will identify and/or combine independent and dependent clauses and prepositional, appositive, and verbal phrases to write compound and complex sentences.
- 57 Identifies/Uses Variety of Sentences
The student will identify and use simple, compound, complex, and compound-complex sentences of different kinds.
- 58 Identifies/Rewrites Run-on Sentence/Fragment
The student will identify or write a correct restatement of a run-on sentence or a fragment, using correct punctuation (e.g., semicolon, comma with conjunction).
- 59 Recognizes Best Version of Sentence
The student will recognize the version of a sentence that best illustrates correctness in grammar, syntax, word usage, and conciseness.

GOAL 5.4: Understands Conventions of Capitalization/Punctuation

The student will demonstrate an understanding of the conventions of capitalization and punctuation.

Objectives

- 60 Identifies/Uses Correct Capitalization

- The student will correctly capitalize nouns, titles, and parts of business and personal letters.
- 61 Uses Commas
The student will use commas that separate and enclose.
- 62 Uses Underlining/Quotation Marks
The student will underline or italicize titles of books, magazines, and newspapers, and use quotation marks for direct quotations and for titles of stories, poems, songs, and articles.
- 63 Use Apostrophes/Colons/Parentheses
The student will identify and use apostrophes in contractions and possessives; colons with lists, expression of time, and business letters; and parentheses as appropriate.

GOAL 5.5: Spells Accurately

The student will spell words accurately as appropriate to grade level.

Objectives

- 64 Spells Words Using Spelling Patterns
The student will correctly spell words that follow spelling patterns.
- 65 Spells Commonly Misspelled Words/Homophones
The student will spell commonly misspelled (unpredictable) words, including homophones.
- 66 Spells Words With Affixes/Inflected Endings
The student will spell words with affixes or inflected endings. .

STANDARD 6. Writing Strategies

The student will use the strategies of the writing process to organize ideas, prepare drafts, revise texts, and publish finished manuscripts.

GOAL 6.1: Applies Prewriting Strategies

The student will apply prewriting strategies, using the writing process to organize ideas and develop a plan appropriate to the purpose for writing.

Objectives

- 67 Uses IdeaGenerating Strategies
The student will use ideagenerating strategies (e.g., conferencing, brainstorming, webbing, mapping, clustering).
- 68 Uses Organizational Strategies
The student will use organizational strategies such as making lists, outlining, developing cause/effect relationships, using comparison/contrast; defining problem/solution.
- 69 Develops Criteria for and Selects Topic
The student will develop criteria for the selection of a topic and will select a topic with a scope that is appropriate to the writing purpose.

GOAL 6.2: Applies Revising/Editing Strategies

The student will apply revising and editing strategies, editing according to the purpose for writing, proofreading for accuracy and precision of language use, and evaluating the quality of writing.

Objectives

- 70 Identifies Topic/Supporting/Concluding Sentences
The student will identify a topic sentence or thesis statement, supporting sentences, and/or concluding sentences in a paragraph or essay.

- 71 Revises for Topic Development/Word Choice
The student will proofread and revise written text for topic development (details, examples, reasons, facts), clarity of language, conciseness, level of specificity, and appropriate use of formal and informal language.
- 72 Revises for Logical Progression of Ideas/Transitions
The student will revise and rearrange words, sentences, and paragraphs to improve the logical progression of ideas, cohesiveness, and transitions in the text.
- 73 Proofreads/Revises Conventions
The student will proofread and revise text for grammatical errors, including agreement of subjects and verbs, agreement of pronouns and antecedents, verb tense, capitalization, punctuation, and spelling.
- 74 Proofreads/Revises Sentence Fluency/Variety
The student will proofread written work for sentence fluency by evaluating subordination and coordination, by correcting run-on sentences and inappropriate sentence fragments, and by combining sentence parts and sentences to produce a variety of sentence types.
- 75 Collaborates to Evaluate/Revise Text/Presentation
The student will collaborate to evaluate and revise his or her own text or oral presentation or to evaluate and revise the work of others using specific criteria (e.g., content, word choice, conventions) and will incorporate suggestions from others in his or her own work.

GOAL 6.3: Applies Publishing Strategies

The student will apply publishing strategies to produce a final draft.

Objectives

- 76 Produces Final Version of Text
The student will use legible handwriting, typewriting, or computer software to create a final draft suitable for classroom or other publication.
- 77 Uses Appropriate Formatting/Visuals
The student will prepare a manuscript suitable for publication, adding graphs, tables, and illustrations as appropriate and using manuscript form from a style manual (e.g., indentation for quotations, page numbers, line spacing).
- 78 Evaluates Own Writing
The student will evaluate one or more pieces of his or her own writing by using specific criteria (e.g., concept, design, response to purpose, word choice, sentence fluency, conventions) to assess strengths and developmental needs.

STANDARD 7. Writing Form and Purpose

The student will demonstrate proficiency in producing written texts in a variety of forms and for a variety of purposes.

GOAL 7.1: Writes to a Purpose

The student will produce written text in response to a purpose.

Objectives

- 79 Writes Narrative Text
The student will write narrative text that relates events, real or invented, incorporating both the substance of the events and the order in which they occurred.
- 80 Writes Persuasive Text
The student will write persuasive text that convinces an audience to accept a point of view or to take an action.

- 81 Writes Expository Text
The student will write expository text that communicates an understandable explanation, definition, or instruction by giving information, explaining why or how, clarifying a process, or defining a concept.
- 82 Writes Descriptive/Expressive Text
The student will write descriptive text that portrays people, places, objects, emotions, or events and communicates a complete sense of and the writers feelings about the subject
- 83 Writes Informational Text
The student will produce a comprehensive report that communicates an understandable explanation of factual information, citing sources as appropriate.
- 84 Writes Response to Literature
The student will write an essay in response to literature, demonstrating an understanding of the work and supporting an interpretation with reference to the text.

GOAL 7.2: Writes in Various Forms

The student will write in a variety of forms (e.g., memorandum, minutes of a meeting, resume, journal, paraphrase, summary, letter, research report).

Objectives

- 85 Writes in Journal
The student will write in a journal or learning log to clarify personal thinking and understanding.
- 86 Composes Paraphrase/ Summary
The student will compose a paraphrase or a summary of information and will compare a summary to its original text for accuracy of main idea and critical detail.
- 87 Writes Research Report Using Variety of Sources
The student will organize information around a topic, using a wide range of sources; include charts, illustrations, or graphs when appropriate; create a bibliography; and provide documentation (e.g., footnotes, endnotes, internal citations); achieve a balance between researched information and original ideas.

STANDARD 8. Listening and Viewing Strategies

The student will apply listening and viewing strategies, using procedures and techniques appropriate to a presentation and to the purpose for listening or viewing.

GOAL 8.1: Applies Listening and Viewing Strategies

The student will demonstrate appropriate listening behavior and engage with a presentation to aid comprehension.

- 88 Identifies Purpose/Applies Appropriate Strategies
The student will identify the purpose for listening or viewing (e.g., enjoyment, gathering information, problem solving) and apply strategies for the purpose (e.g., attending respectfully, courteously, offering verbal and non-verbal feedback).
- 89 Recognizes Organizational Patterns – Listening/Viewing
The student will recognize organizational patterns of an oral or media presentation, including item order, chronological order, cause and effect, comparison and contrast.

STANDARD 9. Listening and Viewing Comprehension

The student will demonstrate literal, interpretive, responsive, and critical comprehension when listening to and viewing a variety of non-print presentations.

GOAL 9.1: Demonstrates Literal Comprehension

The student will demonstrate literal comprehension by following directions and by recalling the topic, details, and sequence of a non-print presentation.

Objectives

- 90 Recalls Topic/Details/Sequence
The student will recall the topic, relevant details, and sequential order of events after listening to or viewing a presentation.

GOAL 9.2: Demonstrates Interpretive Comprehension

The student will demonstrate interpretive comprehension by inferring the main idea, drawing conclusions, and analyzing visual and aural aspects in non-print presentations.

Objectives

- 91 Infers Main idea/Best Summary When Listening/Viewing
The student will infer the implied main idea or determine the best summary of a presentation.
- 92 Makes Inference/Draws Conclusion When Listening/Viewing
The student will make an inference or draw a conclusion about content, events, tone, mood, or emotion of one or more presentations, including ways the visual images represent meaning.
- 93 Interprets Visual and Aural Aspects of Communication
The student will identify and interpret visual and aural modes of communication, including stagecraft signals (e.g., music, scene fadeouts) and the presenter's style of speaking (e.g., attitude, tone, use of body language).

GOAL 9.3: Demonstrates Responsive Comprehension

The student will demonstrate responsive comprehension by engaging with a presentation, predicting an outcome, and justifying preferences.

Objectives

- 94 Responds to Presentation
The student will respond to a non-print presentation (e.g., summarize or paraphrase information; relate information to prior knowledge; tell an experience; recognize similarities and differences among own ideas and the ideas presented).
- 95 Uses Knowledge of World for Prediction
The student will determine a probable outcome or logical future action in a presentation, drawing on his or her own knowledge of the world.
- 96 Describes/Justifies Listening/Viewing Preferences
The student will describe preferences in listening to and viewing fiction, drama, literary nonfiction, and informational presentations and justify his or her appraisal of a presentation.

GOAL 9.4: Demonstrates Critical Comprehension

The student will demonstrate critical comprehension by analyzing the author's purpose and rhetorical stance with regard to a non-print presentation.

Objectives

- 97 Recognizes Speaker's Purpose
The student will recognize a speaker's purpose for making a presentation.
- 98 Analyzes Fact/Opinion/Inference When Listening/Viewing
The student will analyze the use of fact, opinion and supported inference in a presentation.
- 99 Identifies/Analyzes Persuasion/Bias
The student will identify and analyze oral or visual persuasive techniques (e.g., bandwagon, glittering generalities, testimonials) and will identify other forms of bias (e.g., prejudice, logical fallacies, false claims).
- 100 Makes Connections Among Ideas/Themes in Presentations
The student will compare and contrast ideas and themes to make connections among presentations and between visual and written versions of stories.

GOAL 9.5: Responds to Presentations of Literature

The student will respond to non-print presentations of literary works.

Objective

- 101 Identifies/Analyzes Literary Elements and Devices
The student will identify and analyze literary elements and devices in non-print presentations (e.g., plot, setting, characterization, literary point of view, theme, mood, tone, alliteration, assonance, onomatopoeia).

GOAL 9.6: Understands Role of Media

The student will understand the role of the media in entertaining, informing, and educating the consumer.

Objectives

- 102 Identifies Characteristics/Roles of Media Genres
The student will identify the characteristics of the genres of media presentations and their roles as sources of information, entertainment, education, and interpretation.
- 103 Understands Media Stereotyping
The student will demonstrate understanding of media stereotyping and other socially significant portrayals.

STANDARD 10. Speaking Fluency/Conventions

The student will express ideas with clarity, coherence, conciseness, and conventional English in oral communication.

GOAL 10.1 Uses Structures/Devices to Demonstrate Fluency

The student will demonstrate fluency by using effective organizational structure and word choice.

Objectives

- 104 Organizes Ideas in Speaking

- The student will organize ideas in oral communications by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g., comparison and contrast, spatial arrangement, order of importance).
- 105 Uses Clear/Specific Vocabulary/Details in Speaking
The student will speak using clear and specific vocabulary, details, examples, and experiences to communicate ideas and to establish tone.

GOAL 10.2: Uses Conventions of Speech

The student will use standard English conventions of grammar, syntax, and word usage in oral communication.

Objective

- 106 Uses Appropriate Conventions of Speech
The student will use the conventions of English appropriate to formal speech, including grammar, syntax, and word usage, adjusting language use to achieve desired style and form.

GOAL 10.3: Uses Appropriate Sentence Structures

The student will use complete sentences and a variety of sentences when giving oral presentations.

Objective

- 107 Uses Variety of Sentences in Speaking
The student will use simple, compound, complex, and compoundcomplex sentences of different kinds (declarative, imperative, interrogative, exclamatory) in oral communication.

STANDARD 11. Speaking Strategies

The student will apply appropriate strategies to deliver an oral presentation.

GOAL 11.1: Applies Speaking/Delivery Strategies

The student will apply speaking and delivery strategies to prepare a draft focused on the purpose for speaking.

Objectives

- 108 Uses Delivery Strategies
The student will use volume, emphasis, pacing, enunciation, eye contact, and gestures appropriate to the audience and content of the presentation, adjusting to the audience's verbal and nonverbal cues.
- 109 Uses Visual Strategies
The student will use illustrations and other visual aids to enhance the delivery of oral presentations.

STANDARD 12. Speaking Form and Purpose

The student will demonstrate proficiency in producing oral presentations in a variety of forms and for a variety of purposes.

GOAL 12.1 Speaks to Purpose

The student will give oral presentations for a variety of purposes.

Objectives

- 110 Uses Strategies to Understand Ideas

- The student will use a variety of speaking strategies to clarify meaning and to gain understanding of content or experience (e.g., asking relevant questions, offering insightful observations).
- 111 Delivers Narrative Presentations
The student will deliver narrative presentations that relate events, real or invented, incorporating both the substance of the events and the order in which they occurred.
- 112 Delivers Persuasive Presentations
The student will deliver persuasive presentations that convince an audience to accept a point of view or to take an action.
- 113 Delivers Expository Presentations
The student will deliver expository presentations that communicate an understandable explanation, definition, or instruction by giving information, explaining why or how, clarifying a process, or defining a concept.
- 114 Delivers Descriptive/Expressive Presentations
The student will deliver descriptive presentations that portray people, places, objects, emotions, or events and communicate a complete sense of the speaker's feelings about the subject
- 115 Delivers Response to Literature
The student will deliver a presentation in response to literature, demonstrating an understanding of the work and supporting interpretation with reference to the text.

GOAL 12.2: Speaks in Various Forms

The student will speak using a variety of oral forms and will participate in a variety of oral activities.

Objectives

- 116 Delivers Individual Presentations Speech/Story/Poetry
The student will deliver individual oral presentations (e.g., giving speeches, presenting dramatic monologues, storytelling, reading or reciting poetry or other literature aloud, giving oral reports).
- 117 Delivers Research Report/Visuals
The student will deliver an oral research report that organizes information around a topic, incorporates information from a wide range of sources, and includes charts, illustrations, or graphs when appropriate.
- 118 Conducts Interviews
The student will interview others, formally or informally, to gather information.
- 119 Delivers Paraphrase/Summary
The student will deliver an oral communication in which he or she paraphrases or summarizes information.

STANDARD 13. Group Participation

The student will use language arts concepts and skills with proficiency when participating in group activities.

GOAL 13.1 Participates in Group Activities

The student will participate in group activities for a variety of purposes.

Objectives

- 120 Demonstrates Group Participation Skills
The student will demonstrate group participation skills (e.g., taking the role of leader or participant, listening actively, supporting and defending ideas, building upon the ideas of others, respecting the viewpoints of all speakers).

- 121 Delivers Group Presentations – Reports/Drama/Debate
The student will deliver oral presentations as a member of a group (e.g., oral reports, plays and skits, role playing, panel discussions, book sharing, debating).

STANDARD 14. Technology and Information

The student will use technology and traditional resources to locate and process information.

GOAL 14.1: Uses Appropriate Resources/Strategies

The student will use appropriate sources to locate, gather, and select information.

Objectives

- 122 Selects/Uses Appropriate Reference Sources
The student will select and use appropriate electronic and/or traditional reference sources (e.g., atlas, almanac, encyclopedia, government publications, microfiche, news sources, information services).
- 123 Uses Dictionary/Thesaurus
The student will use the dictionary and thesaurus to determine meaning and spelling and to increase vocabulary.
- 124 Uses Strategies to Gain Information
The student will use electronic and/or traditional strategies (e.g., library catalogue, Reader's Guide) to gain information from journals, research studies, technical documents.
- 125 Uses Organizational Features of Electronic Text
The student will use organizational features of electronic text such as bulletin boards, databases, keyword searches, and email addresses to locate information.
- 126 Names/Uses Parts of Book
The student will name and use parts of a book (e.g., title page, table of contents, index, subheadings, citations, end notes, bibliographic references).

GOAL 14.2: Uses Available Technology

The student will use available technology to process information.

Objectives

- 127 Uses Software in Writing Process
The student will use word processing, desktop publishing, and/or graphics software to write and revise text and to create visual aids.
- 128 Uses WordProcessing Tools
The student will use wordprocessing tools appropriate to the writing purpose (e.g., electronic dictionary, thesaurus, spell check, grammar check).

Resources/Bibliography

1. Reading Series
2. Classroom Library
3. Supplemental Library
 - Workbooks/Teacher Manual
4. School-Based Resources

Language Arts Literacy

Seventh Grade

STANDARD 1. Reading Fluency

The student will demonstrate gradelevel achievement in reading, using appropriate strategies for decoding words and for developing vocabulary.

GOAL 1.1: Decodes/Recognizes Words

The student will read at grade level, using decoding strategies, word recognition skills, and syntactic structures.

Objectives

- 01 Recognizes Syntactic Structures
The student will recognize syntactic structures as an aid to reading (e.g., appositives, pronoun antecedents).

GOAL 1.2: Develops Vocabulary

The student will develop a reading vocabulary appropriate to grade level by using context clues, analyzing the structure and origin of words, and determining synonyms and antonyms.

Objectives

- 02 Uses Context Clues for Unfamiliar Words
The student will use context clues to determine the meaning of unfamiliar words, multiple meaning words, figurative language, foreign words, and technical terms.
- 03 Identifies/Uses Prefixes/Suffixes/Roots
The student will identify prefixes, suffixes, and roots of words and use these word parts to determine word meaning.
- 04 Recognizes Synonym/Antonym
The student will recognize the most appropriate synonym or antonym for a word and analyze shades of meaning among related words.
- 05 Completes Analogies
The student will complete analogies, using vocabulary appropriate to grade level.
- 06 Recognizes/Uses Origins of Words
The student will recognize the origin of words and derivations to understand word meaning and spelling.

GOAL 1.3: Demonstrates Reading Achievement

The student will demonstrate achievement in reading by reading aloud, reading widely, and reading deeply.

Objectives

- 07 Reads Aloud With Clarity/Comprehension
The student will read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression.
- 08 Reads Extensively for Study/Recreation
The student will read extensively for study and/or recreation (e.g., reading various books or book equivalents from literature, magazines and newspapers, textbooks, and online materials; reading several books by one author, on one subject, or in one genre).

STANDARD 2: Reading Strategies

The student will read strategically, using procedures, techniques, and rates appropriate to the text and to the purpose for reading.

GOAL 2.1: Uses Prereading Strategies

The student will use prereading strategies appropriate to the text to anticipate the content, purpose, and organization of a reading selection.

Objectives

- 09 Discusses/Questions/Predicts
The student will use prereading strategies such as drawing on prior knowledge, discussing, generating questions, and making prereading predictions.
- 10 Previews Opening Pages/Textual Features
The student will preview the opening pages of a text (e.g., title page, table of contents) and textual features (e.g., format, subheadings, bullets, charts, diagrams, illustrations).

GOAL 2.2: Uses Reading Strategies

The student will use reading strategies appropriate to the text and to the purpose for reading.

Objectives

- 11 Identifies Purpose/Applies Reading Strategies
The student will identify the purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting).
- 12 Recognizes Organizational Patterns to Aid Reading
The student will recognize organizational patterns while reading (e.g., item order, chronological order, sample lists, cause and effect, comparison and contrast, proposition and support).
- 13 Applies NoteTaking/Paraphrasing/Outlining Strategies
The student will take written notes, paraphrase, or create a formal or informal outline while reading, as aids to comprehension and recall.

STANDARD 3: Reading Comprehension

The student will demonstrate effective literal, interpretive, responsive, and critical comprehension when reading grade-level texts.

GOAL 3.1: Demonstrates Literal Reading Comprehension

The student will demonstrate literal reading comprehension in a variety of texts by recognizing relevant details and recalling the sequential order of events or steps.

Objectives

- 14 Recalls/Recognizes Relevant Details
The student will recall and recognize relevant details in a passage.
- 15 Recalls Sequential Order of Events/Steps in Procedure
The student will recall the sequential order of events in a passage or the order of steps needed to complete a procedure or complex task (e.g., instructions to install a software program or to assemble a product).

GOAL 3.2: Demonstrates Interpretive Reading Comprehension

The student will demonstrate interpretive reading comprehension in a variety of texts by inferring the main idea, determining relationships among ideas, and drawing logical conclusions.

Objectives

- 16 Infers Main Idea/Best Summary When Reading
The student will infer the implied main idea or determine the best summary of a reading passage.
- 17 Identifies Significant Details
The student will differentiate between details that support a generalization or thesis and those that do not.
- 18 Determines Cause and Effect Relationships
The student will determine cause and effect relationships in a passage.
- 19 Makes Comparison/Contrast
The student will compare and contrast ideas or works and give supporting details from the text.
- 20 Makes Inference/Draws Conclusion When Reading
The student will make an inference or draw a conclusion about content or events in one or more reading passages and point to evidence that supports the inference or conclusion.
- 21 Interprets Diagrams/Charts/Graphs/Maps
The student will interpret diagrams, charts, graphs, and maps in text.

GOAL 3.3: Demonstrates Responsive Reading Comprehension

The student will demonstrate responsive reading comprehension in a variety of texts by using his or her knowledge of the world to engage with the text, predict outcomes, and justify preferences.

Objectives

- 22 Responds to Text
The student will respond to and engage with text (e.g., relate information to prior knowledge; tell an experience; recognize similarities and differences among own ideas and text).
- 23 Uses Knowledge of World for Prediction When Reading
The student will determine a probable outcome or logical future action in written text, drawing on his or her own knowledge of the world.
- 24 Describes/Justifies Reading Preferences
The student will describe preferences regarding fiction and nonfiction, explain those elements in a text that prompt a response, and justify his or her opinion.

GOAL 3.4: Demonstrates Critical Reading Comprehension

The student will demonstrate critical reading comprehension in a variety of texts by analyzing the author's purpose, rhetorical stance, and use of evidence.

Objectives

- 25 Recognizes/Analyzes Author's Purpose/Use of Techniques
The student will recognize and/or analyze the author's purpose for a text and will evaluate techniques used to influence readers' perspectives.
- 26 Analyzes Structure/Purpose of Informational Texts
The student will analyze the differences among informational texts (e.g., textbooks, newspapers, institutional manuals, signs) in terms of their structure and purpose.
- 27 Analyzes Written Statements for Fact/Opinion/Inference

- The student will analyze the use of fact, opinion, and supported inference in a reading passage.
- 28 Identifies/Analyzes Persuasion/Bias in Written Text
The student will identify and analyze written persuasive techniques (e.g., bandwagon, glittering generalities, testimonials) and will identify other forms of bias (e.g., prejudice, logical fallacies, false claims).
- 29 Evaluates Adequacy/Accuracy of Evidence
The student will evaluate the adequacy and accuracy of an author's evidence in support of his or her assertions.
- 30 Identifies/Analyzes Written Argument/Perspective
The student will identify an author's perspective and/or analyze the development of an author's argument in written text.
- 31 Determines Relevant Questions
The student will determine critical, relevant questions that can lead to a greater understanding of a passage or to further research.
- 32 Makes Connections Among Texts
The student will compare and contrast topics, themes, or patterns of organization to make connections among texts and understand multiple perspectives about issues.

<p>STANDARD 4: Response to Literature The student will read and evaluate gradelevel literature, recognizing and analyzing literary elements, literary language, and genres.</p>
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GOAL 4.1: Identifies/Analyzes Literary Elements

The student will identify and analyze elements of literature, including plot, setting, characterization, point of view, mood, tone, and theme.

Objectives

- 33 Identifies/ Critiques Plot
The student will identify the characteristics of plot, including foreshadowing, conflict, subplot, climax, and resolution, and will determine the degree to which a plot is contrived or realistic.
- 34 Identifies/Analyzes Setting
The student will identify and analyze the setting of a literary passage.
- 35 Identifies/Analyzes/Compares Characterization
The student will identify and analyze characterization and will compare character delineation in passages of prose, poetry, and drama.
- 36 Identifies/Analyzes Persona/Point of View
The student will identify and analyze the persona telling the story or the literary point of view in prose and poetry.
- 37 Identifies Mood
The student will identify the mood in a selection of prose or poetry.
- 38 Identifies/Analyzes Themes
The student will identify themes and/or analyze one or more literary passages in terms of themes (e.g., human interaction, personal identity, growth to adulthood, conflict and struggle, social and economic change).
- 39 Analyzes/Explains Relationships Among Elements
The student will analyze and/or explain the relationships among elements of literature, including plot, setting, characterization, point of view, theme, tone, and mood (e.g., how point of view affects theme, how literary elements shape readers' responses to a work).

GOAL 4.2 Recognizes/Analyzes Literary Devices

The student will identify and analyze devices used in literature, including dialogue, figurative language, and poetic sound devices.

Objectives

- 40 Recognizes/Analyzes Figurative Language
The student will recognize and analyze figurative language (e.g., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom, analogy) in prose, poetry, and drama.
- 41 Recognizes/Analyzes Poetic Devices
The student will recognize and analyze poetic devices (e.g., rhyme, rhythm, line length, sentence structure, alliteration, assonance, onomatopoeia).
- 42 Recognizes Dialogue/Dialect
The student will recognize dialogue and dialect and their purpose in passages of prose, poetry, and drama.

GOAL 4.3: Identifies/Describes/Evaluates Literary Genres

The student will identify, describe, and evaluate the literary genres of several cultures.

Objective

- 43 Identifies Characteristics of Literary Genres
The student will identify the characteristics that distinguish literary genres, including the novel, novella, short story, poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet), drama, biography, autobiography, and essay.

GOAL 4.4: Analyzes Literature From Various Cultures

The student will demonstrate an awareness of the literature (stories, novels, poems, drama, folk tales) of several cultures.

Objectives

- 44 Recognizes Role of Cultural Context
The student will recognize that literature and use of language reflect the attitudes and customs of the author and his or her culture.
- 45 Compares Literature of Different Cultures/Times
The student will compare and contrast genres, symbols, images, and archetypes found in the literature of different cultures and time periods.
- 46 Describes Universal Themes/Human Conditions
The student will describe universal themes and human conditions that recur in the literature of all cultures.

STANDARD 5. Writing Fluency/Conventions

The student will demonstrate fluency in written text through organizational structure, use of topic and supporting detail, transitions, word choice, grammar, syntax, capitalization, punctuation, and spelling.

GOAL 5.1: Uses Structures/Devices to Demonstrate Fluency

The student will demonstrate fluency by using effective organizational structure, topic and supporting detail, transitions, and word choice.

Objectives

- 47 Develops Consistent Focus
The student will develop a clear and consistent focus by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g.,

- comparison and contrast, categorization, spatial arrangement, order of importance).
- 48 Develops Essay/Paragraph/Stanza
The student will develop an essay, paragraph, and/or stanza that uses a thesis statement, topic sentence, or unstated main idea, supporting sentences, and a conclusion to demonstrate a logical organization of ideas.
- 49 Uses Structures/Devices to Demonstrate Fluency
The student will demonstrate fluency by using effective organizational structure, topic and supporting detail, transitions, and word choice.
- 50 Identifies/Uses Transitional Words/Phrases
The student will identify and use transitional words or phrases between sentences, paragraphs, and ideas to achieve a sense of completeness and cohesiveness in written text.
- 51 Uses Effective Vocabulary/Details in Writing
The student will write using colorful and imaginative vocabulary (e.g., figurative language, colloquialisms, dialect) and supporting details (e.g., examples, anecdotes, descriptions, facts).

GOAL 5.2: Identifies/Applies Conventional Word Usage

The student will identify and apply the conventions of word usage in written communication.

Objectives

- 52 Identifies/Uses Noun/Pronoun Forms
The student will identify and use correct regular and irregular noun forms and the correct nominative, objective, and possessive forms of pronouns.
- 53 Identifies/Uses Verb Forms/Tense
The student will identify and use the correct forms of regular and irregular verbs and consistent verb tense in writing.
- 54 Identifies/Uses Adjective/Adverb Forms
The student will identify and use the correct forms of adjectives and adverbs.
- 55 Identifies/Uses Agreement – Subject/Verb, Pronoun
The student will identify and use subjects and verbs that agree in number and pronouns that agree with their antecedents in person, case, and number.
- 56 Identifies Active/Passive Voice
The student will identify active and passive voice.
- 57 Distinguishes Diction/Usage Appropriate to Writing
The student will distinguish between conventional and colloquial diction and usage and will identify conventional usage as appropriate to writing.

GOAL 5.3: Recognizes/Uses Sentence Structures

The student will recognize and use parts of sentences, kinds of sentences, and correctly written sentences.

Objectives

- 58 Identifies/Combines Clauses and Phrases
The student will identify and/or combine independent and dependent clauses and prepositional, appositive, and verbal phrases to write compound and complex sentences.
- 59 Identifies/Uses Variety of Sentences
The student will identify and use simple, compound, complex, and compoundcomplex sentences of different kinds.
- 60 Identifies/Rewrites RunOn Sentence/Fragment
The student will identify or write a correct restatement of a runon sentence or a fragment, using correct punctuation (e.g., semicolon, comma with conjunction).

- 61 Recognizes Best Version of Sentence
The student will recognize the version of a sentence that best illustrates correctness in grammar, syntax, word usage, and conciseness.

GOAL 5.4: Understands Conventions of Capitalization/Punctuation

The student will demonstrate an understanding of the conventions of capitalization and punctuation.

Objectives

- 62 Identifies/Uses Correct Punctuation Marks
The student will identify and use the correct placement and use of commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, dashes, and brackets.
- 63 Uses Quotation Marks/Underlining/Italics
The student will use quotation marks, underlining, and italics to indicate titles, as appropriate to available wordprocessing technology.

GOAL 5.5: Spells Accurately

The student will spell words accurately as appropriate to grade level.

Objectives

- 64 Spells Commonly Misspelled Words/Homophones
The student will spell commonly misspelled (unpredictable) words, including homophones.
- 65 Spells Words With Affixes/Inflected Endings
The student will spell words with affixes or inflected endings. .

STANDARD 6. Writing Strategies

The student will use the strategies of the writing process to organize ideas, prepare drafts, revise texts, and publish finished manuscripts.

GOAL 6.1: Applies Prewriting Strategies

The student will apply prewriting strategies, using the writing process to organize ideas and develop a plan appropriate to the purpose for writing.

Objectives

- 66 Uses IdeaGenerating Strategies
The student will use ideagenerating strategies (e.g., conferencing, brainstorming, webbing, mapping, clustering).
- 67 Uses Organizational Strategies
The student will use organizational strategies such as making lists, outlining, developing cause/effect relationships, using comparison/contrast; defining problem/solution.
- 68 Develops Criteria for and Selects Topic
The student will develop criteria for the selection of a topic and will select a topic with a scope that is appropriate to the writing purpose.

GOAL 6.2: Applies Revising/Editing Strategies

The student will apply revising and editing strategies, editing according to the purpose for writing, proofreading for accuracy and precision of language use, and evaluating the quality of writing.

Objectives

- 69 Identifies Topic/Supporting/Concluding Sentences
The student will identify a topic sentence or thesis statement, supporting sentences, and/or concluding sentences in a paragraph or essay.
- 70 Revises for Topic Development/Word Choice
The student will proofread and revise written text for topic development (details, examples, reasons, facts), clarity of language, conciseness, level of specificity, and appropriate use of formal and informal language.
- 71 Revises for Logical Progression of Ideas/Transitions
The student will revise and rearrange words, sentences, and paragraphs to improve the logical progression of ideas, cohesiveness, and transitions in the text.
- 72 Proofreads/Revises Conventions
The student will proofread and revise text for grammatical errors, including agreement of subjects and verbs, agreement of pronouns and antecedents, verb tense, passive voice, capitalization, punctuation, and spelling.
- 73 Proofreads/Revises Sentence Fluency/Variety
The student will proofread written work for sentence fluency by evaluating subordination and coordination, by creating parallel structures, by correcting run-on sentences and inappropriate sentence fragments, and by combining sentence parts and sentences to produce a variety of sentence types.
- 74 Collaborates to Evaluate/Revise Text/Presentation
The student will collaborate to evaluate and revise his or her own text or oral presentation or to evaluate and revise the work of others using specific criteria (e.g., content, word choice, conventions) and will incorporate suggestions from others in his or her own work.

GOAL 6.3: Applies Publishing Strategies

The student will apply publishing strategies to produce a final draft.

Objectives

- 75 Produces Final Version of Text
The student will use legible handwriting, typewriting, or computer software to create a final draft suitable for classroom or other publication.
- 76 Uses Appropriate Formatting/Visuals
The student will prepare a manuscript suitable for publication, adding graphs, tables, and illustrations as appropriate and using manuscript form from a style manual (e.g., indentation for quotations, page numbers, line spacing).
- 77 Uses Appropriate Documentation Format
The student will use a consistent format for bibliographical information, footnotes, endnotes, and/or internal citations, as appropriate to the purpose for writing.
- 78 Evaluates Own Writing
The student will evaluate one or more pieces of his or her own writing by using specific criteria (e.g., concept, design, response to purpose, word choice, sentence fluency, conventions) to assess strengths and developmental needs.

STANDARD 7. Writing Form and Purpose

The student will demonstrate proficiency in producing written texts in a variety of forms and for a variety of purposes.

GOAL 7.1: Writes to a Purpose

The student will produce written text in response to a purpose.

Objectives

- 79 Writes Narrative Text
The student will write narrative text that relates events, real or invented, incorporating both the substance of the events and the order in which they occurred.
- 80 Writes Persuasive Text
The student will write persuasive text that convinces an audience to accept a point of view or to take an action.
- 81 Writes Expository Text
The student will write expository text that communicates an understandable explanation, definition, or instruction by giving information, explaining why or how, clarifying a process, or defining a concept.
- 82 Writes Descriptive/Expressive Text
The student will write descriptive text that portrays people, places, objects, emotions, or events and communicates a complete sense of and the writers feelings about the subject
- 83 Writes Informational Text
The student will produce a comprehensive report that communicates an understandable explanation of factual information, citing sources as appropriate.
- 84 Writes Response to Literature
The student will write an essay in response to literature, demonstrating an understanding of the work and supporting an interpretation with reference to the text.

GOAL 7.2: Writes in Various Forms

The student will write in a variety of forms (e.g., memorandum, minutes of a meeting, resume, journal, paraphrase, summary, letter, research report).

Objectives

- 85 Writes in Journal
The student will write in a journal or learning log to clarify personal thinking and understanding.
- 86 Composes Paraphrase/ Summary
The student will compose a paraphrase or a summary of information and will compare a summary to its original text for accuracy of main idea and critical detail.
- 87 Writes Research Report Using Variety of Sources
The student will organize information around a topic, using a wide range of sources; include charts, illustrations, or graphs when appropriate; create a bibliography; and provide documentation (e.g., footnotes, endnotes, internal citations); achieve a balance between researched information and original ideas.

STANDARD 8. Listening and Viewing Strategies

The student will apply listening and viewing strategies, using procedures and techniques appropriate to a presentation and to the purpose for listening or viewing.

GOAL 8.1: Applies Listening and Viewing Strategies

The student will demonstrate appropriate listening behavior and engage with a presentation to aid comprehension.

Objectives

- 88 Identifies Purpose/Applies Appropriate Strategies
The student will identify the purpose for listening or viewing (e.g., enjoyment, gathering information, problem solving) and apply strategies for the purpose (e.g., attending respectfully and courteously, offering verbal and nonverbal feedback).
- 89 Recognizes Organizational Patterns – Listening/Viewing
The student will recognize organizational patterns of an oral or media presentation, including item order, chronological order, cause and effect, comparison and contrast.

STANDARD 9. Listening and Viewing Comprehension

The student will demonstrate literal, interpretive, responsive, and critical comprehension when listening to and viewing a variety of nonprint presentations.

GOAL 9.1: Demonstrates Literal Comprehension

The student will demonstrate literal comprehension by following directions and by recalling the topic, details, and sequence of a nonprint presentation.

Objectives

- 90 Recalls Topic/Details/Sequence
The student will recall the topic, relevant details, and sequential order of events after listening to or viewing a presentation.

GOAL 9.2: Demonstrates Interpretive Comprehension

The student will demonstrate interpretive comprehension by inferring the main idea, drawing conclusions, and analyzing visual and aural aspects in nonprint presentations.

Objectives

- 91 Infers Main Idea/Best Summary When Listening/Viewing
The student will infer the implied main idea or determine the best summary of a presentation.
- 92 Makes Inference/Draws Conclusion When Listening/Viewing
The student will make an inference or draw a conclusion about content, events, tone, mood, or emotion of one or more presentations, including ways the visual images represent meaning.
- 93 Interprets Visual and Aural Aspects of Communication
The student will identify and interpret visual and aural modes of communication, including stagecraft signals (e.g., music, scene fadeouts) and the presenter's style of speaking (e.g., attitude, tone, use of body language).

GOAL 9.3: Demonstrates Responsive Comprehension

The student will demonstrate responsive comprehension by engaging with a presentation, predicting an outcome, and justifying preferences.

Objectives

- 94 Responds to Presentation
The student will respond to a nonprint presentation (e.g., summarize or paraphrase information; relate information to prior knowledge; tell an experience; recognize similarities and differences among own ideas and the ideas presented).
- 95 Uses Knowledge of World for Prediction
The student will determine a probable outcome or logical future action in a presentation, drawing on his or her own knowledge of the world.
- 96 Describes/Justifies Listening/Viewing Preferences
The student will describe preferences in listening to and viewing fiction, drama, literary nonfiction, and informational presentations and justify his or her appraisal of a presentation.

GOAL 9.4: Demonstrates Critical Comprehension

The student will demonstrate critical comprehension by analyzing the author's purpose and rhetorical stance with regard to a nonprint presentation.

Objectives

- 97 Identifies/Analyzes Speaker's Purpose/Intended Impact
The student will recognize and/or analyze a speaker's purpose and intended impact for making a presentation.
- 98 Analyzes Fact/Opinion/Inference When Listening/Viewing
The student will analyze the reasoning behind oral or visual statements, including fact versus opinion or supported inference, grounded belief versus ungrounded belief.
- 99 Identifies/Analyzes Persuasion/Bias
The student will identify and analyze oral or visual persuasive techniques (e.g., bandwagon, glittering generalities, testimonials) and will identify other forms of bias (e.g., prejudice, logical fallacies, false claims).
- 100 Traces Development of Oral Argument/Perspective
The student will trace the development of an author's argument or perspective in nonprint presentations.
- 101 Makes Connections Among Ideas/Themes in Presentations
The student will compare and contrast ideas and themes to make connections among presentations and between visual and written versions of stories.

GOAL 9.5: Responds to Presentations of Literature

The student will respond to nonprint presentations of literary works.

Objective

- 102 Identifies/Analyzes Literary Elements and Devices
The student will identify and analyze literary elements and devices in nonprint presentations (e.g., plot, setting, characterization, literary point of view, theme, mood, tone, alliteration, assonance, onomatopoeia).

GOAL 9.6: Understands Role of Media

The student will understand the role of the media in entertaining, informing, and educating the consumer.

Objectives

- 103 Identifies Characteristics/Roles of Media Genres

The student will identify the characteristics of the genres of media presentations and their roles as sources of information, entertainment, education, and interpretation.

104 Understands Media Stereotyping

The student will demonstrate understanding of media stereotyping and other socially significant portrayals.

STANDARD 10. Speaking Fluency/Conventions

The student will express ideas with clarity, coherence, conciseness, and conventional English in oral communication.

GOAL 10.1 Uses Structures/Devices to Demonstrate Fluency

The student will demonstrate fluency by using effective organizational structure and word choice.

Objectives

105 Organizes Ideas in Speaking

The student will organize ideas in oral communications by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g., comparison and contrast, spatial arrangement, order of importance).

106 Uses Effective Vocabulary/Details in Speaking

The student will speak using colorful and imaginative vocabulary (e.g., figurative language, colloquialisms, , dialect) and supporting details (e.g., examples, anecdotes, description, facts).

GOAL 10.2: Uses Conventions of Speech

The student will use standard English conventions of grammar, syntax, and word usage in oral communication.

Objective

107 Uses Appropriate Conventions of Speech

The student will use the conventions of English appropriate to formal speech, including grammar, syntax, and word usage, adjusting language use to achieve desired style and form.

GOAL 10.3: Uses Appropriate Sentence Structures

The student will use complete sentences and a variety of sentences when giving oral presentations.

Objective

108 Uses Variety of Sentences in Speaking

The student will use simple, compound, complex, and compoundcomplex sentences of different kinds (declarative, imperative, interrogative, exclamatory) in oral communication.

STANDARD 11. Speaking Strategies

The student will apply appropriate strategies to deliver an oral presentation.

GOAL 11.1: Applies Speaking/Delivery Strategies

The student will apply speaking and delivery strategies to prepare a draft focused on the purpose for speaking.

Objectives

- 109 Uses Delivery Strategies
The student will use volume, emphasis, pacing, enunciation, eye contact, and gestures appropriate to the audience and content of the presentation, adjusting to the audience's verbal and nonverbal cues.
- 110 Uses Visual Strategies
The student will use illustrations and other visual aids to enhance the delivery of oral presentations.

STANDARD 12. Speaking Form and Purpose

The student will demonstrate proficiency in producing oral presentations in a variety of forms and for a variety of purposes.

GOAL 12.1 Speaks to Purpose

The student will give oral presentations for a variety of purposes.

Objectives

- 111 Uses Strategies to Understand Ideas
The student will use a variety of speaking strategies to clarify meaning and to gain understanding of content or experience (e.g., asking relevant questions, offering insightful observations).
- 112 Delivers Narrative Presentations
The student will deliver narrative presentations that relate events, real or invented, incorporating both the substance of the events and the order in which they occurred.
- 113 Delivers Persuasive Presentations
The student will deliver persuasive presentations that convince an audience to accept a point of view or to take an action.
- 114 Delivers Expository Presentations
The student will deliver expository presentations that communicate an understandable explanation, definition, or instruction by giving information, explaining why or how, clarifying a process, or defining a concept.
- 115 Delivers Informational/Multimedia Presentations
The student will produce a report or multimedia presentation that communicates an understandable explanation of information, citing sources and using technology (e.g., computer, VCR, audiocassette) as appropriate.
- 116 Delivers Response to Literature
The student will deliver a presentation in response to literature, demonstrating an understanding of the work and supporting interpretation with reference to the text.

GOAL 12.2: Speaks in Various Forms

The student will speak using a variety of oral forms and will participate in a variety of oral activities.

Objectives

- 117 Delivers Individual Presentations Speech/Story/Poetry
The student will deliver individual oral presentations (e.g., giving speeches, presenting dramatic monologues, storytelling, reading or reciting poetry or other literature aloud, giving oral reports).
- 118 Delivers Research Report/Visuals

- The student will deliver an oral research report that organizes information around a topic, incorporates information from a wide range of sources, and includes charts, illustrations, or graphs when appropriate.
- 119 Conducts Interviews
The student will interview others, formally or informally, to gather information.

STANDARD 13. Group Participation

The student will use language arts concepts and skills with proficiency when participating in group activities.

GOAL 13.1 Participates in Group Activities

The student will participate in group activities for a variety of purposes.

Objectives

- 120 Demonstrates Group Participation Skills
The student will demonstrate group participation skills (e.g., taking the role of leader or participant, listening actively, supporting and defending ideas, building upon the ideas of others, respecting the viewpoints of all speakers).
- 121 Delivers Group Presentations – Reports/Drama/Debate
The student will deliver oral presentations as a member of a group (e.g., oral reports, plays and skits, role playing, panel discussions, book sharing, debating).

STANDARD 14. Technology and Information

The student will use technology and traditional resources to locate and process information.

GOAL 14.1: Uses Appropriate Resources/Strategies

The student will use appropriate sources to locate, gather, and select information.

Objectives

- 122 Selects/Uses Appropriate Reference Sources
The student will select and use appropriate electronic and/or traditional reference sources (e.g., atlas, almanac, encyclopedia, government publications, microfiche, news sources, information services).
- 123 Uses Strategies to Gain Information
The student will use electronic and/or traditional strategies (e.g., library catalogue, Reader's Guide) to gain information from journals, research studies, technical documents.
- 124 Uses Organizational Features of Electronic Text
The student will use organizational features of electronic text such as bulletin boards, databases, keyword searches, and email addresses to locate information.

GOAL 14.2: Uses Available Technology

The student will use available technology to process information.

Objectives

- 125 Uses Software in Writing Process
The student will use word processing, desktop publishing, and/or graphics software to write and revise text and to create visual aids.
- 126 Uses WordProcessing Tools
The student will use wordprocessing tools appropriate to the writing purpose (e.g., electronic dictionary, thesaurus, spell check, grammar check).

Resources/Bibliography

1. Reading Series
2. Classroom Library
3. Supplemental Library
Workbooks/Teacher Manual
4. School-Based Resources

Language Arts Literacy

Eighth Grade

STANDARD 1. Reading Fluency

The student will demonstrate gradelevel achievement in reading, using appropriate strategies for decoding words and for developing vocabulary.

GOAL 1.1: Decodes/Recognizes Words

The student will read at grade level, using decoding strategies, word recognition skills, and syntactic structures.

Objectives

- 01 Recognizes Syntactic Structures
The student will recognize syntactic structures as an aid to reading (e.g., appositives, pronoun antecedents).

GOAL 1.2: Develops Vocabulary

The student will develop a reading vocabulary appropriate to grade level by using context clues, analyzing the structure and origin of words, and determining synonyms and antonyms.

Objectives

- 02 Identifies/Uses Prefixes/Suffixes/Roots
The student will identify prefixes, suffixes, and roots of words and use these word parts to determine word meaning.
- 03 Completes Analogies
The student will complete analogies, using vocabulary appropriate to grade level.
- 04 Recognizes/Uses Origins of Words
The student will recognize the origin of words and derivations to understand word meaning and spelling.

GOAL 1.3: Demonstrates Reading Achievement

The student will demonstrate achievement in reading by reading aloud, reading widely, and reading deeply.

Objectives

- 05 Reads Aloud With Clarity/Comprehension
The student will read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression.
- 06 Reads Extensively for Study/Recreation
The student will read extensively for study and/or recreation (e.g., reading various books or book equivalents from literature, magazines and newspapers, textbooks, and online materials; reading several books by one author, on one subject, or in one genre).

STANDARD 2: Reading Strategies

The student will read strategically, using procedures, techniques, and rates appropriate to the text and to the purpose for reading.

GOAL 2.1: Uses Prereading Strategies

The student will use prereading strategies appropriate to the text to anticipate the content, purpose, and organization of a reading selection.

Objectives

- 07 Discusses/Questions/Predicts
The student will use prereading strategies such as drawing on prior knowledge, discussing, generating questions, and making prereading predictions.
- 08 Previews Opening Pages/Textual Features
The student will preview the opening pages of a text (e.g., title page, table of contents) and textual features (e.g., format, subheadings, bullets, charts, diagrams, illustrations).

GOAL 2.2: Uses Reading Strategies

The student will use reading strategies appropriate to the text and to the purpose for reading.

Objectives

- 09 Identifies Purpose/Applies Reading Strategies
The student will identify the purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting).
- 10 Recognizes Organizational Patterns to Aid Reading
The student will recognize organizational patterns while reading (e.g., item order, chronological order, sample lists, cause and effect, comparison and contrast, proposition and support).
- 11 Applies NoteTaking/Paraphrasing/Outlining Strategies
The student will take written notes, paraphrase, or create a formal or informal outline while reading, as aids to comprehension and recall.

STANDARD 3: Reading Comprehension

The student will demonstrate effective literal, interpretive, responsive, and critical comprehension when reading grade-level texts

GOAL 3.1: Demonstrates Literal Reading Comprehension

The student will demonstrate literal reading comprehension in a variety of texts by recognizing relevant details and recalling the sequential order of events or steps.

Objectives

- 12 Recalls/Recognizes Relevant Details
The student will recall and recognize relevant details in a passage.
- 13 Recalls Sequential Order of Events/Steps in Procedure
The student will recall the sequential order of events in a passage or the order of steps needed to complete a procedure or complex task (e.g., instructions to install a software program or to assemble a product).

GOAL 3.2: Demonstrates Interpretive Reading Comprehension

The student will demonstrate interpretive reading comprehension in a variety of texts by inferring the main idea, determining relationships among ideas, and drawing logical conclusions.

Objectives

- 14 Infers Main Idea/Best Summary When Reading
The student will infer the implied main idea or determine the best summary of a reading passage.
- 15 Identifies Significant Details
The student will differentiate between details that support a generalization or thesis and those that do not.
- 16 Determines Cause and Effect Relationships
The student will determine cause and effect relationships in a passage.
- 17 Makes Comparison/Contrast
The student will compare and contrast ideas or works and give supporting details from the text.
- 18 Makes Inference/Draws Conclusion When Reading
The student will make an inference or draw a conclusion about content or events in one or more reading passages and point to evidence that supports the inference or conclusion.

GOAL 3.3: Demonstrates Responsive Reading Comprehension

The student will demonstrate responsive reading comprehension in a variety of texts by using his or her knowledge of the world to engage with the text, predict outcomes, and justify preferences.

Objectives

- 19 Responds to Text
The student will respond to and engage with text (e.g., relate information to prior knowledge; tell an experience; recognize similarities and differences among own ideas and text).
- 20 Uses Knowledge of World for Prediction When Reading
The student will determine a probable outcome or logical future action in written text, drawing on his or her own knowledge of the world.
- 21 Describes/Justifies Reading Preferences
The student will describe preferences regarding fiction and nonfiction, explain those elements in a text that prompt a response, and justify his or her opinion.

GOAL 3.4: Demonstrates Critical Reading Comprehension

The student will demonstrate critical reading comprehension in a variety of texts by analyzing the author's purpose, rhetorical stance, and use of evidence.

Objectives

- 22 Recognizes/Analyzes Author's Purpose/Use of Techniques
The student will recognize and/or analyze the author's purpose for a text and will evaluate techniques used to influence readers' perspectives.
- 23 Uses Informational Texts
The student will use informational texts to explain a situation or decision and/or to solve a problem.
- 24 Analyzes Written Fact/Opinion/Inference
The student will analyze the reasoning behind written statements, including fact versus opinion or supported inference, grounded belief versus ungrounded belief.
- 25 Identifies/Analyzes Persuasion/Bias in Written Text

- The student will identify and analyze written persuasive techniques (e.g., bandwagon, glittering generalities, testimonials) and will identify other forms of bias (e.g., prejudice, logical fallacies, false claims).
- 26 Evaluates Adequacy/Accuracy of Evidence
The student will evaluate the adequacy and accuracy of an author's evidence in support of his or her assertions.
- 27 Identifies/Analyzes Written Argument/Perspective
The student will identify an author's perspective and/or analyze the development of an author's argument in written text.
- 28 Determines Relevant Questions
The student will determine critical, relevant questions that can lead to a greater understanding of a passage or to further research.
- 29 Makes Evaluations Based on Consumer Materials
The student will evaluate products or services based on consumer materials (e.g., labels, warranties, advertisements, and instruction manuals).
- 30 Makes Connections Among Texts
The student will compare and contrast topics, themes, or patterns of organization to make connections among texts and understand multiple perspectives about issues.

STANDARD 4: Response to Literature
The student will read and evaluate grade-level literature, recognizing and analyzing literary elements, literary language, and genres.

GOAL 4.1: Identifies/Analyzes Literary Elements

The student will identify and analyze elements of literature, including plot, setting, characterization, point of view, mood, tone, and theme.

Objectives

- 31 Identifies/Analyzes/Critiques Plot
The student will identify and analyze the characteristics of plot, including foreshadowing, conflict, subplot, climax, and resolution, and will determine the degree to which conflicts are resolved.
- 32 Identifies/Analyzes Setting
The student will identify and analyze the setting of a literary passage.
- 33 Identifies/Analyzes/Compares Characterization
The student will identify and analyze characterization and will compare character delineation in passages of prose, poetry, and drama.
- 34 Identifies/Analyzes Persona/Point of View
The student will identify and analyze the persona telling the story or the literary point of view in prose and poetry.
- 35 Identifies/Analyzes Mood/Tone
The student will identify and analyze the mood and the tone in a selection of prose or poetry.
- 36 Identifies/Analyzes Themes
The student will identify themes and/or analyze one or more literary passages in terms of themes (e.g., human interaction, personal identity, growth to adulthood, conflict and struggle, social and economic change).
- 37 Analyzes/Explains Relationships Among Elements
The student will analyze and/or explain the relationships among elements of literature, including plot, setting, characterization, point of view, theme, tone, and mood (e.g., how character or setting affects problem and resolution, how setting affects mood, tone, and meaning).

GOAL 4.2 Recognizes/Analyzes Literary Devices

The student will identify and analyze devices used in literature, including dialogue, figurative language, and poetic sound devices.

Objectives

- 38 Recognizes/Analyzes Poetic Devices
The student will recognize and analyze poetic devices (e.g., rhyme, rhythm, line length, sentence structure, alliteration, assonance, onomatopoeia).
- 39 Recognizes Symbolism/Allusion/Irony
The student will recognize symbolism, allusion, and irony.
- 40 Recognizes Dialogue/Dialect
The student will recognize dialogue and dialect and their purpose in passages of prose, poetry, and drama.

GOAL 4.3: Identifies/Describes/Evaluates Literary Genres

The student will identify, describe, and evaluate the literary genres of several cultures.

Objective

- 41 Identifies Characteristics of Literary Genres
The student will identify the characteristics that distinguish literary genres, including the novel, novella, short story, poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet), drama, biography, autobiography, and essay.

GOAL 4.4: Analyzes Literature From Various Cultures

The student will demonstrate an awareness of the literature (stories, novels, poems, drama, folk tales) of several cultures.

Objectives

- 42 Recognizes Role of Cultural Context
The student will recognize that literature and use of language reflect the attitudes and customs of the author and his or her culture.
- 43 Compares Literature of Different Cultures/Times
The student will compare and contrast genres, symbols, images, and archetypes found in the literature of different cultures and time periods.
- 44 Describes Universal Themes/Human Conditions
The student will describe universal themes and human conditions that recur in the literature of all cultures.

STANDARD 5. Writing Fluency/Conventions

The student will demonstrate fluency in written text through organizational structure, use of topic and supporting detail, transitions, word choice, grammar, syntax, capitalization, punctuation, and spelling.

GOAL 5.1: Uses Structures/Devices to Demonstrate Fluency

The student will demonstrate fluency by using effective organizational structure, topic and supporting detail, transitions, and word choice.

Objectives

- 45 Develops Consistent Focus
The student will develop a clear and consistent focus by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g., comparison and contrast, categorization, spatial arrangement, order of importance).
- 46 Develops Essay/Paragraph/Stanza

- The student will develop an essay, paragraph, and/or stanza that uses a thesis statement, topic sentence, or unstated main idea, supporting sentences, and a conclusion to demonstrate a logical organization of ideas.
- 47 Uses Structures/Devices to Demonstrate Fluency
The student will demonstrate fluency by using effective organizational structure, topic and supporting detail, transitions, and word choice.
- 48 Identifies/Uses Transitional Words/Phrases
The student will identify and use transitional words or phrases between sentences, paragraphs, and ideas to achieve a sense of completeness and cohesiveness in written text.
- 49 Uses Effective Vocabulary/Details in Writing
The student will write using colorful and imaginative vocabulary (e.g., figurative language, symbolism, colloquialisms, slang, idiom, jargon, dialect) and supporting details (e.g., examples, analogies, paraphrases, and quotations).

GOAL 5.2: Identifies/Applies Conventional Word Usage

The student will identify and apply the conventions of word usage in written communication.

Objectives

- 50 Identifies/Uses Verb Forms/Tense
The student will identify and use the correct forms of regular and irregular verbs and consistent verb tense in writing.
- 51 Identifies/Uses Agreement – Subject/Verb, Pronoun
The student will identify and use subjects and verbs that agree in number and pronouns that agree with their antecedents in person, case, and number.
- 52 Identifies Active/Passive Voice
The student will identify active and passive voice.
- 53 Distinguishes Diction/Usage Appropriate to Writing
The student will distinguish between conventional and colloquial diction and usage and will identify conventional usage as appropriate to writing.

GOAL 5.3: Recognizes/Uses Sentence Structures

The student will recognize and use parts of sentences, kinds of sentences, and correctly written sentences.

Objectives

- 54 Identifies/Combines Clauses and Phrases
The student will identify and/or combine independent and dependent clauses and prepositional, appositive, and verbal phrases to write compound and complex sentences.
- 55 Identifies/Rewrites Run0n Sentence/Fragment
The student will identify or write a correct restatement of a runon sentence or a fragment, using correct punctuation (e.g., semicolon, comma with conjunction).