

Grade 6	Grade 7	Grade 8
<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>
<p>Word Recognition</p> <p>6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>Word Recognition</p>	<p>Word Recognition</p>
<p>Vocabulary and Concept Development</p> <p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings</p> <p>Example: Understand the different meanings of the word <i>primary</i> when used in sentences, such as the following: <i>Tom is a student at the local <u>primary</u> school. Betsy’s mother decided to run for a seat on the city council but lost in the <u>primary</u> election.</i> Understand descriptive</p>	<p>Vocabulary and Concept Development</p> <p>7.1.1 Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> • Analogies: comparisons of the similar aspects of two different things 	<p>Vocabulary and Concept Development</p> <p>8.1.1 Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> • Analogies: comparisons of the similar aspects of two different things

<p>metaphors, such as <i>The city lay under a blanket off fog.</i></p> <p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>Example: Understand foreign words that are often used in English, such as <i>enchilada</i> (Spanish), <i>lasagna</i> (Italian), and <i>delicatessen</i> (German).</p> <p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p> <p>6.1.5 Understand and explain slight differences in meaning in related words.</p> <p>Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.</p>	<ul style="list-style-type: none"> • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky.</i> <p>7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).</p> <p>Example: Analyze the roots, prefixes, and suffixes to understand words, such as <i>microscope</i>, <i>microphone</i>, and <i>microbe</i>.</p> <p>7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p>Example: Use the text to clarify the meaning of the word <i>pickle</i> in the sentence <i>Apply the pickle, an acid solution, to the metal surface.</i></p>	<ul style="list-style-type: none"> • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky.</i> <p>8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.</p> <p>Example: Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as <i>tornado</i>, <i>tomato</i>, and <i>patio</i>.</p> <p>8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</p> <p>Example: Understand the meaning of <i>pickle</i> in a sentence, such as <i>The pickle was an important part of metal working.</i> Use a dictionary to help clarify the use of the word <i>pickle</i> in this context.</p>
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<p>Standard 2 – READING: Reading Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	<p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	<p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, students read a variety of narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>
<p>Structural Features of Informational and Technical Materials</p> <p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information. Example: Do a key-word search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.</p> <p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern. Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of</p>	<p>Structural Features of Informational and Technical Materials</p> <p>7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).</p> <p>7.2.2 Locate information by using a variety of consumer and public documents. Example: Choose a radio or watch to purchase, based on a <i>Consumer Reports</i> review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.</p> <p>7.2.3 Analyze text that uses the cause-and-effect organizational pattern.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents. Example: Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow.</p> <p>8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.</p>

<p>the text serves the reader's comprehension.</p>	<p>Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.</p>	<p>Example: Read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in <i>USA Today</i>. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.</p> <p>8.2.8 Understand and explain the use of simple equipment by following directions in a technical manual.</p> <p>8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.</p> <p>Example: Read about another culture in a magazine such as <i>Cricket</i> or <i>National Geographic</i>. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.</p> <p>6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.</p> <p>Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read.</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>Example: After reading a piece of historical nonfiction, such as <i>When Justice Failed: The Fred Korematsu Story</i> by Steven A. Chin about the internment of Japanese Americans during World War II, describe the author's perspective on the events described and how the author demonstrates this point of view throughout the text.</p> <p>7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p>Example: Follow the directions for</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.</p> <p>Example: Read articles on the same current topic in magazines, such as <i>Time</i> and <i>Newsweek</i>, and editorials in national or local newspapers. Compare and contrast the texts in how they present the issue.</p> <p>8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.</p> <p>Example: After writing summaries or creating graphic organizers on an informational text read for class,</p>

<p>Read an informational book and summarize the main ideas.</p> <p>6.2.5 Follow multiple-step instructions for preparing applications.</p> <p>Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, or another extra-curricular organization.</p>	<p>setting a digital watch or clock.</p> <p>7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p> <p>7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.</p> <p>7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning.</p>	<p>exchange the summary or organizer with another student. Evaluate this classmate's summary, based on how well the student describes the most important elements of the text.</p> <p>8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.</p> <p>Example: Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, Web pages, and other consumer sources, such as <i>Consumer Reports</i>.</p>
<p>Expository (Informational) Critique</p> <p>6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.</p> <p>Example: In reading <i>Amelia Earhart: Courage in the Sky</i> by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.</p> <p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.</p> <p>Example: Read some of the 28 poems in Lee Bennett Hopkins' <i>Been to Yesterdays: Poems of Life</i>, and draw conclusions about what the poet is</p>	<p>Expository (Informational) Critique</p> <p>7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as <i>Lives of the Writers</i> by Kathleen Krull.</p> <p>7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and</p>	<p>Expository (Informational) Critique</p> <p>8.2.6 Evaluate the logic, internal consistency, and structural patterns of text.</p> <p>Example: Read <i>The Brooklyn Bridge: They Said It Couldn't Be Built</i> by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.</p>

<p>saying about his experiences in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading <i>Leonardo da Vinci, Artist, Inventor, and Scientist of the Renaissance</i> by Francesca Romei.</p> <p>6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.</p> <p>Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.</p> <p>6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).</p>	<p>conclusions that do not follow the premise.</p>	
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<p>Standard 3 – READING: Literacy Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p>	<p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p>	<p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p>
<p>Structural Features of Literature</p> <p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.</p> <p>Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.</p>	<p>Structural Features of Literature</p> <p>7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.</p> <p>Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as “The Night the Bed Fell” by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as <i>The Westing Game</i> by Ellen Raskin. Describe a novella as a short novel and provide an example, such as <i>The Gold Cadillac</i> by Mildred Taylor. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.</p>	<p>Structural Features of Literature</p> <p>8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p> <ul style="list-style-type: none"> • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines <p>Example: Describe the different forms of poetry. Compare poems such as John Ciardi’s “Elegy for Jog,” Pablo Neruda’s “Odes to Common Things,” and Edgar Allan Poe’s sonnet “To Science.”</p>

Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text
<p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>Example: After reading the story <i>Dragonwings</i> by Laurence Yep, describe how the boy’s courage and loyalty to his father help him to realize his father’s dreams of making a flying machine</p> <p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <i>The Watsons Go to Birmingham — 1963</i> by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.</p> <p>6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.</p> <p>Example: Describe the features of a poem, such as “Mother to Son” by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.</p> <p>6.3.5 Identify the speaker and recognize the</p>	<p>7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.</p> <p>Example: While reading <i>The True Confessions of Charlotte Doyle</i> by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship’s cook slips her a knife.</p> <p>7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p> <p>Example: Describe the main character in <i>Out of the Dust</i> by Karen Hesse, using examples of her thoughts, words, and actions to support this description.</p> <p>7.3.4 Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.</p> <p>Example: Analyze the theme of loneliness that is present throughout <i>The Islander</i> by Cynthia Rylant. Relate the theme to other works that have been read in class and for pleasure.</p> <p>7.3.5 Contrast points of view, such as first person, third person, limited and</p>	<p>8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.</p> <p>Example: Read a book, such as <i>Holes</i> by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.</p> <p>8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.</p> <p>Example: Compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Books on this theme include books on the Civil War period, such as <i>Bull Run</i> by Paul Fleischman, books on World War I, such as <i>After the Dancing Days</i> by Margaret Rostkowski, or about the Vietnam War such as <i>Park’s Quest</i> by Katherine Patterson.</p> <p>8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.</p> <p>Example: Discuss the importance of the setting, including the place, the</p>

<p>difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>Example: Read an autobiography, such as <i>Michael Jordan: My Story</i>, and compare it to a biography on the same person, such as <i>Michael Jordan</i> by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.</p> <p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in <i>Summer of My German Soldier</i> by Bette Greene.</p> <p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader’s mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He</i> 	<p>omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the “I” perspective • Third person: the narrator tells the story from an outside perspective • Limited narration: the narrator does not know. all thoughts of all characters • Omniscient narration: the narrator knows all thoughts of all characters • Subjective: the point of view involves a personal perspective • Objective: the point of view is from a distanced, informational perspective, as in a news report <p>Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.</p> <p>7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to 	<p>time period, and the customs, to books, such as <i>Friendly Persuasion</i> by Jessamyn West or <i>Stranded</i> by Ben Mikaelson.</p> <p>8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.</p> <p>Example: Explore the theme that heroism demands unusual courage and risk-taking. Read fiction and biographies, such as Rod Serling’s television play <i>Requiem for a Heavyweight</i> and David Remnick’s <i>King of the World: Muhammed Ali and the Rise of an American Hero</i>, to identify what both real and imaginary heroes have done.</p> <p>8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Dialect: the vocabulary, grammar, and pronunciation used by people in different regions • Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous
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<p><i>was drowning in money.</i></p> <p>Example: Select a variety of examples of sportswriting from a local or national newspaper. Explain the use of metaphors and symbolism throughout sportswriting.</p>	<p>create vivid pictures in the reader's mind.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. <p>7.3.8 Analyze the influence of the setting on the problem and its resolution.</p> <p>7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.</p>	<p>Example: Read several short stories by Mark Twain and discuss his use of dialect in his stories. Watch Alan Jay Lerner and Frederick Loewe's musical <i>My Fair Lady</i>, an adaptation of Bernard Shaw's <i>Pygmalion</i>, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story.</p> <p>8.3.8 Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the "I" perspective. • Third person: the narrator tells the story from an outside perspective. • Limited narration: the narrator does not know all thoughts of all characters. • Omniscient narration: the narrator knows all thoughts of all characters. • Subjective: the point of view involves a personal perspective. • Objective: the point of view is from a distanced, informational perspective, as in a news report. <p>8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.</p>
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<p>Literary Criticism</p> <p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p> <p>Example: Read myths, such as <i>Hercules</i> or <i>Jason and the Argonauts</i>, and discuss the believability of the characters and plots as compared to realistic fiction.</p>	<p>Literary Criticism</p> <p>7.3.6 Compare reviews of literary works and determine what influenced the reviewer.</p> <p>Example: Compare multiple reviews of the same book, such as <i>The Yearling</i> by Marjorie Kinnan Rawlings, <i>Souder</i> by William Armstrong, <i>The Monsters Are Due on Maple Street</i> by Rod Serling, or <i>And Then There Were None</i> by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.</p>	<p>Literary Criticism</p> <p>8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>Example: Read a short biography of Edgar Allan Poe, Jack London, Shirley Jackson, Helen Keller, or Maya Angelou. Analyze how the author's experiences can be used to interpret his or her writings.</p>
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<p>Standard 4 – WRITING: Writing Process</p> <p><i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	<p>Standard 4 - WRITING: Writing Process</p> <p><i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	<p>Standard 4 - WRITING: Writing Process</p> <p><i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>
<p>Organization and Focus</p> <p>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>6.4.2 Choose the form of writing that best suits the intended purpose.</p> <p>6.4.3 Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. <p>6.4.4 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.</p>	<p>Organization and Focus</p> <p>7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.</p> <p>7.4.4 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.</p>	<p>Organization and Focus</p> <p>8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</p> <p>8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.</p> <p>8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p>
<p>Research and Technology</p> <p>6.4.5 Use note-taking skills.</p> <p>6.4.6 Use organizational features of electronic</p>	<p>Research and Technology</p> <p>7.4.5 Identify topics: ask and evaluate questions; and develop ideas leading</p>	<p>Research and Technology</p> <p>8.4.4 Plan and conduct multiple-step information searches by using</p>

<p>text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.</p> <p>6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.</p>	<p>to inquiry, investigation, and research.</p> <p>7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.</p> <p>7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>computer networks.</p> <p>8.4.5 Achieve an effective balance between researched information and original ideas.</p> <p>8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>
<p>Evaluation and Revision</p> <p>6.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors</p> <p>6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>Evaluation and Revision</p> <p>7.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p>Evaluation and Revision</p> <p>8.4.7 Review, evaluate, and revise writing for meaning and clarity.</p> <p>8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.</p> <p>8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p>

<p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p>Standard 5 – WRITING: Writing Application (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p>Standard 5 - WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays of at least 750 to 1,000 words. Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>
<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 Writing Process to:</p> <p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. <p>Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of</p>	<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 - Writing Process to:</p> <p>7.5.1 Write biographical or autobiographical narratives (stories) that:</p> <ul style="list-style-type: none"> • develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 — Writing Process to:</p> <p>8.5.1 Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> • tell about an incident, event, or situation by using well-chosen details. • reveal the significance of, or the writer’s attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

<p>view</p> <p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> state the thesis (position on the topic) or purpose. explain the situation. organize the composition clearly. offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about <i>Summer Sports Camps</i>, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p> <p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> pose relevant questions that can be answered in the report. support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. include a bibliography. <p>Example: Write a research report on <i>George Washington</i>, explaining what Washington accomplished during his presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Maryland and the surrounding states. Include information on whether</p>	<p>Example: Write successive drafts of a two- or three-page humorous story about <i>Something Fishy Is Cooking in the Kitchen</i>, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.</p> <p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> develop interpretations that show careful reading, understanding, and insight. organize interpretations around several clear ideas, premises, or images from the literary work. justify interpretations through sustained use of examples and evidence from the text. <p>Example: After reading Mark Twain's <i>Adventures of Tom Sawyer</i> and Theodore Taylor's <i>The Cay</i>, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.</p> <p>7.5.3 Write research reports that:</p> <ul style="list-style-type: none"> pose relevant and focused questions about the topic. communicate clear and accurate perspectives on the subject. include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference 	<p>Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.</p> <p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate careful reading and insight into interpretations. connect response to the writer's techniques and to specific textual references. make supported inferences about the effects of a literary work on its audience. support judgments through references to the text, other works, other authors, or to personal knowledge. <p>Example: After reading <i>The Giver</i> by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending, and how it is supported by the rest of the book.</p> <p>8.5.3 Write research reports that:</p> <ul style="list-style-type: none"> define a thesis (a statement of position on the topic). include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.
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<p>descendents of these groups still live in the area.</p> <p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> develop an interpretation that shows careful reading, understanding, and insight. organize the interpretation around several clear ideas. develop and justify the interpretation through the use of examples and evidence from the text. <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p> <p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> state a clear position on a proposition or proposal. support the position with organized and relevant evidence and effective emotional appeals. anticipate and address reader concerns and counter-arguments. <p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince</p>	<p>books.</p> <ul style="list-style-type: none"> document sources with reference notes and a bibliography. <p>Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).</p> <p>7.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> state a clear position or perspective in support of a proposition or proposal. describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. anticipate and address reader concerns and counter-arguments. <p>Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</p> <p>7.5.5 Write summaries of reading materials that:</p> <ul style="list-style-type: none"> include the main ideas and most 	<ul style="list-style-type: none"> use a variety of primary and secondary sources and distinguish the nature and value of each. organize and display information on charts, tables, maps, and graphs. document sources with reference notes and a bibliography. <p>Example: Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation, including charts and graphs to support your findings.</p> <p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> include a well-defined thesis that makes a clear and knowledgeable appeal. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. <p>Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should</p>
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<p>readers to buy the product.</p> <p>6.5.6 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i>; <i>overcoat</i> or <i>parka</i> instead of <i>coat</i>.)</p> <p>6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a review of a favorite book or film for a classroom <i>Writers' Workshop</i>. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.</p> <p>6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>significant details.</p> <ul style="list-style-type: none"> • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details. <p>Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.</p> <p>7.5.6 Use varied word choices to make writing interesting and more precise.</p> <p>Example: Write stories, reports, and letters using a variety of word choices. (Use <i>conversed</i> or <i>conferred</i> instead of <i>talked</i>.)</p> <p>7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</p> <p>Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.</p>	<p>not invest more resources into public transportation.</p> <p>8.5.5 Write technical documents that:</p> <ul style="list-style-type: none"> • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.</p> <p>8.5.6 Write using precise word choices to make writing interesting and exact.</p> <p>Example: Write stories, reports, articles, and letters using a variety of word choices. (Use <i>adequately</i> instead of <i>enough</i>. Use <i>encyclopedia</i> or <i>mystery novel</i> instead of <i>book</i>.)</p> <p>8.5.7 Write for different purposes and to a specific audience or person, adjusting</p>
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		<p>tone and style as necessary.</p> <p>Example: Write a letter to the editor in response to an opinion column in your school or community newspaper.</p>
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Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>	Standard 6 - WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>	Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>
<p>Sentence Structure</p> <p>6.6.1 Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> <p>6.6.6 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, <u>the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p>	<p>Sentence Structure</p> <p>7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p> <ul style="list-style-type: none"> • Clear: She left the book, which she bought at the bookstore, on the table. • Unclear: She left the book on the table, which she bought at the bookstore. • Active voice: The man called the dog. • Passive voice: The dog was called by the man. 	<p>Sentence Structure</p> <p>8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.</p> <p>8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</p> <ul style="list-style-type: none"> • Correct: <i>Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</i> • Incorrect: <i>Students <u>having</u> difficulty and <u>who need help</u> should stay after class.</i> <p>8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures — acts of friendship — were noticed but not appreciated.</i>) and other devices to indicate clearly the relationship between ideas.</p>

<ul style="list-style-type: none"> • We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 		
<p>Grammar</p> <p>6.6.2 Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <i>Each</i> should do his or her work. • Indefinite pronouns: <i>Many</i> were absent today. • Correct verb agreement: <i>Todd and Amanda</i> <u>were</u> chosen to star in the play. • Incorrect verb agreement: <i>Todd and Amanda</i> <u>was</u> chosen to star in the play. 	<p>Grammar</p> <p>7.6.2 Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as dreaming, chosen, built, and grown).</p> <p>7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p> <ul style="list-style-type: none"> • Clear: Chris said to Jacob, “You will become a great musician.” • Confusing: Chris told Jacob that he would become a great musician. <p>7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.</p> <p>7.6.5 Demonstrate appropriate English usage (such as pronoun reference).</p>	<p>Grammar</p> <p>8.6.4 Edit written manuscripts to ensure that correct grammar is used.</p>
<p>Punctuation</p> <p>6.6.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main</p>	<p>Punctuation</p> <p>7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([]), and</p>	<p>Punctuation</p> <p>8.6.5 Use correct punctuation.</p>

<p>clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).</p>	<p>semicolons (;).</p> <p>7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.</p>	
<p>Capitalization</p> <p>6.6.4 Use correct capitalization.</p>	<p>Capitalization</p> <p>7.6.8 Use correct capitalization.</p>	<p>Capitalization</p> <p>8.6.6 Use correct capitalization.</p>
<p>Spelling</p> <p>6.6.5 Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p>	<p>Spelling</p> <p>7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).</p>	<p>Spelling</p> <p>8.6.7 Use correct spelling conventions.</p>

<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>
<p>Comprehension</p> <p>6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</p> <p>6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>6.7.3 Restate and carry out multiple-step oral instructions and directions.</p> <p>6.7.15 Ask questions that seek information not already discussed.</p>	<p>Comprehension</p> <p>7.7.1 Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions.</p> <p>7.7.2 Determine the speaker’s attitude toward the subject.</p>	<p>Comprehension</p> <p>8.7.1 Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>
<p>Organization and Delivery of Oral Communication</p> <p>6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and</p>	<p>Organization and Delivery of Oral Communication</p> <p>7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the</p>	<p>Organization and Delivery of Oral Communication</p> <p>8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience</p>

<p>vocal modulation (changes in tone) to the audience.</p> <p>6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.</p> <p>6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.</p> <p>6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</p>	<p>audience.</p> <p>7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.</p> <p>7.7.5 Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.</p>	<p>and purpose.</p> <p>8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (I recommend that you write drafts.) rather than the passive voice (The writing of drafts is recommended.) in ways that enliven oral presentations.</p> <p>8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</p> <p>8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.</p>
<p>Analysis and Evaluation of Oral and Media Communications</p> <p>6.7.8 Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>) for intent and effect.</p> <p>6.7.9 Identify persuasive and propaganda techniques used in electronic media (<i>television, radio, online sources</i>) and identify false and misleading</p>	<p>Analysis and Evaluation of Oral and Media Communications</p> <p>7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.</p>	<p>Analysis and Evaluation of Oral and Media Communications</p> <p>8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p>8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.</p> <p>8.7.9 Interpret and evaluate the various ways in which visual image makers (such as</p>

<p>information.</p> <p>6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.</p>		<p>graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.</p>
<p>Speaking Applications</p> <p>6.7.10 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. <p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. <p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. 	<p>Speaking Applications</p> <p>7.7.8 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. <p>7.7.12 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>Speaking Applications</p> <p>8.7.10 Deliver narrative (story) presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> • relate a clear incident, event, or situation by using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. <p>8.7.15 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

<ul style="list-style-type: none"> • develop and justify the interpretation through the use of examples from the text. <p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • provide a clear statement of the position. . • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal. <p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions. 	<p>7.7.9 Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details. <p>7.7.10 Deliver research presentations that:</p> <ul style="list-style-type: none"> • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately. <p>7.7.11 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence. 	<p>8.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • interpret a reading and provide insight. • connect personal responses to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge. <p>8.7.12 Deliver research presentations that:</p> <ul style="list-style-type: none"> • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs. <p>8.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • include a well-defined thesis (position on the topic). • differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details,
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		<p>reasons, examples, and other elements.</p> <ul style="list-style-type: none">• maintain a reasonable tone. <p>8.7.14 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>
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