

**Standard 1: Apply reading skills and strategies to comprehend a variety of texts**

Grade 6	Grade 7	Grade 8
<b>1.1 Apply concepts of words and print</b>		
<i>Mastered previously</i>		

**1.2 Apply strategies to derive meaning from words and develop vocabulary**

<p><b>6.1.2.1 Select and apply a variety of strategies to determine the meaning of words</b></p> <ul style="list-style-type: none"> <li>a. Use context (word, phrase, sentence, and paragraph clues) to determine meaning of unfamiliar words</li> <li>b. Begin to use text features such as footnotes and glossary to determine meaning</li> <li>c. Use structural analysis, including knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes, to understand complex words e.g., <i>advocate, revoke</i></li> <li>d. Recognize different usages of words such as literal versus figurative and how they convey different meaning</li> </ul> <p><b>6.1.2.2 Use a variety of strategies to build and apply vocabulary</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes, to build vocabulary</li> <li>b. Use knowledge of word structure (bases, prefixes and suffixes) and varied word forms to expand vocabulary e.g., <i>contemplate, contemplation</i></li> <li>c. Use new vocabulary in oral and written communication</li> </ul> <p><b>6.1.2.3 Reference classroom resources to support reading</b></p> <ul style="list-style-type: none"> <li>a. Select and use appropriate print and digital reference materials to clarify and define word meaning of words</li> </ul>	<p><b>7.1.2.1 Select and apply a variety of strategies to determine the meaning of words</b></p> <ul style="list-style-type: none"> <li>a. Use context (word, phrase, sentence, and paragraph clues) to determine meaning of unfamiliar words</li> <li>b. Begin to use text features such as such as footnotes and glossary to determine meaning</li> <li>c. Use structural analysis, including knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words</li> <li>d. Analyze and begin to use different usages of words such as literal versus figurative and subtle distinctions between words to determine meaning</li> </ul> <p><b>7.1.2.2 Use a variety of strategies to build and apply vocabulary</b></p> <ul style="list-style-type: none"> <li>a. Use increasing knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes, to build vocabulary</li> <li>b. Use knowledge of word structure (bases, prefixes and suffixes) and varied word forms to expand vocabulary e.g., <i>depend, dependence, interdependence</i></li> <li>c. Use new vocabulary in oral and written communication</li> </ul> <p><b>7.1.2.3 Reference classroom resources to support reading</b></p> <ul style="list-style-type: none"> <li>a. Select and use appropriate print and digital reference materials to clarify and define word meaning of words</li> </ul>	<p><b>8.1.2.1 Select and apply a variety of strategies to determine the meaning of words</b></p> <ul style="list-style-type: none"> <li>a. Use context (word, phrase, sentence, and paragraph clues) to determine meaning of unfamiliar words</li> <li>b. Use text features such as footnotes, annotations, sidebars to determine meaning</li> <li>c. Use structural analysis, including knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes, to understand increasingly complex words</li> <li>d. Analyze and use different usages of words such as literal versus figurative and subtle distinctions between words to determine meaning</li> </ul> <p><b>8.1.2.2 Use a variety of strategies to build and apply vocabulary</b></p> <ul style="list-style-type: none"> <li>a. Use increasing knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes, to build vocabulary</li> <li>b. Use knowledge of word structure (bases, prefixes and suffixes) and varied word forms to expand vocabulary e.g., <i>authority, authoritarian, unauthorized</i></li> <li>c. Use new vocabulary in oral and written communication</li> </ul> <p><b>8.1.2.3 Reference classroom resources to support reading</b></p> <ul style="list-style-type: none"> <li>a. Select and use appropriate print and digital reference materials to clarify and define word meaning of words</li> </ul>
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Grade 6	Grade 7	Grade 8
<b>1.3 Read fluently for meaning</b>		
<p><b>6.1.3.1 Read texts fluently and accurately with appropriate pacing, phrasing and expression</b></p> <ul style="list-style-type: none"> <li>a. Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</li> <li>b. Respond to text cues e.g., dialogue, punctuation, paragraphs</li> </ul>	<p><b>7.1.3.1 Read texts fluently and accurately with appropriate pacing, phrasing, and expression</b></p> <ul style="list-style-type: none"> <li>a. Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</li> <li>b. Respond to text cues e.g., dialogue, punctuation, paragraphs</li> </ul>	<p><b>8.1.3.1 Read texts fluently and accurately with appropriate pacing, phrasing, and expression</b></p> <ul style="list-style-type: none"> <li>a. Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</li> <li>b. Respond to text cues e.g., dialogue, punctuation, paragraphs</li> </ul>
<b>1.4 Use strategies before, during and after reading to construct meaning</b>		
<p><b>6.1.4.1 Apply a variety of thinking skills before, during, and after reading to comprehend texts</b></p> <ul style="list-style-type: none"> <li>a. Use text features, structures, examples and details, to make inferences and logical predictions while previewing and reading text</li> <li>b. Identify and articulate text to self, text to text, and text to world connections</li> <li>c. Raise questions to clarify and extend levels of meaning e.g., literal, inferential ,figurative</li> <li>d. Use visualization to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding</li> <li>e. Begin to synthesize information across a text or series to extend understanding</li> <li>f. Self-monitor for comprehension and apply appropriate strategies when meaning is lost</li> </ul>	<p><b>7.1.4.1 Apply a variety of thinking skills before, during, and after reading to comprehend texts</b></p> <ul style="list-style-type: none"> <li>a. Use text features, structures, examples and details, to make inferences and logical predictions while previewing and reading text</li> <li>b. Identify and articulate text to self, text to text, and text to world connections supported by evidence</li> <li>c. Raise questions to clarify and extend levels of meaning e.g., literal, inferential ,figurative</li> <li>d. Use visualization to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding</li> <li>e. Synthesize information across a text or series to extend understanding</li> <li>f. Self-monitor for comprehension and apply appropriate strategies when meaning is lost</li> </ul>	<p><b>8.1.4.1 Apply a variety of thinking skills before, during, and after reading to comprehend texts</b></p> <ul style="list-style-type: none"> <li>a. Use text features, structures, examples and details to make inferences and logical predictions while previewing and reading text</li> <li>b. Identify and articulate sophisticated text to self, text to text, and text to world connections supported by reasoned evidence</li> <li>c. Raise questions to clarify and extend multiple levels of meaning e.g., literal, inferential ,figurative</li> <li>d. Use visualization to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding</li> <li>e. Synthesize information across a text or series to extend understanding</li> <li>f. Self-monitor for comprehension and apply appropriate strategies when meaning is lost</li> </ul>

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<p><b>6.1.4.2 Reflect on, respond to and demonstrate different levels of understanding of texts</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of literal meanings e.g., answering questions, summarizing</li> <li>b. Make reasoned inferences and interpretations supported by evidence to gain greater meaning of the text</li> <li>c. Express an opinion, and/or connection about the text and support with evidence</li> <li>d. Begins to critique author’s craft and decisions</li> <li>e. Define how tone or meaning is conveyed e.g., through word choice, voice, sentence structure</li> <li>f. Recognize the distinction between different types of questions and the strategies for responding to them e.g., literal versus inferential questions</li> </ul>	<p><b>7.1.4.2 Reflect on, respond to and demonstrate different levels of understanding of texts</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of literal meanings e.g., answering questions, summarizing</li> <li>b. Make reasoned inferences and interpretations supported by evidence to gain greater meaning of the text</li> <li>c. Express an opinion, and/or connection about the text and support with evidence.</li> <li>d. Begins to critique author’s craft and decisions</li> <li>e. Define how tone or meaning is conveyed e.g., through word choice, voice, sentence structure</li> <li>f. Recognize the distinction between different types of questions and the strategies for responding to them</li> <li>g. Begin to understand that the influences a reader brings to a text shape meaning and response</li> </ul>	<p><b>8.1.4.2 Reflect on, respond to and demonstrate different levels of understanding of texts</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of literal meanings e.g., answering questions, summarizing</li> <li>b. Make reasoned inferences and interpretations supported by evidence to gain greater meaning of the text</li> <li>c. Express an opinion, and/or connection about the text and support with evidence.</li> <li>d. Critique author’s craft and decisions and consider alternatives</li> <li>e. Define how tone or meaning is conveyed e.g., through word choice, voice, sentence structure</li> <li>f. Recognize the distinction between different types of questions and the strategies for responding to them</li> <li>g. Begin to understand how the influences a reader brings to a text shape meaning and evoke response</li> </ul>
<p><b>1.5 Apply appropriate skills and strategies to understand different genre</b></p>		
<p><b>6.1.5.1 Understand the purpose and features of a variety of genre, including fiction, nonfiction, poetry</b></p> <ul style="list-style-type: none"> <li>a. Identify and articulate the purposes, organizational characteristics and structural features of a variety of genre</li> <li>b. Compare and contrast how different genre present a topic e.g., nonfiction versus fiction</li> <li>c. Use structure and text features to navigate different genre e.g., organization of textbooks, poetry</li> <li>d. Apply reading strategies appropriate for the genre</li> </ul>	<p><b>7.1.5.1 Understand the purpose and features of a variety of genre, including fiction, nonfiction, poetry</b></p> <ul style="list-style-type: none"> <li>a. Identify and articulate the purposes, organizational characteristics and structural features of a variety of genre</li> <li>b. Compare and contrast how different genre present a topic e.g., poem versus short story</li> <li>c. Use structure and text features to navigate different genre e.g., organization of textbooks, poetry</li> <li>d. Apply reading strategies appropriate for the genre</li> </ul>	<p><b>8.1.5.1 Understand the purpose and features of a variety of genre, including fiction, nonfiction, poetry</b></p> <ul style="list-style-type: none"> <li>a. Identify and articulate the purposes, organizational characteristics and structural features of a variety of genre</li> <li>b. Compare and contrast how different genre present the same topic e., a holocaust memoir, short story, poem</li> <li>c. Use structure and text features to navigate different genre e.g., organization of textbooks, poetry</li> <li>d. Apply reading strategies appropriate for the genre</li> </ul>

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<p><b>6.1.5.2 Read and analyze a variety of literary texts</b></p> <ul style="list-style-type: none"> <li>a. Identify the main elements of the plot (i.e. introduction, rising action, climax, falling action, resolution)</li> <li>b. Begin to identify the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict</li> <li>c. Begin to identify the influence of setting (time, place, and mood) on the problem and its resolution</li> <li>d. Begin to identify features of themes conveyed through characters, actions, and images</li> <li>e. Identify the speaker and recognize the difference between first- and third- person narration e.g., autobiography compared with biography</li> <li>f. Begin to identify common literary devices e.g., symbolism, imagery, metaphor</li> <li>g. Identify and analyze how meaning and tone are conveyed in poetry through visual and sensory tools (line length, sentence structure, strong images, metaphors, similes) and auditory tools (rhythm, repetition, rhyme)</li> </ul>	<p><b>7.1.5.2 Read and analyze a variety of literary texts</b></p> <ul style="list-style-type: none"> <li>a. Begin to identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s)</li> <li>b. Analyze characterization as delineated through a character’s thoughts, words, or actions; the narrator’s description; and the thoughts, words, and actions of other characters</li> <li>c. Identify the relevance of the setting (e.g., place, time) to the mood, tone, and meaning of text</li> <li>d. Identify themes that appear across different literary works</li> <li>e. Identify points of view and begin to analyze their effect e.g. first and third person, limited and omniscient</li> <li>f. Describe the impact of word choice, imagery, and poetic devices</li> <li>g. Analyze and evaluate how meaning and tone are conveyed in poetry through visual and sensory tools (line length, sentence structure, strong images, metaphors, similes) and auditory tools (rhythm, repetition, rhyme)</li> <li>h. Begin to identify different types of conflict, and conflict resolution within literary works</li> </ul>	<p><b>8.1.5.2 Read and analyze a variety of literary texts</b></p> <ul style="list-style-type: none"> <li>a. Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s)</li> <li>b. Analyze characterization and compare and contrast motivations and reactions of literary characters</li> <li>c. Analyze the relevance of the setting (e.g., place, time) to the mood, tone, and meaning of text</li> <li>d. Identify and analyze recurring themes (e.g., good versus evil) across different literary works</li> <li>e. Analyze points of view in narrative text and explain how they affect the overall theme of the work</li> <li>f. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work</li> <li>g. Evaluate and consider alternatives to how meaning and tone are conveyed in poetry through visual and sensory tools (line length, sentence structure, strong images, metaphors, similes) and auditory tools (rhythm, repetition, rhyme)</li> <li>h. Identify different types of conflict, and conflict resolution within literary works</li> </ul>

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<p><b>6.1.5.3 Read and analyze different informational texts</b></p> <ul style="list-style-type: none"> <li>a. Preview text to determine organizational structure and content</li> <li>b. Apply knowledge of text features to identify main ideas and supporting details</li> <li>c. Interpret visuals (e.g., graphs, charts, photographs) that supplement informational text</li> <li>d. Use organizational patterns (e.g., sequence, question and answer) of informational texts to comprehend text</li> <li>e. Draw on background knowledge and knowledge of text structure to understand selections</li> <li>f. Use context to determine meanings of technical vocabulary</li> <li>g. Begin to analyze the author’s viewpoint</li> </ul>	<p><b>7.1.5.3 Read and analyze different informational texts</b></p> <ul style="list-style-type: none"> <li>a. Preview text to determine organizational structure and content</li> <li>b. Apply knowledge of text features to identify main ideas and supporting details</li> <li>c. Interpret visuals (e.g., graphs, charts, photographs) that supplement informational text</li> <li>d. Use organizational patterns (e.g., cause and effect) of informational texts to comprehend text</li> <li>e. Draw on background knowledge and knowledge of text structure to understand selections</li> <li>f. Use context to determine meanings of unfamiliar words and technical vocabulary</li> <li>g. Begin to analyze the author’s viewpoint to evaluate reliability and identify bias e.g., distinguishing fact from opinion, inferring author’s implicit purpose</li> <li>h. Begin to compare and contrast information and viewpoint about one topic contained in different selections</li> </ul>	<p><b>8.1.5.3 Read and analyze different informational texts</b></p> <ul style="list-style-type: none"> <li>a. Preview text to determine organizational structure and content</li> <li>b. Analyze use of text features to convey main ideas and supporting details</li> <li>c. Analyze visuals (e.g., graphs, charts, photographs) that supplement informational text for relevance and accuracy</li> <li>d. Use organizational patterns of informational texts to comprehend text</li> <li>e. Draw on background knowledge and knowledge of text structure to understand selections</li> <li>f. Use context to determine meanings of unfamiliar words and technical vocabulary</li> <li>g. Analyze the author’s viewpoint to evaluate reliability and identify bias e.g., distinguishing fact from opinion, inferring author’s implicit purpose</li> <li>h. Compare and contrast information and viewpoint about one topic contained in different selections</li> </ul>
<p><b>1.6 Demonstrate effective reading behaviors</b></p>		
<p><b>6.1.6.1 Engage in effective reading habits</b></p> <ul style="list-style-type: none"> <li>a. Select and read a wide range of genre for various purposes</li> <li>b. Self- reflect on reading and sets appropriate goals</li> <li>c. Demonstrate reading stamina appropriate to level</li> <li>d. Engage meaningfully and purposefully in discussions of texts</li> <li>e. Respect the community of readers to support collaborative and independent reading</li> <li>f. Share reading experiences formally and informally</li> </ul>	<p><b>7.1.6.1 Engage in effective reading habits</b></p> <ul style="list-style-type: none"> <li>a. Select and read a wide range of genre for various purposes</li> <li>b. Self- reflect on reading and sets appropriate goals</li> <li>c. Demonstrate reading stamina appropriate to level</li> <li>d. Engage meaningfully and purposefully in discussions of texts</li> <li>e. Respect the community of readers to support collaborative and independent reading</li> <li>f. Share reading experiences formally and informally</li> </ul>	<p><b>8.1.6.1 Engage in effective reading habits</b></p> <ul style="list-style-type: none"> <li>a. Select and read a wide range of genre for various purposes</li> <li>b. Self- reflect on reading and sets appropriate goals</li> <li>c. Demonstrate reading stamina appropriate to level</li> <li>d. Engage meaningfully and purposefully in discussions of texts</li> <li>e. Respect the community of readers to support collaborative and independent reading</li> <li>f. Share reading experiences formally and informally</li> </ul>

**Standard 2: Apply writing skills and strategies to create a variety of texts**

Grade 6	Grade 7	Grade 8
<b>2.1 Plan writing effectively</b>		
<p><b>6.2.1.1 Use prewriting strategies to generate and develop ideas, and to organize writing</b></p> <ul style="list-style-type: none"> <li>a. Use a variety of prewriting strategies to generate ideas consistent with genre, audience, and purpose. e.g., use published pieces as models, brainstorm, build background knowledge, use writer’s notebook</li> <li>b. Write to develop and explore a number of ideas in writer’s notebooks before choosing one to draft</li> <li>c. Begin to select appropriate strategies, consistent with genre, audience, and purpose to organize ideas prior to drafting e.g., create an outline, use a template, develop a plotline, build a timeline</li> <li>d. Begin to determine organizational patterns to match genre, audience, and purpose e.g., order of importance, alternatives to chronological order, and main idea and supporting details</li> </ul>	<p><b>7.2.1.1 Use prewriting strategies to generate, develop, and organize ideas</b></p> <ul style="list-style-type: none"> <li>a. Choose appropriate prewriting strategies to generate ideas consistent with genre, audience, and purpose. e.g., use published pieces as models, brainstorm, build background knowledge, use writer’s notebook</li> <li>b. Write to develop and explore a number of ideas in writer’s notebooks before choosing one to draft</li> <li>c. Determine appropriate strategies, consistent with genre, audience, and purpose to organize ideas prior to drafting e.g., create an outline, develop a plotline, build a timeline, boxes and bullets</li> <li>d. Determine organizational patterns to match purpose and audience e.g., alternatives to chronological order, order of importance, main idea and supporting details</li> </ul>	<p><b>8.2.1.1 Use prewriting strategies to generate and develop ideas, and to organize writing</b></p> <ul style="list-style-type: none"> <li>a. Choose appropriate prewriting strategies to generate ideas consistent with genre, audience, and purpose e.g., use published pieces as models, brainstorm, build background knowledge, use writer’s notebook</li> <li>b. Write to develop and explore a number of ideas in notebooks before choosing one to draft</li> <li>c. Select appropriate strategies consistent with genre, audience and purpose to organize ideas prior to drafting e.g., create an outline, develop a plotline, build a timeline, boxes and bullets</li> <li>d. Select effective organizational patterns to match purpose and audience e.g., point of view– first or third person, cause and effect, order of events, order of importance, compare and contrast, main idea and supporting details</li> </ul>
<b>2.2 Develop draft(s)</b>		
<p><b>6.2.2.1 Compose drafts in various genre</b></p> <ul style="list-style-type: none"> <li>a. Refer to pre-writing plan when composing drafts</li> <li>b. Apply previously learned strategies and techniques to writing</li> </ul>	<p><b>7.2.2.1 Compose drafts in various genre</b></p> <ul style="list-style-type: none"> <li>a. Refer to pre-writing plan when composing drafts</li> <li>b. Apply previously learned strategies and techniques to writing</li> </ul>	<p><b>8.2.2.1 Compose drafts in various genre</b></p> <ul style="list-style-type: none"> <li>a. Refer to pre-writing plan when composing drafts</li> <li>b. Apply previously learned strategies and techniques to writing</li> </ul>

Grade 6	Grade 7	Grade 8
<b>2.3 Revise to improve quality of writing</b>		
<p><b>6.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly and logically</b></p> <ul style="list-style-type: none"> <li>a. Add specific and significant detail through purposeful word choice</li> <li>b. Use effective transitions to build connections between ideas</li> <li>c. Adjust overall organization for clarity and flow</li> <li>d. Adjust organization within a piece by paragraphing according to genre and conventions</li> <li>e. Vary sentence structures to enhance sentence fluency</li> <li>f. Verify voice is consistent with genre, audience and purpose</li> <li>g. Utilize feedback from others to improve own writing</li> <li>h. Provide meaningful feedback to other writers</li> </ul>	<p><b>7.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly and logically</b></p> <ul style="list-style-type: none"> <li>a. Add specific and significant detail through purposeful word choice</li> <li>b. Use effective transitions to build connections between ideas</li> <li>c. Adjust overall organization for clarity and flow</li> <li>d. Adjust organization within a piece by paragraphing according to genre, conventions and purpose</li> <li>e. Vary sentence structures to enhance sentence fluency. Verify voice is consistent with genre, audience and purpose</li> <li>f. Utilize feedback from others to improve own writing</li> <li>g. Provide meaningful feedback to other writers</li> <li>h. Begin to embed quotations and citations into drafts</li> </ul>	<p><b>8.2.3.1 Review, evaluate and revise to ensure the intended meaning is expressed clearly and logically</b></p> <ul style="list-style-type: none"> <li>a. Add specific and significant detail through purposeful word choice</li> <li>b. Use effective transitions to build connections between ideas</li> <li>c. Adjust overall organization for clarity and flow</li> <li>d. Adjust organization within a piece by paragraphing according to genre, conventions, purpose and style</li> <li>e. Vary sentence structures to enhance sentence fluency</li> <li>f. Verify voice is consistent with genre, audience and purpose</li> <li>g. Utilize feedback from others to improve own writing</li> <li>h. Provide meaningful feedback to other writers</li> <li>i. Begin to embed quotations and citations into drafts</li> </ul>
<b>2.4 Edit writing to enhance readability</b>		
<p><b>6.2.4.1 Proofread and edit written work for grade level conventions<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>a. Make informed editing choices to affect meaning and style</li> <li>b. Use standard editor’s symbols to edit work</li> <li>c. Use proper terminology to discuss writing Reference appropriate resources to check conventions e.g., dictionaries, <i>Write Source</i></li> </ul>	<p><b>7.2.4.1 Proofread and edit written work for grade level conventions</b></p> <ul style="list-style-type: none"> <li>a. Make informed editing choices to affect meaning and style</li> <li>b. Use standard editor’s symbols to edit work</li> <li>c. Use proper terminology to discuss writing</li> <li>d. Reference appropriate resources to check conventions e.g., dictionaries, <i>Write Source</i></li> </ul>	<p><b>8.2.4.1 Proofread and edit written work for grade level conventions</b></p> <ul style="list-style-type: none"> <li>a. Make informed editing choices to affect meaning and style</li> <li>b. Use standard editor’s symbols to edit work</li> <li>c. Use proper terminology to discuss writing</li> <li>d. Reference appropriate resources to check conventions e.g., dictionaries, <i>Write Source</i></li> </ul>
<b>2.5 Publish writing selectively and effectively</b>		
<p><b>6.2.5.1 Evaluate drafts to identify appropriate selections for publication</b></p> <ul style="list-style-type: none"> <li>a. Use criteria to explain publishing choices</li> <li>b. Use a variety of ways to publish adjusting format to suit purpose and audience.</li> </ul>	<p><b>7.2.5.1 Evaluate drafts to identify appropriate selections for publication</b></p> <ul style="list-style-type: none"> <li>a. Use criteria to explain publishing choices</li> <li>b. Use a variety of ways to publish adjusting format to suit purpose and audience.</li> </ul>	<p><b>8.2.5.1 Evaluate drafts to identify appropriate selections for publication</b></p> <ul style="list-style-type: none"> <li>a. Use criteria to explain publishing choices</li> <li>b. Begin to evaluate and select a format based on the appropriateness, purpose and audience</li> </ul>

<sup>1</sup> See Standard 4 for specific grade level conventions (“no excuse conventions”).  
 Adapted from 2005 RLA Curriculum (Indiana Standards), with additional reference to Washington State  
 Adopted by the Board on February 23, 2010

Grade 6	Grade 7	Grade 8
<p><b>2.6 Apply appropriate strategies and understanding of texts to write a variety of genre</b></p>		
<p><b>6.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</b></p> <ul style="list-style-type: none"> <li>a. Know how writing varies according to genre , audience and purpose</li> <li>b. Apply a variety of strategies to adjust writing to suit genre, audience and purpose</li> </ul> <p><b>6.2.6.2 Write personal narratives</b></p> <ul style="list-style-type: none"> <li>a. Select a personal experience of significance</li> <li>b. Focus narrative around a specific moment in time</li> <li>c. Choose an appropriate organizational structure, that begins with a strong lead and ends with a conclusion that explicitly conveys the narrative’s significance</li> <li>d. Include focused details that enhance meaning, build suspense and control pace</li> <li>e. Incorporate narrative devices e.g., dialogue, thinking, action, description</li> </ul> <p><b>6.2.6.3 Write fiction e.g., myths</b></p> <ul style="list-style-type: none"> <li>a. Establish a standard plot line (having a beginning, conflict, rising action, climax, falling action, and resolution)</li> <li>b. Include sensory details to develop plot and setting</li> <li>c. Develop a conflict and resolution that explicitly convey a universal theme</li> <li>d. Choose point of view that enhances story</li> <li>e. Develop main characters through dialogue, thinking, action and description</li> </ul>	<p><b>7.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</b></p> <ul style="list-style-type: none"> <li>a. Know how writing varies according to genre , audience and purpose</li> <li>b. Apply a variety of strategies to adjust writing to suit genre, audience and purpose</li> </ul> <p><b>7.2.6.2 Write personal narratives</b></p> <ul style="list-style-type: none"> <li>a. Select a personal experience of significance</li> <li>b. Focus narrative around a specific moment in time</li> <li>c. Choose an effective organizational structure, that begins with a strong lead and ends with a conclusion that conveys the narrative’s significance</li> <li>d. Include focused details that enhance meaning, build suspense and control pace</li> <li>e. Incorporate a range of narrative devices e.g., dialogue, thinking, action, description</li> </ul> <p><b>7.2.6.3 Write fiction e.g., realistic fiction</b></p> <ul style="list-style-type: none"> <li>a. Establish a standard plot line (having a beginning, conflict, rising action, climax, falling action, and resolution)</li> <li>b. Include sensory details to develop plot and setting</li> <li>c. Develop a believable conflict and resolution that implicitly convey a universal theme</li> <li>d. Choose point of view that enhances story</li> <li>e. Develop complex main characters through dialogue, thinking, action and description</li> <li>f. Begin to develop secondary character(s)</li> </ul>	<p><b>8.2.6.1 Apply understanding of different genre to write for a specific audience or person and different purposes</b></p> <ul style="list-style-type: none"> <li>a. Know how writing varies according to genre , audience and purpose</li> <li>b. Apply a variety of strategies to adjust writing to suit genre, audience and purpose</li> </ul> <p><b>8.2.6.2 Write personal narratives that</b></p> <ul style="list-style-type: none"> <li>a. Select a personal experience of significance</li> <li>b. Focus narrative around a specific moment in time</li> <li>c. Choose an unique organizational structure, that begins with a strong lead and ends with a conclusion that implies the narrative’s significance</li> <li>d. Include focused details that enhance meaning, build suspense and control pace</li> <li>e. Incorporate a balanced range of narrative devices e.g., dialogue, thinking, action, description</li> </ul> <p><b>8.2.6.3 Write fiction e.g., historical fiction</b></p> <ul style="list-style-type: none"> <li>a. Establish a standard plot line (having a beginning, conflict, rising action, climax, falling action, and resolution)</li> <li>b. Include sensory details to develop plot and setting</li> <li>c. Develop a believable conflict and resolution that imply a universal theme</li> <li>d. Choose point of view that enhances story</li> <li>e. Develop complex main characters through dialogue, thinking, action and description</li> <li>f. Begin to develop secondary character(s)</li> </ul>

Grade 6	Grade 7	Grade 8
<p><b>6.2.6.4 Write Personal Essays</b></p> <ul style="list-style-type: none"> <li>a. State a clear thesis</li> <li>b. Present clear arguments and logical conclusions</li> <li>c. Support the thesis with organized and relevant evidence and effective emotional appeal e.g., personal anecdotes, connections and statistics</li> <li>d. Follow an organizational pattern appropriate to essay structure</li> <li>e. Include effective transitions</li> </ul> <p><b>6.2.6.5 Write poetry</b></p> <ul style="list-style-type: none"> <li>a. Use poetic devices to express emotions, experiences and ideas (e.g. simile, metaphor, personification, , repetition).</li> <li>b. Use auditory tools (e.g., rhythm, repetition, rhyme, alliteration) to convey meaning</li> <li>c. Select poetic structure (e.g., line breaks, stanzas) to enhance meaning</li> <li>d. Begin to select poetic form (e.g., free verse) to enhance meaning</li> </ul> <p><b>6.2.6.6 Write responses to literature</b></p> <ul style="list-style-type: none"> <li>a. Communicate a clear interpretation of an aspect of a text</li> <li>b. Support the interpretation with clear ideas, premises, or images</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence</li> <li>d. Use an organized structure appropriate to the type of response</li> <li>e. Include effective transitions when appropriate</li> </ul>	<p><b>7.2.6.4 Write Persuasive Essays</b></p> <ul style="list-style-type: none"> <li>a. State a clear thesis in support of an opinion or claim</li> <li>b. Describe the points in support of the opinion or claim, with well-articulated evidence and emotional appeals</li> <li>c. Begin to anticipate and address reader concerns and counterarguments</li> <li>d. Follow an effective organizational pattern appropriate to essay structure</li> <li>e. Include effective transitions</li> <li>f. Utilize persuasive vocabulary</li> <li>g. Conclude with a call to action</li> </ul> <p><b>7.2.6.5 Write poetry</b></p> <ul style="list-style-type: none"> <li>a. Use a range of poetic devices to express emotions, experiences and ideas (e.g., simile, metaphor, personification, repetition)</li> <li>b. Use auditory tools (e.g., rhythm, repetition, rhyme, alliteration) to convey meaning</li> <li>c. Select poetic structure (e.g. line breaks, stanzas) to enhance meaning</li> <li>d. Select poetic form (e.g., free verse) to enhance meaning</li> </ul> <p><b>7.2.6.6 Write responses to literature</b></p> <ul style="list-style-type: none"> <li>a. Communicate a clear interpretation of an aspect of a text</li> <li>b. Support the interpretation with clear ideas, premises, or images</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence</li> <li>d. Use an organized structure appropriate to the type of response</li> <li>e. Include effective transitions when appropriate</li> <li>f. Begin to embed quotations and citations from text</li> </ul>	<p><b>8.2.6.4 Write Persuasive Essays with Opposition</b></p> <ul style="list-style-type: none"> <li>a. Include a well-defined thesis that makes a clear and knowledgeable appeal</li> <li>b. Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</li> <li>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and refuting counterarguments</li> <li>d. Follow a unique organizational pattern appropriate to essay structure e.g. alternatives to five paragraph format</li> <li>e. Include sophisticated transitions</li> <li>f. Utilize persuasive vocabulary</li> <li>g. Cite quotes and other outside sources</li> </ul> <p><b>8.2.6.5 Write poetry</b></p> <ul style="list-style-type: none"> <li>a. Use a range of poetic devices to express emotions, experiences and ideas (e.g., simile, metaphor, personification, repetition) with style</li> <li>b. Use auditory tools (e.g., rhythm, repetition, rhyme, alliteration, assonance, consonance) to convey meaning</li> <li>c. Select poetic structure (e.g., line breaks, stanzas) to enhance meaning</li> <li>d. Determine poetic form that best suits purposes and audience</li> </ul> <p><b>8.2.6.6 Write responses to literature</b></p> <ul style="list-style-type: none"> <li>a. Communicate a clear interpretation of an aspect of a text</li> <li>b. Support the interpretation with clear ideas, premises, or images</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence</li> <li>d. Use an organized structure appropriate to the type of response</li> <li>e. Include effective transitions when appropriate</li> <li>f. Embed quotations and citations from text</li> </ul>

Grade 6	Grade 7	Grade 8
<p><b>6.2.6.7 Use a systematic research process to support writing</b></p> <ul style="list-style-type: none"> <li>a. Compose a thesis about the topic</li> <li>b. Convey clear and accurate perspectives on the subject</li> <li>c. Include evidence compiled through the research process</li> <li>d. Explain evidence in context</li> <li>e. Document references</li> </ul>	<p><b>7.2.6.7 Use a systematic research process to support writing</b></p> <ul style="list-style-type: none"> <li>a. Compose a thesis about the topic</li> <li>b. Convey clear and accurate perspectives on the subject</li> <li>c. Include evidence compiled through the research process</li> <li>d. Explain evidence in context</li> <li>e. Document references</li> </ul>	<p><b>8.2.6.7 Use a systematic research process to support writing</b></p> <ul style="list-style-type: none"> <li>a. Define a thesis</li> <li>b. Include important ideas, concepts, and direct quotations from significant information sources</li> <li>c. Use a variety of primary and secondary sources</li> <li>d. Use transitions to introduce supporting evidence compiled through the research process</li> <li>e. Document references</li> </ul>
<p><b>2.7 Demonstrate effective writing behaviors</b></p>		
<p><b>6.2.7.1 Engage in effective writing behaviors across a wide variety of genre</b></p> <ul style="list-style-type: none"> <li>a. Use organizational strategies for storing and referring back to ideas e.g., an electronic or handwritten notebook</li> <li>b. Write with stamina and focus</li> <li>c. Work collaboratively and independently</li> <li>d. Reflect, self-assess and set individual writing goals</li> <li>e. Respect and contribute to the community of writers</li> <li>f. Demonstrate willingness to experiment with different strategies, topics, and genres</li> </ul>	<p><b>7.2.7.1 Engage in effective writing behaviors across a wide variety of genre</b></p> <ul style="list-style-type: none"> <li>a. Use organizational strategies for storing and referring back to ideas e.g., an electronic or handwritten notebook</li> <li>b. Write with stamina and focus</li> <li>c. Work collaboratively and independently</li> <li>d. Reflect, self-assess and set individual writing goals</li> <li>e. Respect and contribute to the community of writers</li> <li>f. Demonstrate willingness to experiment with different strategies, topics, and genres</li> </ul>	<p><b>8.2.7.1 Engage in effective writing behaviors across a wide variety of genre</b></p> <ul style="list-style-type: none"> <li>a. Use organizational strategies for storing and referring back to ideas e.g., an electronic or handwritten notebook</li> <li>b. Write with stamina and focus</li> <li>c. Work collaboratively and independently</li> <li>d. Reflect, self-assess and set individual writing goals</li> <li>e. Respect and contribute to the community of writers</li> <li>f. Demonstrate willingness to experiment with different strategies, topics, and genres</li> </ul>

**Standard 3: Apply listening and speaking skills and strategies to communicate effectively**

Grade 6	Grade 7	Grade 8
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**3.1 Listen actively in a variety of contexts**

<p><b>6.3.1.1 Listen purposefully for understanding</b></p> <ul style="list-style-type: none"> <li>a. Listen attentively to comprehend main idea and details.</li> <li>b. Listen to comprehend purpose, point of view and tone.</li> <li>c. Listen for multiple-step instructions or procedures to complete task(s)</li> </ul> <p><b>6.3.1.2 Listen critically to analyze and evaluate evaluation</b></p> <ul style="list-style-type: none"> <li>a. Listen to analyze, and evaluate message, purpose and perspective of information being communicated.</li> <li>b. Analyze factors that contribute to the success, or lack of success, of the idea(s) being communicated</li> </ul>	<p><b>7.3.1.1 Listen purposefully for understanding</b></p> <ul style="list-style-type: none"> <li>a. Listen attentively to comprehend main idea and details</li> <li>b. Listen to comprehend purpose, point of view and tone</li> <li>c. Listen for multiple-step instructions or procedures to complete task(s)</li> </ul> <p><b>7.3.1.2 Listen critically to analyze and evaluate evaluation.</b></p> <ul style="list-style-type: none"> <li>a. Listen to analyze, and evaluate message, purpose and perspective of information being communicated.</li> <li>b. Analyze factors that contribute to the success, or lack of success, of the idea(s) being communicated</li> </ul>	<p><b>8.3.1.1 Listen purposefully for understanding</b></p> <ul style="list-style-type: none"> <li>a. Listen attentively to comprehend main idea and details</li> <li>b. Listen to comprehend purpose, point of view and tone.</li> <li>c. Listen for multiple-step instructions or procedures to complete task(s)</li> </ul> <p><b>8.3.1.2 Listen critically to analyze and evaluate evaluation</b></p> <ul style="list-style-type: none"> <li>a. Listen to analyze, and evaluate message, purpose and perspective of information being communicated.</li> <li>b. Analyze factors that contribute to the success, or lack of success, of the idea(s) being communicated</li> <li>c. Begin to understand the impact of delivery e.g., tone, speaker’s relationship to audience, non-verbal nuances</li> </ul>
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**3.2 Speak clearly and confidently for a variety of purposes**

<p><b>6.3.2.1 Articulate various experiences, ideas and responses</b></p> <ul style="list-style-type: none"> <li>a. Speak clearly and confidently to share a variety of ideas</li> <li>b. Choose an appropriate organizational structure to communicate ideas</li> <li>c. Use a variety of strategies to begin, develop and conclude</li> <li>d. Speak fluidly by avoiding use of filler words</li> <li>e. Contribute ideas appropriate to the topic</li> </ul> <p><b>6.3.2.2 Adjust voice and language to a particular context</b></p> <ul style="list-style-type: none"> <li>a. Use a varied vocabulary and a range of sentence structures appropriate to topic, purpose and audience</li> <li>b. Adjust volume, expression, pace and tone appropriate to purpose and audience</li> <li>c. Adjust delivery (e.g., pitch of voice, pace) to suit the size of different groups</li> </ul>	<p><b>7.3.2.1 Articulate various experiences, ideas and responses</b></p> <ul style="list-style-type: none"> <li>a. Speak clearly and confidently to share a variety of ideas</li> <li>b. Choose an appropriate organizational structure to communicate ideas</li> <li>c. Use a variety of strategies to begin, develop and conclude</li> <li>d. Speak fluidly by avoiding use of filler words</li> <li>e. Contribute ideas appropriate to the topic</li> </ul> <p><b>7.3.2.2 Adjust voice and language to a particular context</b></p> <ul style="list-style-type: none"> <li>a. Incorporate new vocabulary and a range of sentence structures appropriate to topic, purpose and audience</li> <li>b. Identify and apply effects of non-verbal communication techniques (e.g., tone of voice, body language) to arouse interest, convince and persuade</li> <li>c. Adjust delivery (e.g., pitch of voice, pace) to suit the size of different groups</li> </ul>	<p><b>8.3.2.1 Articulate various experiences, ideas and responses</b></p> <ul style="list-style-type: none"> <li>a. Speak clearly and confidently to share a variety of ideas</li> <li>b. Choose an appropriate organizational structure to communicate ideas</li> <li>c. Use a variety of strategies to begin, develop and conclude</li> <li>d. Speak fluidly by avoiding use of filler words</li> <li>e. Contribute ideas appropriate to the topic</li> </ul> <p><b>8.3.2.2 Adjust voice and language to a particular context</b></p> <ul style="list-style-type: none"> <li>a. Effectively incorporate new vocabulary in speech.</li> <li>b. Use specialized vocabulary appropriate to the topic</li> <li>c. Identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately according to purpose</li> <li>d. Adjust delivery (e.g., pitch of voice, pace) to suit the size of different groups</li> </ul>
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Grade 6	Grade 7	Grade 8
<p><b>6.3.2.3 Plan and deliver effective oral presentations</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of topic, theme, audience and purpose to plan presentations</li> <li>b. Plan and formally share an experience e.g., <i>Book Talks</i></li> <li>c. Rehearse and revise material before making a presentation e.g., reorder ideas, add relevant detail</li> <li>d. Illustrate ideas with resource materials e.g., visual aids</li> <li>e. Use appropriate intonation, pacing and volume and meaningful gestures and facial expressions to emphasize points and convince or persuade listeners</li> <li>f. Maintain eye contact, good posture and appropriate stance during delivery</li> <li>g. Use strategies to recall ideas during planning and/or delivery</li> </ul>	<p><b>7.3.2.3 Plan and deliver effective oral presentations</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of topic, theme, audience and purpose to plan presentations</li> <li>b. Plan and formally share an experience</li> <li>c. Rehearse and revise material before making a presentation e.g., reorder ideas, improve opening</li> <li>d. Illustrate ideas purposefully with appropriate resource materials e.g., visual aids</li> <li>e. Use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” to enhance presentations</li> <li>f. Use strategies to recall ideas during planning and/or delivery</li> </ul>	<p><b>8.3.2.3 Plan and deliver effective oral presentations</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of topic, theme, audience and purpose to plan presentations</li> <li>b. Plan and formally share an experience</li> <li>c. Rehearse and revise material before making a presentation e.g., reorder ideas, change conclusion</li> <li>d. Illustrate ideas purposefully with appropriate resource materials e.g., visual aids</li> <li>e. Uses appropriate non-verbal communication skills e.g., eye contact, meaningful gestures, appropriate facial expression, posture, stance</li> <li>f. Use strategies to recall ideas during planning and/or delivery</li> </ul>
<p><b>3.3 Demonstrate effective listening and speaking behaviors</b></p>		
<p><b>6.3.3.1 Interact appropriately and effectively in conversations and discussions</b></p> <ul style="list-style-type: none"> <li>a. Follow rules of conversation e.g., take turns, raise hand to speak when in a group, stay on topic, focus attention on speaker</li> <li>b. Express ideas and opinions confidently but without trying to dominate discussion</li> <li>c. Use constructive strategies in small-group discussions e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement</li> <li>d. Ask relevant and appropriate questions for clarification and further explanation</li> <li>e. Respect and respond appropriately to others’ contributions, including questions, comments, alternative ideas and non-verbal messages</li> <li>f. Follow up on others’ ideas e.g., confirm, piggy-back</li> </ul>	<p><b>7.3.3.1 Interact appropriately and effectively in conversations and discussions</b></p> <ul style="list-style-type: none"> <li>a. Follow rules of conversation e.g., take turns, raise hand to speak when in a group, stay on topic, focus attention on speaker</li> <li>b. Express ideas and opinions confidently but without trying to dominate discussion</li> <li>c. Use constructive strategies in small-group discussions e.g., invite other group members to contribute; negotiate to find a basis for agreement ; use prompts to change topics when appropriate</li> <li>d. Ask relevant and appropriate questions for clarification and further explanation</li> <li>e. Respect and respond appropriately to others’ contributions, including questions, comments, alternative ideas and non-verbal messages</li> <li>f. Confirm and expand on ideas of others</li> </ul>	<p><b>8.3.3.1 Interact appropriately and effectively in conversations and discussions</b></p> <ul style="list-style-type: none"> <li>a. Follow rules of conversation e.g., take turns, raise hand to speak when in a group, stay on topic, focus attention on speaker</li> <li>b. Express ideas and opinions confidently but without trying to dominate discussion</li> <li>c. Use constructive strategies in small-group discussions e.g., invite other group members to contribute; negotiate to find a basis for agreement; use prompts to change topics when appropriate</li> <li>d. Ask relevant and appropriate questions for clarification and further explanation.</li> <li>e. Respect and respond appropriately to others’ contributions, including questions, comments, alternative ideas and non-verbal messages</li> <li>f. Confirm and expand on ideas of others</li> </ul>

**Standard 4: Use conventions to communicate effectively**

Grade 6	Grade 7	Grade 8
<b>4.1 Use capitalization and punctuation conventions to clarify and convey meaning</b>		
<p><b>6.4.1.1 Apply capitalization rules from previous grades, and transfer into writing</b></p> <p><b>6.4.1.2 Apply punctuation rules from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Use commas in various appositives</li> <li>b. Use commas to set off direct address e.g., <i>“Mom, may I go outside?”</i></li> <li>c. Insert parentheses to clarify meaning</li> <li>d. Insert single quotation marks for a quotation within a quotation</li> <li>e. Place a semi-colon between two independent clauses</li> <li>f. Place a semi-colon between two independent clauses connected by a conjunctive adverb e.g., <i>I studied late into the night; consequently, I passed the test</i></li> <li>g. Punctuate dialogue correctly, when speakers identified at beginning or end</li> <li>h. Punctuate quoted speech/dialogue when speaker identified mid-quote e.g., <i>“It’s mine,” Amy insisted, “and grabbed the diary”</i></li> <li>i. Punctuate inner dialogue consistently and correctly e.g., use italics</li> </ul> <p><b>6.4.1.3 Apply knowledge of punctuation to comprehend texts</b></p> <p><b>6.4.1.4 Reflect punctuation in voice when reading or speaking.</b></p> <p><b>6.4.1.5 Reference appropriate resources to check capitalization and punctuation.</b></p>	<p><b>7.4.1.1 Apply capitalization rules from previous grades, and transfer into writing</b></p> <p><b>7.4.1.2 Apply punctuation rules from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Use commas to separate interrupters and transitional words and phrases e.g., <i>Bad weather, however, ruined our plans</i></li> <li>b. Insert parentheses to set off explanatory material e.g., <i>Benson (our dog) enjoys going for walks</i></li> <li>c. Place semicolons in lists containing commas</li> <li>d. Use a hyphen to join two or more words that work together e.g., <i>bone-chilling experience</i></li> <li>e. Punctuate dialogue correctly, when speakers identified at beginning or end</li> <li>f. Punctuate quoted speech/dialogue when speaker identified mid-quote</li> <li>g. Punctuate inner dialogue consistently and correctly e.g., use italics</li> </ul> <p><b>7.4.1.3 Apply knowledge of punctuation to comprehend texts</b></p> <p><b>7.4.1.4 Reflect punctuation in voice when reading or speaking.</b></p> <p><b>7.4.1.5 Reference appropriate resources to check capitalization and punctuation.</b></p>	<p><b>8.4.1.1 Apply capitalization rules from previous grades, and transfer into writing</b></p> <p><b>8.4.1.2 Apply punctuation rules from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Use commas for emphasis or clarity</li> <li>b. Insert apostrophes to form plurals of letters or numbers</li> <li>c. Insert apostrophes in sophisticated use of possession e.g., possessives with compound nouns, shared possession</li> <li>d. Place a colon between title and subtitle</li> <li>e. Use a hyphen to form adjectives e.g., <i>hair-raising</i></li> <li>f. Use a hyphen to avoid confusion</li> <li>g. Insert a dash to indicate sudden break</li> <li>h. Insert a dash for emphasis</li> <li>i. Insert a dash to indicate interrupted speech</li> <li>j. Punctuate dialogue and inner thinking correctly</li> </ul> <p><b>8.4.1.3 Apply knowledge of punctuation to comprehend texts</b></p> <p><b>8.4.1.4 Reflect punctuation in voice when reading or speaking.</b></p> <p><b>8.4.1.5 Reference appropriate resources to check capitalization and punctuation.</b></p>

Grade 6	Grade 7	Grade 8
<b>4.2 Apply grammar and usage conventions</b>		
<p><b>6.4.2.1 Apply grammar and usage from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Understand the role of various parts of speech and apply in writing e.g., strong verb versus an a verb and an adverb</li> <li>b. Use parallel structure when listing words e.g., <i>A scientist observes, hypothesizes, and analyzes</i></li> <li>c. Choose appropriate verb tenses and apply correctly and consistently</li> <li>d. Ensure subject and verb agreement e.g.,</li> <li>e. Begin to show agreement of various pronouns and their antecedent(s)</li> </ul> <p><b>6.4.2.2 Understand and use correct grammar and usage terms to discuss texts, including own</b></p>	<p><b>7.4.2.1 Apply grammar and usage from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Understand the role of various parts of speech and apply in writing e.g., compound adjectives to enhance detail</li> <li>b. Use parallel structure for words and phrases e.g., <i>The ball bounced off the table and under the chair</i></li> <li>c. Choose appropriate verb tenses and apply correctly and consistently</li> <li>d. Ensure subject and verb agreement e.g., <i>The students' collection of stories demonstrates good word choice.</i></li> <li>e. Show agreement of various pronouns and their antecedent(s)</li> </ul> <p><b>7.4.2.2 Understand and use correct grammar and usage terms to discuss texts, including own.</b></p>	<p><b>8.4.2.1 Apply grammar and usage from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Understand the role of various parts of speech and apply in writing e.g., active versus passive verbs</li> <li>b. Use parallel structure with more sophisticated constructions e.g., <i>The lunchroom was immaculate: napkins in their holders, pop bottles in the recycle container, and trays in place for the next day</i></li> <li>c. Choose appropriate verb tenses and apply correctly and consistently</li> <li>d. Ensure subject and verb agreement in more complex structures e.g., <i>The teachers or the principal organizes the field trip</i></li> <li>e. Show agreement of various pronouns and their antecedent(s)</li> <li>f. Begin to identify and use active voice over passive voice</li> <li>g. Begin to identify misplaced modifiers</li> </ul> <p><b>8.4.2.2 Understand and use correct grammar and usage terms to discuss texts, including own.</b></p>

Grade 6	Grade 7	Grade 8
<b>4.3 Use correct and varied sentence structure</b>		
<p><b>6.4.3.1 Apply knowledge and skills about sentence structure from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Identify simple subject and predicate</li> <li>b. Use simple, compound and complex sentences</li> <li>c. Identify and correct sentence errors e.g., fragments, run-ons, comma splices</li> <li>d. Understand the role of phrases and apply appropriately</li> <li>e. Understand the role of dependent and independent clauses and apply appropriately</li> <li>f. Understand the role of coordinating conjunctions and apply</li> <li>g. Purposefully select a variety of sentence structures to enhance meaning</li> <li>h. Use confusing/nuanced words correctly e.g., <i>accept/except, already/all ready</i></li> </ul> <p><b>6.4.3.2 Apply sentence structure terminology to discuss own and others' texts</b></p>	<p><b>7.4.3.1 Apply knowledge and skills about sentence structure from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Identify compound subject and predicate</li> <li>b. Use simple, compound and complex sentences</li> <li>c. Identify and correct sentence errors e.g., fragments, run-ons, comma splices</li> <li>d. Understand the role of a variety of phrases and apply appropriately</li> <li>e. Understand the role of a variety of clauses and apply appropriately</li> <li>f. Distinguish the role of coordinating and subordinating conjunctions and use appropriately</li> <li>g. Purposefully select a variety of sentence structures to enhance meaning</li> <li>h. Use confusing/nuanced words correctly e.g., <i>affect/effect, among/between</i></li> </ul> <p><b>7.4.3.2 Apply sentence structure terminology to discuss own and others' texts</b></p>	<p><b>8.4.3.1 Apply knowledge and skills about sentence structure from previous grades, and:</b></p> <ul style="list-style-type: none"> <li>a. Identify compound subject and predicate</li> <li>b. Use simple, compound and complex sentences</li> <li>c. Begin to identify compound-complex sentences</li> <li>d. Identify and correct sentence errors e.g., fragments, run-ons, comma splices</li> <li>e. Understand the role of a variety of more sophisticated phrases and apply appropriately</li> <li>f. Understand the role of a variety of more sophisticated clauses and apply appropriately</li> <li>g. Distinguish the role of coordinating, subordinating and correlative conjunctions and use a variety of them appropriately</li> <li>h. Purposefully select a variety of sentence structures to enhance meaning</li> <li>i. Use confusing/nuanced words correctly e.g., <i>allusion/illusion, amount/number</i></li> </ul> <p><b>8.4.3.2 Apply sentence structure terminology to discuss own and others' texts</b></p>
<b>4.4 Spell accurately</b>		
<p><b>6.4.4.1 Apply previously learned strategies to spell words accurately</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of word structure and forms (bases, Greek and Latin roots, prefixes and suffixes) to spell words</li> </ul> <p><b>6.4.4.2 Verify accuracy of spelling using appropriate resources</b></p>	<p><b>7.4.4.1 Apply previously learned strategies to spell words accurately</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of word structure and forms (bases, Greek and Latin roots, prefixes and suffixes) to spell words</li> </ul> <p><b>7.4.4.2 Verify accuracy of spelling using appropriate resources</b></p>	<p><b>8.4.4.1 Apply previously learned strategies to spell words accurately</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of word structure and forms (bases, Greek and Latin roots, prefixes and suffixes) to spell words</li> </ul> <p><b>8.4.4.2 Verify accuracy of spelling using appropriate resources</b></p>

Grade 6	Grade 7	Grade 8
<b>4.5 Apply formatting conventions to enhance communication</b>		
<p><b>6.4.5.1 Apply appropriate formatting conventions</b></p> <ul style="list-style-type: none"> <li>a. Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins</li> <li>b. Determine and format paragraphs appropriately</li> <li>c. Cite sources according to prescribed format (MLA)</li> </ul>	<p><b>7.4.5.1 Apply appropriate formatting conventions</b></p> <ul style="list-style-type: none"> <li>a. Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins</li> <li>b. Determine and format paragraphs appropriately</li> <li>c. Cite sources according to prescribed format (MLA)</li> </ul>	<p><b>8.4.5.1 Apply appropriate formatting conventions</b></p> <ul style="list-style-type: none"> <li>a. Produce legible work that adheres to appropriate formatting conventions e.g., pagination, spacing, margins</li> <li>b. Determine and format paragraphs appropriately</li> <li>c. Cite sources according to prescribed format (MLA)</li> </ul>