

Language Arts

Grades 6-8

Reading

Standard 1:

The student uses the reading process effectively. (L.A.A.1.3)

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Standard 2:

The student constructs meaning from a wide range of texts. (L.A.A.2.3)

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
3. recognizes logical, ethical, and emotional appeals in texts.
4. uses a variety of reading materials to develop personal preferences in reading.
5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.

7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Writing

Standard 1:

The student uses writing processes effectively. (L.A.B.1.3)

1. organizes information before writing according to the type and purpose of writing.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.3)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical, chronological, and numerical systems.

3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
4. uses electronic technology including databases and software to gather information and communicate new knowledge.

Listening, Viewing, and Speaking

Standard 1:

The student uses listening strategies effectively. (L.A.C.1.3)

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
3. acknowledges the feelings and messages sent in a conversation.
4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

Standard 2:

The student uses viewing strategies effectively. (L.A.C.2.3)

1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

Standard 3:

The student uses speaking strategies effectively. (L.A.C.3.3)

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.
3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Language

Standard 1:

The student understands the nature of language. (L.A.D.1.3)

1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.
2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.
3. demonstrates an awareness of the difference between the use of English in formal and informal settings.
4. understands that languages change over time.

Standard 2:

The student understands the power of language. (L.A.D.2.3)

1. selects language that shapes reactions, perceptions, and beliefs.
2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
3. distinguishes between emotional and logical argument.
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
5. incorporates audiovisual aids in presentations.
6. understands specific ways that mass media can potentially enhance or manipulate information.
7. understands that laws exist that govern what can and cannot be done with mass media.

Literature

Standard 1:

The student understands the common features of a variety of literary forms. (L.A.E.1.3)

1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.
2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.
3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.
5. identifies common themes in literature.

Standard 2:

The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)

1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
3. knows that a literary text may elicit a wide variety of valid responses.
4. knows ways in which literature reflects the diverse voices of people from various backgrounds.
5. recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.
6. identifies specific questions of personal importance and seeks to answer them through literature.
7. identifies specific interests and the literature that will satisfy those interests.
8. knows how a literary selection can expand or enrich personal viewpoints or experiences.