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**Catholic Schools Office
Diocese of Tucson**

**LANGUAGE ARTS CURRICULUM
Grades K – 8**

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Vision Statement

The Language Arts Curriculum Committee's primary goal is to develop effective communicators who will be literate, fluent, life-long readers, writers, listeners, and speakers.

Essential Elements of the Language Arts Curriculum for All Grade Levels

Reading

- 1. Instruction will focus on an integrated literature-based and meaning centered approach to reading.**
- 2. The study of literature will heighten student sensitivity, deepen critical thought, and expand self awareness and awareness of other cultures.**
- 3. Silent reading will be encouraged as well as oral reading to the class by the teacher.**
- 4. Age appropriate vocabulary enrichment, phonics and grammar skills, spelling, decoding, and comprehension will be taught in meaningful context.**
- 5. Students will use reading, language, and thinking skills that will enhance their ability as accurate math problem solvers, scientific investigators and content area readers and writers.**

Writing

- 1. Students will use the writing process to communicate their thoughts, ideas and feelings, as well as to organize and expand upon content gained through reading, listening, and other experiences.**
- 2. Students will incorporate their knowledge and develop strategies to become proficient writers.**

Speaking and Listening

Students will develop their literacy skills through listening and speaking strategies.

Conclusion

Teachers will use a broad range of assessment methods to ensure that each student is developing according to his/her ability. Parents will be encouraged to take part in their children's language arts education through appropriate homework and active involvement in the school.

KINDERGARTEN

Standard 1 – Reading – Kindergarten

Students will:

Decoding/Phonics

- K.R.1 recognize oral language context clues
- K.R.2 memorize letter/sound associations-consonants and vowels
- K.R.3 use phonetic analysis skills such as beginning/ending sound relationships
- K.R.4 recognize similarities in word “families”
- K.R.5 identify simple rhymes
- K.R.6 learn alphabetical order
- K.R.7 distinguish between upper/lower case letters and letters/numbers

Vocabulary

- K.R.8 learn new vocabulary through list of sight words (see appendix 100 most frequent words)
- K.R.9 enrich vocabulary through literature
- K.R.10 expand vocabulary across the curriculum
- K.R.11 use contextual/picture clues to discover new words
- K.R.12 learn and use the names of classmates
- K.R.13 learn and use the names of object in the environment

Comprehension

- K.R.14 examine word meanings
- K.R.15 analyze meaning from sentences and pictures
- K.R.16 develop ability to follow one to two-step directions
- K.R.17 note important detail (can re-tell/illustrate the story, rhyme, fairy tale, etc.)
- K.R.18 recognize correct sequence – first, next, last
- K.R.19 make predictions based on title, cover, illustrations or samples of text
- K.R.20 predict elements/events in a story after hearing/reading a selections
- K.R.21 identify main characters in a story
- K.R.22 identify facts from non-fiction material
- K.R.23 relate new information to prior knowledge/experience

Reference and Study Skills

- K.R.24 follow library etiquette and select books
- K.R.25 identify a dictionary and its use
- K.R.26 identify and use basic charts, tables, graphs, and maps

Reading and Literature Strategies

- K.R.27 experience various genres of literature (fiction, non-fiction, poetry, etc.)
- K.R.28 recognize author/illustrator and title
- K.R.29 choose to read and/or be read to daily
- K.R.30 respond to literature, sharing information derived from selection
- K.R.31 identify elements of non-fiction and fiction (reality and fantasy)
- K.R.32 identify main characters and setting

Standard 2 – Writing – Kindergarten

Students will:

Penmanship/Handwriting

- K.W.1 develop an awareness of correct writing position (left to right, top to bottom)
- K.W.2 use correct finger position for writing
- K.W.3 display preference for right or left handedness
- K.W.4 copy the letters of the alphabet
- K.W.5 write capital and lower case letters legibly
- K.W.6 copy simple words/text from board or chart
- K.W.7 print first and last name
- K.W.8 improve fine motor skills (tracing, cutting, writing, etc.)

Spelling

- K.W.9 apply letter/sound relationships as emergent writers
- K.W.10 use conventional and inventive spelling
- K.W.11 identify use of “s” to mean more than one

Grammar/Usage

- K.W.12 use correct word order to create logical sentences
- K.W.13 learn capitalization rules (proper names, beginning of sentences, etc.)
- K.W.14 learn to punctuate the ending of sentences (period, question mark, exclamation point)
- K.W.15 begin to identify nouns and verbs as naming words and actions words

Writing Process

- K.W.16 write using drawings and/or emergent writing
- K.W.17 apply letter/sound relationships in emergent writing
- K.W.18 give meaning to the written word (reading back own writing)
- K.W.19 identify purpose for writing
- K.W.20 dictate/write descriptions of familiar persons, places, objects or experiences
- K.W.21 identify audience
- K.W.22 participate in pre-writing activities

Standard 3 – Listening – Kindergarten

Students will:

- K.L.1 follow one to two-step directions
- K.L.2 respond appropriately to questions
- K.L.3 recall information
- K.L.4 use focused listening at beginning levels
- K.L.5 demonstrate attentive listening without interruption
- K.L.6 repeat words, phrases or simple sentences
- K.L.7 interpret what is heard and relate it to prior knowledge
- K.L.8 restate stories in sequence
- K.L.9 attend to and comprehend oral presentations and various forms of media
- K.L.10 monitor conversation and respond appropriately

Standard 4 – Speaking – Kindergarten

Students will:

Individual

- K.S.1 speak clearly/enunciate words
- K.S.2 recite the alphabet
- K.S.3 use appropriate voice level, phrasing and intonation
- K.S.4 share ideas, information, opinions and questions

Group

- K.S.5 participate in dramatic activities
- K.S.6 listen and contribute in a meaningful way to group discussions

- K.S.7 maintain the subject line in conversation
- K.S.8 speak in class or small groups
- K.S.9 share experiences, events and other information
- K.S.10 recite familiar nursery rhymes, songs, finger-plays

First Grade

Standard 1 – Reading – First Grade

Students will:

Decoding/Phonics

- 1.R.1 recognize oral language context clues
- 1.R.2 memorize letter/sound associations
- 1.R.3 examine word forms and word parts
- 1.R.4 practice decoding strategies (phonetic rules)
- 1.R.5 use new reading vocabulary

Vocabulary

- 1.R.6 enrich vocabulary through literature
- 1.R.7 expand vocabulary across the curriculum
- 1.R.8 apply phonic skills in identifying words
- 1.R.9 apply structural analysis skills in identifying words
- 1.R.10 apply word association skills in identifying words
- 1.R.11 use familiar words to understand unfamiliar words
- 1.R.12 use contextual clues to discover new words
- 1.R.13 increase sight vocabulary

Comprehension

- 1.R.14 examine word meanings
- 1.R.15 analyze meaning from sentences
- 1.R.16 interpret meaning from a paragraph or passage
- 1.R.17 explore meaning from special phrases and expressions
- 1.R.18 develop ability to follow two and three step directions
- 1.R.19 identify important details
- 1.R.20 recognize correct sequence
- 1.R.21 categorize concepts by relating ideas
- 1.R.22 identify the main idea
- 1.R.23 visualize images of the written word
- 1.R.24 make inferences
- 1.R.25 compare and contrast relationships
- 1.R.26 identify cause and effect relationships
- 1.R.27 state what is already known about the topic or story
- 1.R.28 predict outcomes and content from title, pictures, and skimming

Reference and Study Skills

- 1.R.29 locate information in books
- 1.R.30 use the library
- 1.R.31 use charts, table of contents and calendar
- 1.R.32 use a dictionary

Reading/Literature Strategies

- 1.R.33 identify and analyze the elements of a story
- 1.R.34 recognize writing styles (point of view, author's purpose)
- 1.R.35 read and respond to different types of literature
- 1.R.36 identify fiction and non-fiction (reality, fantasy)
- 1.R.37 identify plot, main character, setting, and main idea
- 1.R.38 distinguish sensory words
- 1.R.39 recognize author/title
- 1.R.40 recognize rhyme
- 1.R.41 experience silent reading

Standard 2 – Writing – First Grade

Students will:

Penmanship/Handwriting

- 1.W.1 use correct hand position
- 1.W.2 improve skills of manuscript printing
- 1.W.3 write upper and lower case letters
- 1.W.4 practice writing

Spelling

- 1.W.5 recognize and apply plural forms of noun (s)
- 1.W.6 identify spelling rules
- 1.W.7 spell sight words
- 1.W.8 move from inventive to conventional spelling

Grammar/Usage

- 1.W.9 practice alphabetical order to the first and second letter
- 1.W.10 use correct word order in writing
- 1.W.11 add details to sentences

- 1.W.12 identify and use nouns, pronouns, verbs and adjectives
- 1.W.13 learn proper capitalization
- 1.W.14 use period, question mark, and exclamation mark correctly
- 1.W.15 differentiate appropriate punctuation for sentence types
- 1.W.16 use and practice singular possessive forms ('s)
- 1.W.17 use verbs in present and past tenses

Writing Process

- 1.W.18 participate in prewriting activities, i.e. brainstorming, mapping, webbing, drawing
- 1.W.19 identify purposes for writing
- 1.W.20 identify audience
- 1.W.21 select topic and style for writing
- 1.W.22 free write first draft with teacher support or alone
- 1.W.23 monitor own writing to read what has been written
- 1.W.24 decide what to do next
- 1.W.25 revise first draft
- 1.W.26 write final draft

Standard 3 – Listening – First Grade

Students will:

- 1.L.1 follow two-step directions
- 1.L.2 answer questions
- 1.L.3 recall information
- 1.L.4 focus on the source of oral information
- 1.L.5 identify purpose for listening and predict content
- 1.L.6 associate what is heard with prior knowledge
- 1.L.7 attend to and comprehend oral presentations
- 1.L.8 discriminate among statements, questions, commands, and exclamations
- 1.L.9 draw inferences
- 1.L.10 monitor conversation and respond appropriately

Standard 4 – Speaking – First Grade

Students will:

Individual

- 1.S.1 speak clearly and enunciate words
- 1.S.2 use correct word order in spoken language

- 1.S.3 develop oral reading skills
- 1.S.4 answer and ask questions
- 1.S.5 give oral reports and informative talks
- 1.S.6 use language appropriately according to purpose, audience, and situations

Group

- 1.S.7 participate in dramatic activities
- 1.S.8 respond appropriately in conversation
- 1.S.9 speak in class or small groups
- 1.S.10 share experiences, events, and other information

Second Grade

Standard 1 – Reading – Second Grade

Students will:

Decoding/Phonics

- 2.R.1 recognize oral language context clues
- 2.R.2 examine word forms and word parts as well as suffixes and prefixes
- 2.R.3 practice decoding strategies (phonic rules)
- 2.R.4 identify base word
- 2.R.5 practice short and long vowel rules
- 2.R.6 practice consonant blends/clusters
- 2.R.7 practice medial consonants
- 2.R.8 practice initial and final consonant digraphs
- 2.R.9 practice diphthongs
- 2.R.10 practice inflectional endings
- 2.R.11 practice phonograms

Vocabulary

- 2.R.12 use new reading vocabulary
- 2.R.13 enrich vocabulary through literature
- 2.R.14 expand vocabulary across the curriculum
- 2.R.15 practice basic sight words
- 2.R.16 identify and use compounds, synonyms, antonyms, prefixes, suffixes, homophones, homographs, contractions
- 2.R.17 derive meaning of a written word using context clues

Comprehension

- 2.R.18 examine word meanings
- 2.R.19 analyze meaning from sentences
- 2.R.20 retell meaning from a paragraph or passage
- 2.R.21 explore meaning from special phrases and expressions
- 2.R.22 develop ability to follow three and four step directions
- 2.R.23 identify important details of a story
- 2.R.24 recognize correct sequence
- 2.R.25 categorize concepts by relating ideas
- 2.R.26 identify the topic and main idea
- 2.R.27 visualize images of the written word
- 2.R.28 make inferences, draw conclusions and predict outcomes
- 2.R.29 compare and contrast relationships
- 2.R.30 identify cause and effect relationships

- 2.R.31 identify setting, main characters, main events and problems in stories
2.R.32 relate stories to personal experience

Reference and Study Skills

- 2.R.33 locate information in books
2.R.34 use the library
2.R.35 use special reference sources
2.R.36 use graphic aids
2.R.37 organize time and develop independent study strategies
2.R.38 practice test-taking skills
2.R.39 recognize the functions of glossaries and dictionaries
2.R.40 use glossaries and dictionaries
2.R.41 use table of contents
2.R.42 use index

Reading/Literature Strategies

- 2.R.43 recognize writing styles and devices
2.R.44 practice silent reading
2.R.45 read familiar stories and poems aloud with attention to rhythm and meter
2.R.46 read orally with expression, fluency and accuracy
2.R.47 participate in choral reading, role-playing and creative dramatics
2.R.48 recognize poetic elements in literature such as rhyme, rhythm, alliteration, voice, onomatopoeia, imagery, personification, stanza, and literal meaning
2.R.49 respond to literature

Standard 2 – Writing – Second Grade

Students will:

Penmanship/Handwriting

- 2.W.1 master skills of printing manuscript
2.W.2 recognize and write written letters in cursive

Spelling

- 2.W.3 recognize and apply plural forms of nouns
2.W.4 identify spelling rules
2.W.5 spell sight words correctly
2.W.6 use conventional spelling and continue to move from inventive spelling

Grammar/Usage

- 2.W.7 identify and apply different parts of speech (nouns, pronouns)

- 2.W.8 use correct word order
- 2.W.9 use subjects and predicates appropriately
- 2.W.10 combine and expand sentences
- 2.W.11 utilize nouns, pronouns, verbs, and adjectives
- 2.W.12 learn proper capitalization
- 2.W.13 use correct ending punctuation
- 2.W.14 differentiate appropriate punctuation for sentence types
- 2.W.15 recognize and differentiate between the three sentence types (exclaiming, asking, and telling)
- 2.W.16 practice singular and plural possessive forms (`s and s')
- 2.W.17 use verbs in present and past tense
- 2.W.18 practice alphabetical order to the second or third letter

Writing Process

- 2.W.19 generate topics through prewriting activities such as brainstorming, webbing, mapping, drawing, journal writing, K-W-L charts, Venn diagrams, and group discussions:
- 2.W.20 use strategies to draft and revise written work
- 2.W.21 use strategies such as dictionaries and other sources to edit written work
- 2.W.22 incorporate illustrations, photos (or other) in published work
- 2.W.23 write daily using a variety of formats
- 2.W.24 incorporate descriptive language in writing
- 2.W.25 practice creative writing
- 2.W.26 practice informative writing
- 2.W.27 summarize a story or a paragraph

Standard 3 – Listening – Second Grade

Students will:

- 2.L.1 focus on the source(s) of oral information in a variety of contexts and for a variety of purposes, responding appropriately
- 2.L.2 relate prior knowledge about the topic to what is being discussed
- 2.L.3 identify a purpose for listening
- 2.L.4 follow three and four step directions
- 2.L.5 ask questions to clarify, evaluate, or restate what is heard
- 2.L.6 monitor conversation
- 2.L.7 recall information

Standard 4 – Speaking – Second Grade

Students will:

Individual

- 2.S.1 enunciate words
- 2.S.2 develop oral reading skills
- 2.S.3 answer and ask questions
- 2.S.4 give oral reports and informative talks
- 2.S.5 interview and survey
- 2.S.6 give descriptions
- 2.S.7 identify purpose and audience

Group

- 2.S.8 use peer conferencing
- 2.S.9 speak clearly and audibly in a variety of classroom settings
- 2.S.10 respond appropriately within context
- 2.S.11 participate in dramatic activities

Third Grade

Standard 1 – Reading – Third Grade

Students will:

Decoding/Phonics

- 3.R.1 recognize oral language context clues
- 3.R.2 memorize letter/sound associations(i.e. blends, digraphs, diphthongs)
- 3.R.3 examine word forms and word parts
- 3.R.4 recognize and understand the meaning of prefixes and suffixes
- 3.R.5 use phonetic skills to decode words
- 3.R.6 recognize number of syllables in a word
- 3.R.7 practice the rules of syllabication

Vocabulary

- 3.R.8 derive meaning of a written word using structural analysis
- 3.R.9 derive meaning of a written word using context clues
- 3.R.10 learn new reading vocabulary
- 3.R.11 enrich vocabulary through literature
- 3.R.12 expand vocabulary across the curriculum

Comprehension

- 3.R.13 examine word meaning
- 3.R.14 analyze meaning from sentences
- 3.R.15 identify setting, characters, and plot
- 3.R.16 summarize the plot
- 3.R.17 use sequencing
- 3.R.18 form generalizations
- 3.R.19 identify main idea
- 3.R.20 identify supporting details
- 3.R.21 distinguish between important and unimportant information
- 3.R.22 know fact vs. opinion
- 3.R.23 identify cause and effect
- 3.R.24 compare and contrast
- 3.R.25 make, confirm, and revise predictions
- 3.R.26 make inferences
- 3.R.27 draw conclusions
- 3.R.28 identify steps in process
- 3.R.29 use illustrations to enhance comprehension
- 3.R.31 retrieve information in text
- 3.R.32 use prior knowledge and experience to respond to new information

3.R.33 recognize dialogue as a story element

Reference and Study Skills

- 3.R.34 recognize different kinds of print (bold, italics, etc.)
- 3.R.35 follow written directions
- 3.R.36 preview a text (skims material and use pictorial and textual clues)
- 3.R.37 use tables of contents and indexes
- 3.R.38 use glossaries and dictionaries
- 3.R.39 use maps, graphs, diagrams, charts to find information
- 3.R.40 understand how to use an encyclopedia
- 3.R.41 locate books in a library by using author's name, title, and subject
- 3.R.42 organize time and develop independent study strategies
- 3.R.43 learn test taking skills
- 3.R.44 recognize standard bibliography format

Reading/Literature Strategies

- 3.R.45 identify and respond to different genres of literature: tall tales, fiction, non-fiction, biographies, historical fiction, how-to-books, etc.
- 3.R.46 read a variety of poetry
- 3.R.47 know fiction vs. nonfiction and reality fiction vs. fantasy fiction
- 3.R.48 analyze story elements: characters, plot, setting, problem, solution, and mood
- 3.R.49 identify author's purpose as to entertain, inform, or persuade
- 3.R.50 understand and recognize figures of speech (similes, metaphors)
- 3.R.51 identify and interpret rhyme/rhythm, literal meaning and alliteration

Standard 2 – Writing – Third Grade

Students will:

Penmanship/Handwriting

- 3.W.1 learn to write in cursive
- 3.W.2 connect letters correctly to form words
- 3.W.3 write legibly in manuscript and cursive

Spelling

- 3.W.4 identify and apply spelling rules
- 3.W.5 recognize and apply rules of plural forms of nouns
- 3.W.6 recognize and apply tenses of verbs
- 3.W.7 apply spelling rules for possessive nouns and contractions

3.W.8 differentiate in spelling and usage of homophones and homographs

Grammar/Usage

- 3.W.9 identify and use parts of speech correctly (noun, verb, adjective, pronoun, adverb)
- 3.W.10 capitalize correctly
- 3.W.11 differentiate appropriate punctuation for sentence types
- 3.W.12 understand and use punctuation correctly (commas, end marks, quotation marks, apostrophes, abbreviations and initials)
- 3.W.13 understand and apply subject-verb agreement
- 3.W.14 understand and apply appropriate verb tense
- 3.W.15 combine and expand sentences
- 3.W.16 practice alphabetizing skills to third and fourth letter

Writing Process

- 3.W.17 indent at each new paragraph
- 3.W.18 understand and use a topic sentence
- 3.W.19 understand and use supporting details
- 3.W.20 understand and use a concluding sentence
- 3.W.21 use the five steps of the writing process: pre-writes, uses first draft, revises, edits, and publishes
- 3.W.22 write different forms of poetry
- 3.W.23 use creative writing in story narratives and other writings
- 3.W.24 write informative pieces using paragraphs
- 3.W.25 write friendly letters

Standard 3 – Listening – Third Grade

Students will:

- 3.L.1 listen respectfully and attentively
- 3.L.2 follow three step directions
- 3.L.3 listen for a variety of reasons (entertainment, informational)
- 3.L.4 recall information accurately

Standard 4– Speaking – Third Grade

Students will:

Individual

- 3.S.1 use eye contact and appropriate gestures
- 3.S.2 speak clearly and loud enough to be heard by all
- 3.S.3 look at audience with head up
- 3.S.4 use appropriate intonation
- 3.S.5 use grammatically correct sentences
- 3.S.6 retell information gathered from different sources

Group

- 3.S.7 contribute to class or group discussions
- 3.S.8 ask appropriate questions
- 3.S.9 participate in role-playing and creative dramatics
- 3.S.10 stay on the subject in conversations
- 3.S.11 follow rules of conversations in a courteous manner

Fourth Grade

Standard 1 – Reading – Fourth Grade

Students will:

Decoding/Phonics

- 4.R.1 examine root words and word parts using syllabication
- 4.R.2 infer meaning of words through knowledge of prefixes and suffixes
- 4.R.3 employ decoding strategies

Vocabulary

- 4.R.4 derive meaning from a written word using structural analysis
- 4.R.5 recognize written language context clues
- 4.R.6 derive meaning from a written word using context clues
- 4.R.7 confirm meaning of words using context clues
- 4.R.8 learn new reading vocabulary
- 4.R.9 enrich his/her vocabulary through literature
- 4.R.10 expand his/her vocabulary across the curriculum
- 4.R.11 apply developed vocabulary

Comprehension

- 4.R.12 examine word meaning
- 4.R.13 analyze meaning from sentences/contextual clues
- 4.R.14 identify the setting, characters, and plot
- 4.R.15 summarize the plot
- 4.R.16 use sequence
- 4.R.17 form generalizations
- 4.R.18 identify main idea
- 4.R.19 identify supporting details
- 4.R.20 distinguish important and unimportant information
- 4.R.21 distinguish fact vs. opinion
- 4.R.22 verbalize cause and effect
- 4.R.23 compare and contrast
- 4.R.24 make predictions
- 4.R.25 use inferences
- 4.R.26 draw conclusions
- 4.R.27 identify steps in a process
- 4.R.28 use illustrations to enhance comprehension
- 4.R.29 retrieve information in text
- 4.R.30 use prior knowledge and experience to respond to new information

Reference and Study Skills

- 4.R.31 recognize different kinds of print (bold, italics, etc.)
- 4.R.32 preview texts (skim materials, use pictorial and textual clues)
- 4.R.33 identify and use various parts of a book (index, table of contents, glossary, appendix)
- 4.R.34 use alphabetizing skills
- 4.R.35 locate books using author's name, title or subject (card catalog, computerized library catalog)
- 4.R.36 use glossaries, dictionaries, thesauruses, and encyclopedias
- 4.R.37 use graphic aids
- 4.R.38 use outlining techniques
- 4.R.39 organize time and develop independent study strategies
- 4.R.40 use test taking strategies

Literature Strategies

- 4.R.41 read and identify different genres of literature: tall tales, fiction, non-fiction, biographies, historical fiction, how-to-books, etc.
- 4.R.42 identify a variety of poetry: acronym, cinquain, haiku, free verse
- 4.R.43 identify and interpret rhyme/rhythm, figurative language (idioms, similes, metaphors, hyperbole), literal meaning, and alliteration, etc.
- 4.R.44 analyze story elements: characters, plot, setting, problem, solution, and mood
- 4.R.45 identify author's purpose, i.e.: entertain, inform, persuade
- 4.R.46 recognize writing styles and devices such as narrative, first and second person, etc.
- 4.R.47 use prior knowledge and author's information to make a judgment or opinion
- 4.R.48 use dialogue to make inferences about characters

Standard 2 – Writing – Fourth Grade

Students will:

Penmanship

- 4.W.1 execute correct letter formation
- 4.W.2 connect letters to form words
- 4.W.3 use cursive writing
- 4.W.4 write legibly using correct slant and spacing

Spelling

- 4.W.5 spell correctly, applying rules appropriate to grade level vocabulary
- 4.W.6 use dictionary for correct spellings
- 4.W.7 achieve spelling mastery of often used words

Grammar/Usage

- 4.W.8 use correct mechanics in writing
- 4.W.9 punctuate correctly (sentence endings, comma, abbreviations, quotations, apostrophes, etc.)
- 4.W.10 capitalize correctly (sentence beginnings, titles, abbreviations, proper nouns, etc.)
- 4.W.11 use correct grammar and usage to build descriptive, explanatory sentences
- 4.W.12 understand and use parts of speech correctly: Nouns – singular, plural, common, proper, singular and plural possessive; Adjectives – articles, with linking verbs, comparative, proper; Pronouns – subject, object, possessive, contractions, verb agreement; Verbs – action, main, helping, linking, irregular, tenses, agreement; Adverbs and Prepositions – how, when, where, comparative, negatives, phrases, conjunctions
- 4.W.13 understand and apply correct usage (subject-verb agreements, appropriate verb tense, etc.)
- 4.W.14 use variety of sentence structures (declarative, interrogative, imperative, exclamatory, compound, compound subject, compound predicate)

Writing Process

- 4.W.15 practice alphabetical order to the third and fourth letter
- 4.W.16 use the writing process: pre-write (choose topic and details), use first draft, revise (ideas, content, organization, word choice and voice), edit (self, peer and/or teacher), publish using conventional and technological methods
- 4.W.17 write cohesive, expressive, creative and informative paragraphs: understand and use a topic sentence and understand and use supporting details
- 4.W.18 use expressive writing in poetry and other writing
- 4.W.19 use creative writing in story narratives and other writing
- 4.W.20 use informative writing: plan and write a “how to” paragraph, use a topic sentence, list supporting details in logical order, and state conclusions correctly

- 4.W.21 plan and write a report using paragraphs: use note-taking skills (outlining, mapping, etc.), organize material, and cite reference used (Works Cited, Bibliography)
- 4.W.22 conduct interviews
- 4.W.23 write a bibliography using a standard format

Standard 3 – Listening – Fourth Grade

Students will:

- 4.L.1 listen respectfully and attentively to adults and peers
- 4.L.2 use focused listening: listen to shared ideas, opinions and information in a group setting, restate and execute multi-step directions, and restate what is said in own words
- 4.L.3 listen for a variety of reasons, including information, entertainment, etc.
- 4.L.4 ask and respond to appropriate questions to subject content
- 4.L.5 summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- 4.L.6 evaluate the role of the media in focusing attention and forming opinions
- 4.L.7 use language nuances to identify how language use (i.e. idiom, usage) reflects regions and cultures
- 4.L.8 begin basic note taking skills from oral presentations

Standard 4– Speaking – Fourth Grade

Students will:

Individual

- 4.S.1 use inflection in oral reading
- 4.S.2 communicate ideas effectively
- 4.S.3 speak in front of class, using eye contact and appropriate gestures
- 4.S.4 ask appropriate questions
- 4.S.5 use appropriate vocabulary
- 4.S.6 answer aloud in complete sentences
- 4.S.7 prepare and give oral reports
- 4.S.8 articulate clearly
- 4.S.9 retell information gathered from different sources of information accurately
- 4.S.10 use written prompts to give a speech

Group

- 4.S.11 contribute readily to class and/or group discussions
- 4.S.12 ask and respond appropriately to questions
- 4.S.13 follow rules of conversations
- 4.S.14 participate in and/or initiate role playing and creative dramatics
- 4.S.15 maintain the subject line in conversation
- 4.S.16 engage in cooperative and group learning discussions
- 4.S.17 paraphrase information shared by others
- 4.S.18 use descriptive, accurate language

Fifth Grade

Standard 1 – Reading – Fifth Grade

Students will:

Decoding/Phonics

- 5.R.1 continue to develop decoding strategies
- 5.R.2 identify root words
- 5.R.3 infer meaning of words through knowledge of prefixes, suffixes and derivatives

Vocabulary

- 5.R.4 learn new reading vocabulary
- 5.R.5 enrich vocabulary through literature
- 5.R.6 expand vocabulary across the curriculum by use of the articles in science, social studies, and through analogies
- 5.R.7 apply developed vocabulary

Comprehension

- 5.R.8 examine word meanings
- 5.R.9 analyze meaning from sentences
- 5.R.10 analyze various forms of dialogue
- 5.R.11 identify setting, character, and plot
- 5.R.12 summarize plot to include cause and effect
- 5.R.13 recognize correct sequence
- 5.R.14 form generalizations
- 5.R.15 identify the topic, main idea, and supporting details
- 5.R.16 note important details
- 5.R.17 compare and contrast character, genre, cultural differences, fact, and fiction
- 5.R.18 make inferences, draw conclusions, predict outcomes, summarize, differentiate fact vs. opinion
- 5.R.19 identify steps in a process
- 5.R.20 use prior knowledge to make judgements or opinions
- 5.R.21 categorize concepts by relating ideas and moving from the concrete to the abstract
- 5.R.22 apply critical thinking skills while reading across the curriculum
- 5.R.23 identify author's purpose (inform, persuade)

Reference and Study Skills

- 5.R.24 preview text (skims material, uses pictorial and textual clues)
- 5.R.25 locate information in books
- 5.R.26 use the library
- 5.R.27 use alphabetizing skills
- 5.R.28 identify and use special reference books such as the dictionary, almanac, thesaurus, encyclopedia, and atlas
- 5.R.29 employ special graphic aids
- 5.R.30 evaluate sources of information
- 5.R.31 use outline techniques
- 5.R.32 organize time and develop independent study strategies
- 5.R.33 use test taking skills
- 5.R.34 apply structure to organize and retain information
- 5.R.35 create a bibliography using a standard bibliography format

Reading/Literature Strategies

- 5.R.36 examine the different literary genres of fiction and non-fiction, biography, autobiography, etc.
- 5.R.37 identify and analyze character, setting, plot, problem, solution, and mood
- 5.R.38 identify a variety of poetry such as acronym, cinquain, haiku, limerick, and free verse
- 5.R.39 recognize and evaluate writing styles and devices
- 5.R.40 read and respond to literature
- 5.R.41 explore a character's motivation or feeling
- 5.R.42 interpret and use literary devices similes, metaphores, idioms, hyperboles, imagery, personification, and alliteration

Standard 2 – Writing – Fifth Grade

Students will:

Penmanship/Handwriting

- 5.W.1 execute correct letter formation
- 5.W.2 use cursive writing

Spelling

- 5.W.3 develop and use strategies for learning and applying correct spelling
- 5.W.4 spell basic and new vocabulary correctly

Grammar/Usage

- 5.W.5 use correct mechanics in writing
- 5.W.6 punctuate correctly (sentence endings, comma, abbreviations, quotations, apostrophes, etc.)
- 5.W.7 capitalize correctly (sentence beginnings, titles, abbreviations, proper nouns, etc.)
- 5.W.8 use correct grammar and usage to build descriptive, explanatory sentences
- 5.W.9 understand and use parts of speech correctly: Nouns – singular, plural, common, proper, singular and plural possessive; Adjectives – articles, with linking verbs, comparative, proper; Pronouns – subject, object, possessive, contractions, verb agreement; Verbs – action, main, helping, linking, irregular, tenses, agreement; Adverbs and Prepositions – how, when, where, comparative, negatives, phrases, conjunctions
- 5.W.10 understand and apply correct usage (subject-verb agreements, appropriate verb tense, etc.)
- 5.W.11 use variety of sentence structures (declarative, interrogative, imperative, exclamatory, compound, compound subject, compound predicate)

Writing Process

- 5.W.12 proofread and edit for usage, grammar, and spelling
- 5.W.13 rewrite, type, or word process paper
- 5.W.14 proofread final draft of paper
- 5.W.15 participate in evaluating one's own writing
- 5.W.16 write structured poetry (limericks, haikus, cinquains, etc.)
- 5.W.17 use vivid language in writing
- 5.W.18 incorporate organizational techniques such as webbing, Venn diagrams, brainstorming and mapping
- 5.W.19 write for a variety of purposes such as information, narrative, persuasive, and expressive
- 5.W.20 write a bibliography using a standard format

Standard 3 – Listening – Fifth Grade

Students will:

- 5.L.1 follow multi-step directions
- 5.L.2 explore strategies for active listening to process information
- 5.L.3 listen and respond to different language situations considering audience and purpose
- 5.L.4 listen to, understand, and respond to oral information

- 5.L.5 listen to and take notes on lecture material
- 5.L.6 evaluate the role of the media in focusing attention and forming opinions

Standard 4 – Speaking – Fifth Grade

Students will:

Individual

- 5.S.1 develop delivery and presentation skills (eye contact, appropriate gestures, voice level, etc.)
- 5.S.2 practice interpersonal, extemporaneous, and formal speech in appropriate situations

Group

- 5.S.3 read aloud with appropriate tone and expression
- 5.S.4 articulate experiences before an audience, debate, and give oral book reports

Sixth Grade

Standard 1 – Reading – Sixth Grade

Students will:

Decoding/Phonics

- 6.R.1 identify root words and effect of prefixes and suffixes
- 6.R.2 understand syllabication rules

Vocabulary

- 6.R.3 expand vocabulary from content areas, experiences and reading
- 6.R.4 confirm meaning of words and phrases (figurative, idiomatic and content language) from context clues
- 6.R.5 enrich vocabulary through literature

Comprehension

- 6.R.6 read at grade level
- 6.R.7 read orally with fluidity, confidence and expression
- 6.R.8 evaluate a character's motivation and feelings
- 6.R.9 understand and makes inferences from context clues
- 6.R.10 answer interpretative and evaluative questions on an oral and written level
- 6.R.11 distinguish fact from opinion
- 6.R.12 read and follows complex direction
- 6.R.13 compare and contrasts elements in literature
- 6.R.14 summarize a story in sequential order

Reference and Study Skills

- 6.R.15 outline material as a means to summarize and study content subject information
- 6.R.16 understand visual clues (bold, italics)
- 6.R.17 use graphs, maps, captions to understand reading material
- 6.R.18 use library resources (card and computer catalogues, internet, etc.) effectively to find information

Reading/Literature Strategies

- 6.R.19 read a variety of literary genres including fiction, non-fiction, biography, autobiography, myth, fable, legend, historical fiction, fantasy and poetry with an emphasis placed on award-winning literature
- 6.R.20 predict story outcome
- 6.R.21 describe setting

- 6.R.22 summarize plot, including cause and effect
- 6.R.23 draw supportable conclusion based on material read
- 6.R.24 identify theme
- 6.R.25 identify and analyze character, setting, plot, problem, solution, and mood
- 6.R.26 recognize literary devices such as foreshadowing and flashback
- 6.R.27 gather meaning from simile, metaphor, personification
- 6.R.28 identify characteristics of characters
- 6.R.29 recognize author's bias

Standard 2 – Writing – Sixth Grade

Students will:

Penmanship/Handwriting

- 6.W.1 write in a legible manner
- 6.W.2 write in cursive

Spelling

- 6.W.3 apply conventional spelling rules
- 6.W.4 understand and apply syllabication rules
- 6.W.5 use spelling words appropriately in writing

Grammar/Usage

- 6.W.6 identify the following parts of speech: nouns – common and proper, verbs– action and linking, adverbs, adjectives – common and proper, conjunctions, prepositions and interjections, prepositional phrases and objects of prepositions, direct and indirect objects, predicate nominatives, and predicate adjectives articles
- 6.W.7 understand the following comma usage: after a greeting in a letter, in the closing of the letter, words in a series, appositive, dependent clause or introductory word or phrase, compound sentence, dates and address, interrupting words, and direct address
- 6.W.8 follow the following capitalization rules: abbreviations, first word of a sentence, proper nouns, quotations, and titles of books, poems and stories
- 6.W.9 distinguish between fragments, run-ons, and complete sentences
- 6.W.10 use direct quotation marks
- 6.W.11 use a variety of ending sentence marks.
- 6.W.12 use apostrophes in possessives and contractions
- 6.W.13 apply standard writing mechanics and usage skills (subject-verb agreement, variety of sentence lengths, etc.)

Writing Process

- 6.W.14 participate in prewriting activities

- 6.W.15 write a 5-sentence paragraph consistently, which consists of a main idea, three details, and a concluding sentence
- 6.W.16 revise first drafts with teacher and/or peer editing assistance and monitors own writing by proofreading
- 6.W.17 write with a variety of purposes – poetry, short story, reports, analysis of literature and letters
- 6.W.18 incorporate similes, metaphors, and personification in writing
- 6.W.19 use the dictionary, thesaurus and glossary to expand word choice, particularly focusing on verb and adjectives as a way to strengthen writing
- 6.W.20 construct beginning and ending sentence that “grab” the reader’s attention
- 6.W.21 write one 5-paragraph essay using the 5-sentence paragraph as the framework
- 6.W.22 incorporate student’s voice into writing, particular in creative writing
- 6.W.23 incorporate organizational techniques such as webbing, mapping, brainstorming, drawing, journal writing, K-W-L charts, Venn diagrams, and group discussions
- 6.W.24 incorporate transitional words that allow for sentence fluency
- 6.W.25 create a bibliography using standard bibliography format

Standard 3 – Listening – Sixth Grade

Students will:

- 6.L.1 follow complex oral directions
- 6.L.2 respond appropriately to questions
- 6.L.3 demonstrate active listening skills
- 6.L.4 interpret what is heard and relate information to prior knowledge
- 6.L.5 listen to and take notes on lecture material
- 6.L.6 evaluate the role of the media in focusing attention and forming opinions

Standard 4 – Speaking – Sixth Grade

Students will:

Individual

- 6.S.1 enunciate words clearly
- 6.S.2 use appropriate voice level, intonation, phrasing to express opinions
- 6.S.3 recite poems or other memorized works in an effective manner
- 6.S.4 prepare and deliver oral presentations

Group

6.S.5

share ideas effectively in large group, small group or in class

Seventh Grade

Standard 1 – Reading – Seventh Grade

Students will:

Decoding/Phonics

- 7.R.1 recognize oral language context clues
- 7.R.2 examine word forms, root words, suffixes, prefixes, and derivatives

Vocabulary

- 7.R.3 acquire new reading vocabulary: affixes, roots, synonyms, and antonyms
- 7.R.4 enrich his/her vocabulary through literature
- 7.R.5 expand his/her vocabulary across the curriculum by use of pertinent articles and through analogies
- 7.R.6 explore literal and figurative language through poetic device: simile, metaphor, hyperbole, idiom, personification, oxymoron and alliteration

Comprehension

- 7.R.7 examine definitions and select appropriate meaning
- 7.R.8 analyze meaning from sentences and context clues
- 7.R.9 interpret meaning from a paragraph or passage, analyze, evaluate material
- 7.R.10 explore meaning of special phrases and expressions: idioms, denotation and connotation
- 7.R.11 develop ability to follow a variety of directions such as list, explain, compare and contrast
- 7.R.12 note important detail
- 7.R.13 recognize correct sequence
- 7.R.14 categorize concepts by relating ideas and moving from the concrete to the abstract
- 7.R.15 identify the topic, main idea, and theme
- 7.R.16 visualize images of the written word through figurative language
- 7.R.17 broaden the ability to make inference, draw conclusions and predict outcomes
- 7.R.18 compare and contrast relationships, note similarities and differences
- 7.R.19 explain cause and effect relationships
- 7.R.20 read critically: focus, concentrate, discuss, summarize, interpret, evaluate, make generalizations, critique, know propaganda techniques, and recognize stereotypes

Reading/Literature Strategies

- 7.R.21 examine the different literary genres: recognize and define fictions, nonfictions, biography, autobiography, myths, fables, legends, and historical fiction
- 7.R.22 identify and analyze the elements of a story: theme, tone, diction, author's point of view, flashback, mood, foreshadowing, internal and external conflicts, man verses man (society), man verses himself, and man verses environment
- 7.R.23 recognize and evaluate writing styles and devices
- 7.R.24 appreciate and respond to contemporary and classical literature

Reference and Study Skills

- 7.R.25 use glossaries, dictionaries across the curriculum
- 7.R.26 locate information in books; have a working knowledge of index, glossary, table of contents, appendix, etc.
- 7.R.27 use the library and cataloging systems
- 7.R.28 identify special reference sources: the almanac, thesaurus, atlas and the Reader's Guide to Periodical Literature
- 7.R.29 employ special graphic aids such as maps, charts, graphs
- 7.R.30 evaluate sources of information, noting publication date, author's bias and qualification
- 7.R.31 apply structure to organize and retain information through notes and outlining skills
- 7.R.32 develop independent study strategies utilizing assignment book and time management skills
- 7.R.33 practice test-taking skills
- 7.R.34 develop detailed outlines
- 7.R.35 practice skimming and scanning

Standard 2 – Writing – Seventh Grade

Students will:

Penmanship/Handwriting

7.W.1 write legibly in cursive and print

Spelling

7.W.2 analyze and clarify meaning when drafting and revising

7.W.3 spell accurately

Grammar/Usage

7.W.4 use a variety of pre-writing skills (outlining, published pieces of writing as writing models, constructs of critical standards, background knowledge)

7.W.5 edit for clarity, word choice and language usage

7.W.6 use a wide variety of media to publish written work, which includes computer technology

7.W.7 punctuate and capitalize with high level of accuracy

7.W.8 use correct structural and syntactical language

7.W.9 apply correct grammar and usage skills (subject-verb agreement, appropriate verb tense, etc.)

7.W.10 understand and use correct parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, D.O., I.O., subject complement and appositive)

7.W.11 use an extensive variety of simple and compound sentence structures

Writing Process

7.W.12 use cohesive, expressive, creative, persuasive, and informative paragraphs to convey knowledge, opinions, stories, etc.

7.W.13 use expressive writing, which includes imagery (simile, metaphor, personification, etc.) when writing narratives or poetry

7.W.14 write a personal experience narrative, which relates a clear story-line and use descriptive words and phrases

7.W.15 write poetry, which reflects careful attention to structured form as well as free verse while expressing clear, simulating ideas

7.W.16 write a personal experience story, which includes a plot containing conflict/resolution, build up of tension and suspense, and/or element of surprise, etc.

7.W.17 direct the reader through well developed characters, setting, dialogue, and themes

- 7.W.18 use figurative language, descriptive words and phrases that enhance the story line
- 7.W.19 write an expository essay, which states an effective thesis
- 7.W.20 write an organized response to literature
- 7.W.21 support inferences and conclusions with examples from the text or personal experience
- 7.W.22 state a position clearly that is interpretive, analytical, evaluative, or reflective
- 7.W.23 support a topic sentence with details, facts, examples, and/or descriptions
- 7.W.24 use transitional paragraphs, which bring a logical conclusion to the stated thesis
- 7.W.25 critique writing and support opinion
- 7.W.26 respond to non-print media
- 7.W.27 give clear account of personal convictions

- 7.W.28 write a clear and accurate summary, which includes a main idea, significant details, and preserves the position of the author
- 7.W.29 use appropriate format and vocabulary while writing formal communications such as business letters, directions, etc.
- 7.W.30 develop a report, which utilizes semantic mapping or outlining
- 7.W.31 convey a point of view, which is developed with appropriate facts, details and examples
- 7.W.32 write for a specific audience and purpose
- 7.W.33 use reference material to implement a research strategy by selecting appropriate sources, paraphrasing information and incorporating significant details from note-taking activities
- 7.W.34 use and cite a variety of sources
- 7.W.35 take notes summarizing and paraphrasing information relevant to topic
- 7.W.36 incorporate notes into a finished product
- 7.W.37 write first draft independently, using standard grammar and spelling
- 7.W.38 monitor own writing
- 7.W.39 proofread, type or rewrite paper for final draft
- 7.W.40 proofread final draft
- 7.W.41 use standard method of citation for bibliography or works cited page

Standard 3 – Speaking – Seventh Grade

Students will:

Individual

- 7.S.1 deliver a well prepared, organized speech (i.e. persuasive, expository, demonstrative) and effectively convey the message through verbal and nonverbal communication (i.e. eye contact, gestures)

- 7.S.2 prepare and deliver an oral report in the content areas that conveys information, making use of verbal and nonverbal communication (i.e. intonation, phrasing, etc.)
- 7.S.3 use effective vocabulary and logical organization to share ideas, information, opinions (preference/interests) and support with well-rounded information
- 7.S.4 summarize events, indicate predictions, draw conclusions, and show cause and effect when making presentations
- 7.S.5 engage in formal and informal debate
- 7.S.6 evaluate responses as both interviewer and interviewee
- 7.S.7 communicate respectfully and effectively with adults and peers using proper social amenities
- 7.S.8 speak Standard English while respecting culturally diverse language patterns
- 7.S.9 recite scriptural passages and literary passages from memory
- 7.S.10 ask appropriate questions for clarification and understanding
- 7.S.11 utilize information gathered from different sources of information (i.e. speakers, books, newspaper, and media) when presenting main ideas, supporting details, examples, and descriptions
- 7.S.12 enhance and support important aspects of oral presentation with visuals or media displays
- 7.S.13 use technology correctly (i.e. microphone, telephone, etc.)

Group

- 7.S.14 contribute and support class, and/or group discussions through the use of appropriate questions and courteous conversation
- 7.S.15 summarize and paraphrase information given by others in clear, accurate language
- 7.S.16 participate in dramatic activities such as: role play, improvisation, reader's theater, poetry recitation, oral reports, storytelling, drama, choral reading or speaking panels, and debates
- 7.S.17 communicate personal or group's physical and emotional needs in an appropriate manner

Standard 4 – Listening – Seventh Grade

Students will:

- 7.L.1 listen respectfully and attentively to adults and peers when they are speaking, reading, sharing ideas, or information
- 7.L.2 choose to use focused listening when appropriate without prompting

- 7.L.3 interpret and respond to questions and evaluate responses both as interviewer and interviewee
- 7.L.4 restate and execute complex oral instructions
- 7.L.5 listen for a variety of reasons (i.e. information, entertainment)
- 7.L.6 listen to and take notes on lecture material
- 7.L.7 identify and address problems in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action
- 7.L.8 summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- 7.L.9 evaluate the role of the media in focusing attention and forming opinions
- 7.L.10 listen and respond to narratives, poems, nonfiction, and age appropriate music
- 7.L.11 use language nuances to identify how language is used in regions and cultures
- 7.L.12 evaluate the role of the media in focusing attention and forming opinions

Eighth Grade

Standard – Reading – Eighth Grade

Students will:

Decoding/Phonics

8.R.1 identify root words and effect of prefixes and suffixes (word recognition skills)

Vocabulary Building

- 8.R.2 expand vocabulary from content areas, experiences and reading
- 8.R.3 confirm meaning of words and phrases (figurative, idiomatic, and technical language) using context clues
- 8.R.4 apply knowledge of word's origins and derivations
- 8.R.5 enrich vocabulary through reading

Comprehension

- 8.R.6 read and follow complex directions
- 8.R.7 identify author's main idea, and details that are critical or supportive
- 8.R.8 draw conclusions from inferences
- 8.R.9 identify the author's purpose, feelings, point of view, bias
- 8.R.10 distinguish fact vs. opinion
- 8.R.11 compare and contrast elements of the text
- 8.R.12 determine cause and effect relationships in text
- 8.R.13 summarize the text in chronological, sequential, or logical order
- 8.R.14 paraphrase accurately

Reference and Study Skills

- 8.R.15 understand visual perception clues to identify and organize information (skim, scan, bold, italics)
- 8.R.16 enhance understanding of reading material through use and interpretation of charts, graphs, pictures, photographs, labels, and cartoons
- 8.R.17 use various parts of a book to find information quickly
- 8.R.18 use library resources (card catalogue, computer catalogue, internet, etc.) effectively to find information
- 8.R.19 select best sources for specific research purposes (dictionary, thesaurus, encyclopedia, internet, atlas, almanac, CD ROM)
- 8.R.20 develop study strategies (test taking strategies, outlining, organizing, etc.)
- 8.R.21 create standard bibliographies using standard format

Reading/Literature Strategies

- 8.R.22 predict outcome of text
- 8.R.23 describe setting and relationship to text
- 8.R.24 summarize plot line, including conflict, climax, resolution, and cause and effect
- 8.R.25 draw supportable conclusions based on stated or implied information according to style, meaning and mood
- 8.R.26 identify theme through main idea and supporting details
- 8.R.27 recognize and analyze use of specific literary devices like foreshadowing, flashback, irony, symbols, suspense, exposition, point of view, and dialogue
- 8.R.28 recognize and gather meaning from elements of figurative language like simile, metaphor, personification, hyperbole, oxymoron, and connotation
- 8.R.29 recognize and gather meaning from literary devices like rhyme/rhythm, alliteration, and onomatopoeia
- 8.R.30 describe motivation of characters
- 8.R.31 compare and contrast elements of the text (characters, genres, cultural differences)
- 8.R.32 identify author's purpose and give supporting details
- 8.R.33 identify author's use of persuasive strategies
- 8.R.34 describe author's use of strategies to convince or persuade
- 8.R.35 identify author's bias and effect on text
- 8.R.36 employ reading strategies to interpret literature, i.e. literal/factual, interpretive/inferential, creative/critical

Standard 2 – Writing – Eighth Grade

Students will:

Penmanship

- 8.W.1 write legibly

Spelling

- 8.W.2 spell correctly

Grammar/Usage

- 8.W.3 apply standard writing mechanics and usage skills (subject-verb agreement, appropriate verb tense, plurals, prepositions, variety of sentence structures, etc.)

- 8.W.4 use and apply correct parts of speech (nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, subject complements, appositives, infinitive participle)
- 8.W.5 use an extensive variety of simple and compound and complex sentence structures
- 8.W.6 punctuate correctly (sentence endings, compound sentences and in series, apostrophes, quotations, colons, semi colons, commas in correspondence,)
- 8.W.7 apply rules of capitalization
- 8.W.8 organize paragraphs with a variety of sentence structures (simple, compound, complex)
- 8.W.9 use correct structural and syntactical language

Writing Process

- 8.W.10 participate in prewriting activities
- 8.W.11 take notes summarizing and paraphrasing information relevant to topic
- 8.W.12 incorporate notes into a finished product
- 8.W.13 write a clear and accurate summary including the main idea, significant, details, and preservatives the author's position
- 8.W.14 use own words except where quoting from author
- 8.W.15 write first draft independently, using standard grammar and spelling
- 8.W.16 monitor own writing
- 8.W.17 revise first draft independently or with peer support
- 8.W.18 edit for grammar, usage, and spelling
- 8.W.19 proofread final draft
- 8.W.20 type or rewrite paper for final draft
- 8.W.21 use a word processor to store information and prepare writing
- 8.W.22 use standard method of citation for bibliography or works cited page
- 8.W.23 proofread final draft
- 8.W.24 determine purpose, audience and appropriate style for writing
- 8.W.25 demonstrate ability to write for a variety of writing purposes (conveying knowledge, opinions, or to tell a story)
- 8.W.26 demonstrate ability to write for a variety of writing purposes (conveying knowledge, opinions, or to tell a story)
- 8.W.27 use creative, vivid, dramatic language and age appropriate vocabulary in writing
- 8.W.28 use transitions to join ideas and/or paragraphs together
- 8.W.29 use formal and informal forms of writing to convey information
- 8.W.30 use jargon, cliches, and slang appropriately
- 8.W.31 write a personal narrative or story that has clear sequence and descriptive language
- 8.W.32 use expressive writing including figures of speech (simile, metaphor, personification, etc.) when writing narratives or poetry
- 8.W.33 write persuasively, including a clear thesis statement and clear, logical organization
- 8.W.34 state clearly a position that is interpretive, analytic, evaluative or reflective

- 8.W.35 support a topic sentence with details, facts, examples, and/or descriptions
- 8.W.36 use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject
- 8.W.37 support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media
- 8.W.38 relate own idea to supporting details in a clear and logical manner

Standard 3 – Listening – Eighth Grade

Students will:

- 8.L.1 listen respectfully and attentively to adults and peers for a variety of purposes (reading, sharing, questioning, presenting, etc.)
- 8.L.2 choose to use focused and active listening strategies when appropriate without prompting
- 8.L.3 listen to take notes on lecture material
- 8.L.4 interpret and respond to questions
- 8.L.5 predict, clarify, analyze, and critique speaker’s information and point of view
- 8.L.6 evaluate responses both as interviewer and interviewee
- 8.L.7 restate and execute complex oral instructions
- 8.L.8 listen for a variety of reasons (i.e. information, entertainment)
- 8.L.9 listen and respond to narratives, poems, nonfiction, etc.
- 8.L.10 recognize and interpret major ideas, supporting evidence, and/or literary techniques presented in oral reading, spoken messages and formal presentations
- 8.L.11 use language nuances to identify how language is used in regions and cultures
- 8.L.12 evaluate the role of the media in focusing attention and forming opinions

Standard 4 – Speaking – Eighth Grade

Students will:

Individual

- 8.S.1 deliver a well-prepared, organized speech (i.e. persuasive, expository, demonstrative) and effectively convey message through verbal and nonverbal communication
- 8.S.2 prepare and deliver an oral report in content areas that convey information making use of verbal and nonverbal communication
- 8.S.3 recite from memory passages from literature (fiction, poetry, drama, scripture)

- 8.S.4 use verbal and nonverbal speaking skills (poise, gesture, eye contact, intonation, stance, pacing, phrasing, and enunciation)
- 8.S.5 read with fluency and expression
- 8.S.6 use extemporaneous speech in various situations (i.e. debate, interviewing, answering questions, etc.)
- 8.S.7 ask appropriate questions for clarification and understanding
- 8.S.8 use effective vocabulary and logical organization to share idea, information, and opinions (preferences/interests) and supports with well-rounded information
- 8.S.9 communicate respectfully and effectively with adults and peers using proper social amenities
- 8.S.10 speak Standard English while respecting culturally diverse language patterns
- 8.S.11 utilize information gathered from different sources of information (i.e. speakers, books, newspapers, media) when presenting main ideas, supporting ideas, examples and descriptions
- 8.S.12 enhance and support important aspects of oral presentation with visual or media displays
- 8.S.13 use technology correctly (i.e. microphone, telephone, etc.)

Group

- 8.S.14 contribute and support class and/or group discussions through the use of appropriate questions and courteous conversation
- 8.S.15 summarize and paraphrase information given by others in clear, accurate language
- 8.S.16 participate in dramatic activities such as role play, improvisation, reader's theater, poetry recitation, oral reports, storytelling, drama, choral reading or speaking, panels, and debates
- 8.S.17 communicate personal or group's physical and emotional needs in an appropriate manner

Glossary

Alliteration	The repetition of consonant sounds, usually at the beginnings of words.
Antagonist	The character or force that opposes the protagonist, or hero, in a work of literature.
Author's Purpose	The author's purpose is his or her reason for writing a particular work. An author's purpose may be to inform, to persuade, to entertain, to express an opinion to evaluate or analyze, or a combination of these purposes.
Bibliography	The history, identification, or description of writings or publications
Brainstorming	To engage in a conference designed to produce good ideas
Cause and effect	The relationship in which one condition brings about another condition as a direct result. The result, or consequence, is called the effect.
Fact	A piece of information that can be proven or verified.
Hyperbole	A statement that is exaggerated or overstated to emphasize a point or to create a humorous effect.
Idiom	An expression in the usage of a language, having a meaning that cannot be derived from the conjoined meanings of its elements (as in <i>a frog in his throat</i>).
Imagery	The use of sensory language to produce pictures in the minds of readers or hearers.
Irony	The effect created when there is a sharp contrast between what is expected to happen and what actually happens or between what is stated and what is meant.
K-W-L Charts	What You Know – What You Want To Know – What You Learned

Literal Meaning	In accordance with the primary meaning of a word or the actual words of a phrase, as contrasted with a metaphorical or exaggerated meaning.
Mapping	Visual organization of ideas or information.
Metaphor	Figurative language that suggests a comparison between two things that are not usually considered to be alike.
Mood	The emotional effect or feeling that an author creates in a literary work.
Onomatopoeia	A literary technique involving the use of words in which the sound of a word suggests or imitates its meaning.
Opinion	A personal point of view or belief.
Parody	Writing that ridicules or imitates something more serious.
Personification	Figurative language in which animals or objects are given human characteristics.
Plot	The arrangement or sequence of events in a story.
Rhyme	Identity of sound between words or syllables or the endings of lines of verse.
Rhythm	The pattern produced by accented and unaccented syllables.
Setting	Setting is the time and place in which the action of a literary work unfolds.
Sequencing	The placement of story elements in the order of their occurrence.
Simile	Figurative language that makes a direct comparison between two apparently unlike things; uses the words <i>like</i> or <i>as</i>.
Stanza	A group of lines, often rhymed, forming a subdivision of a poem.
Voice	Reflection of speaker's opinion, personality, purpose and attitude in spoken or written language.