



West Linn-Wilsonville Schools

EDUCATIONAL PROGRAM

**Skills, Concepts and Processes
for
Learning**

**ENGLISH/LANGUAGE ARTS
Grades K-8**

Revised August 2000

English/Language Arts

●●● Kindergarten ●●●

Reading

Children construct meaning from print. As developing readers, **kindergarten** children:

- realize that print has a constant fixed meaning
- understand directionality of print
- understand the concept of letters and words
- recognize some environmental print and common words (signs and common symbols, i.e., stop, railroad crossing)
- recognize and retell the sequence of a story or event
- predict outcomes
- identify setting and characters
- compare and contrast versions of a story
- uses context and visual cues
- relate new ideas and information to previous experience and knowledge
- discriminates between same and different shapes and letters
- identify letter names, sounds, and case differentiation
- demonstrate knowledge of sound-symbol relationships (phonetics)
- recognize language patterns (rhyme, word patterns)
- appreciate and experiment with rhyme and rhythm in language
- identifies basic sight words, root words, prefixes and suffixes
- formulate and express a personal reaction to a variety of readings

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As developing communicators, **kindergarten** children:

- demonstrate fine and gross motor skills
- use writing and drawing as tools for learning
- progress from scribble writing to some symbols for words and sounds
- write own name
- begin to notice spacing
- attempt correct letter formation (upper and lower case)
- use left to right direction
- work toward the production of correct speech sounds and grammatical structures
- use appropriate volume, rate, gestures, and inflections
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- attend to non-verbal messages
- participate appropriately in group discussions
- express feelings, knowledge, and ideas orally, in writing, and in pictorial and dramatic forms
- expand vocabulary to include rare and unusual words

Research

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **kindergarten** children:

- distinguish stories and explanations from questions
- ask questions that lead to investigation
- experiment with objects and explore data sources to find information
- sort information
- alphabetize to the first letter
- express ideas and information in oral, pictorial, dictated, written, artistic, and dramatic forms
- participate in guided discussion about process and product

English/Language Arts

●●● Grade 1 ●●●

Reading

Children construct meaning from print. As developing readers, **first grade** children:

- identify uppercase and lowercase letter names and sounds
- can say or sing the alphabet
- understand concepts of word and sentence
- recognize environmental print and common words
- read accurately by using phonics, language structure, word meaning and visual cues
- identify basic sight words, root words, prefixes and suffixes (morphemes)
- recognize and retell the sequence of a story or event with some details
- predict outcomes
- can find a word to fit a gap in a story
- identify setting and characters
- identify common figurative language (simile)
- compare and contrast versions of a story
- relate new ideas and information to previous experience and knowledge
- appreciate and experiment with rhyme and rhythm in language
- formulate and express a personal reaction to a variety of readings
- recite a passage fluently with expression
- identify genre (make-believe and factual stories, poetry, and information)

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As developing communicators, **first grade** children:

- use writing and drawing as tools for learning
- use symbols for words and sounds
- use phonetic patterns in writing
- work toward the production of correct speech sounds and grammatical structures
- use appropriate volume, rate, gestures, and inflections
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- attend to non-verbal messages
- participate appropriately in group discussions
- express own feelings, knowledge, opinions, and ideas in written, oral, pictorial, and dramatic forms
- edit for correct spelling, capitalization, and basic punctuation
- write letters with correct formation using upper and lower case letters appropriately
- use knowledge of parts of speech to enhance communication (action words, descriptive words)
- expand vocabulary to include rare and unusual words
- write for different audiences
- incorporate voice to show a point of view
- organize by chronology and importance

Research

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **first grade** children:

- distinguish stories and explanations from questions
- ask questions that lead to investigation and guide data collection
- experiment with objects and explore data sources to find, organize and record information
- sort and sequence information
- alphabetize to the first letter
- develop creative ways to reference information and recognize the importance of citing references
- express ideas and information in oral, pictorial, dictated, written, artistic, and dramatic forms
- participate in guided discussion about process and products

English/Language Arts

●●● Grade 2 ●●●

Reading

Children construct meaning from print. As developing readers, **second grade** children:

- understand concepts of sentence and paragraph
- recognize consonants: initial, medial, clusters, and digraphs
- recognize vowels: short, long, diphthongs, r-controlled and variant forms
- recognize basic sight words, contractions, possessives, compound words, syllables, multi meaning words, antonyms, synonyms, homonyms, root words, prefixes and suffixes (morphemes)
- recognize and retell the sequence of a story or event with details
- use sound-symbol relationship to decode new words (phonetics)
- use picture and context clues to decode new words
- use a variety of strategies to check the meaning of new words
- use a variety of decoding strategies, re-reads, self corrects to check for meaning of words
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- identify main idea
- predict outcomes and identify causes
- interpret common figurative language (simile, metaphor, idioms, etc)
- identify setting, plot, and characters
- compare and contrast versions of a story or event
- relate new ideas and information to previous experience and knowledge
- read a practiced passage fluently with expression
- appreciate, identify and experiment with patterns of rhyme and rhythm in language
- formulate and express a personal reaction to a variety of readings
- select appropriate reading material for level, interest, and need
- read a variety of genre (fiction, non-fiction, poetry, and prose)

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As communicators, **second grade** children:

- use writing, drawing, webbing, and graphic organizers as tools for learning
- write common words correctly
- use phonetic knowledge to spell words
- use phonetic patterns in writing
- use appropriate volume, rate, gestures, and inflections
- use correct grammatical structures
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- attend to non-verbal interactions
- participate appropriately in group discussions
- express own feelings, knowledge, opinions, and ideas in written, oral, pictorial, and dramatic forms
- use a variety of modes (narrative, imaginative, expository)
- organize by chronology, importance/priority
- incorporate "voice" in writing
- write for different audiences
- begin the draft-revision process

- edit for correct spelling, capitalization, and basic punctuation
- present important information about a topic or idea
- form all manuscript letters correctly
- write in a presentation style (manuscript)
- use knowledge of parts of speech to enhance communication (action words, descriptive words)
- expand vocabulary to include rare and unusual words
- vary sentence structures to add interest

Research

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **second grade** children:

- distinguish fact, fantasy, and opinion in stories and explanations
- ask questions that lead to investigation and guide data collection
- locate, select, and evaluate appropriate resources, experiment with objects, and explore data sources to find, organize and record information
- use dictionary, thesaurus, atlas, and other reference resources
- alphabetize to third letter
- follow directions, oral and written
- use table of contents, index, glossary, diagrams, and bibliography
- use text format features (bold, heading, captions) to locate specific information and clarify meaning
- paraphrase information
- develop methods for citing resources
- skim for specific details
- express ideas and information in oral, pictorial, dictated, written, artistic, and dramatic forms
- retell the process used
- participate in guided discussion about process and product

English/Language Arts

●●● Grade 3 ●●●

Reading

Children construct meaning from print. As skilled readers, **third grade** children:

- understand concepts of paragraph and chapter
- recognize consonants: initial, medial, clusters, and digraphs
- recognize vowels: short, long, diphthongs, r-controlled and variant forms
- recognize basic sight words, contractions, possessives, compound words, syllables, multi meaning words, antonyms, synonyms, homonyms, root words, prefixes and suffixes (morphemes)
- use a variety of strategies to decode new words
- use a variety of strategies to check the meaning of new words and phrases
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- recognize the multiple meaning of words
- recognize and retell the sequence of a story or event with details
- identify main ideas
- predict outcomes and identify causes
- make judgments and draw conclusions from readings
- interpret figurative language (idiom, simile, and metaphor, etc.)
- identify setting, plot, characters, and theme
- identify character motive and author's purpose
- compare and contrast versions of a story or event
- relate new ideas and information to other texts and to previous experience and knowledge
- read a practiced passage fluently with expression
- appreciate, identify and experiment with patterns of rhyme and rhythm in language
- formulate and express a personal reaction to a variety of readings based on elements of literary criticism
- select appropriate reading material for level, interest, and need
- recognize and use the organization of non-fiction literature to find information: table of contents, index, glossary, etc.
- read a variety of genre (fiction, non-fiction, poetry, informational, biographical, historical, fantasy)

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As communicators, **third grade** children:

- use writing, drawing, webbing, and graphic organizers as tools for learning
- write common words correctly
- use phonetic knowledge to spell unknown words
- use multiple strategies to spell words correctly
- apply phonetic patterns in writing
- use appropriate volume, rate, gestures, eye contact, and inflections
- use correct grammatical structures
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- attend to non-verbal interactions
- participate appropriately in group discussions
- express own feelings, knowledge, opinions, and ideas in written, oral, pictorial, and dramatic forms

- use a variety of modes (persuasive, narrative, expository, imaginative) in writing
- incorporate "voice" in writing
- generate a variety of topics
- use transitions to connect ideas
- organize ideas in an understandable format
- organize ideas, using a beginning, middle, and end
- use draft-revision process
- select appropriate format for audience and message
- edit for capitalization and punctuation, spelling and grammar
- present important information about a topic or idea
- form cursive letters and join correctly
- write in a presentation style (both manuscript and cursive) as well as in "quick-hand" for notes
- use knowledge of parts of speech to enhance communication
- expand vocabulary to include rare and unusual words
- vary sentence structures to add interest

Research and Study Skills

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **third grade** children:

- distinguish fact, fantasy, and opinion in stories and explanations
- ask questions that lead to investigation and guide data collection
- locate, select, and evaluate resources, experiment with objects, and explore data sources to find, organize and record information
- use dictionary, thesaurus, atlas, and other reference resources
- alphabetize to third letter
- follow directions, oral and written
- use table of contents, index, glossary, headings, diagrams, and bibliography
- use text format features (bold, heading, captions) to locate specific information and clarify meaning
- paraphrase information
- develop methods for citing resources
- skim for specific details
- generate qualities of the end-product needed for success
- express ideas, information, and generalizations in oral, pictorial, dictated, written, artistic, and dramatic forms
- retell the process used
- reflect on the qualities of the product and process
- initiate new questions beyond what was learned in the study
- create models, drafts, and prototypes to test ideas
- use test-taking strategies

English/Language Arts

●●● Grade 4 ●●●

Reading

Children construct meaning from print. As skilled readers, **fourth grade** children:

- understand concept of paragraph, chapter, section, and other organizational formats
- use a variety of strategies to decode new words
- use a variety of strategies to check the meaning of new words and phrases
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- recognize the multiple meaning of words
- identify and read a variety of genres
- recognize and retell the sequence of a complex story or event with details
- identify main ideas
- predict outcomes and identify causes
- make judgments and draw conclusions from readings
- interpret figurative language (colloquialism, metaphor, simile, hyperbole)
- identify setting, plot, characters, and theme
- identify character motive and author purpose
- identify character relationships
- identify literary devices (flashbacks, foreshadowing, etc.)
- compare and contrast versions of a complex story or event
- relate new ideas and information to other texts and to previous experience and knowledge
- comprehend texts on literal, inferential, and evaluative levels
- comprehend texts through text analysis (author's ideas and craft) and context analysis (historical, societal, and cultural influences on or of the text)
- read a passage fluently with expression
- appreciate, identify, and experiment with patterns of rhyme and rhythm in language
- formulate and express a personal reaction to a variety of readings based on elements of literary criticism
- select appropriate reading material for level, interest, and need
- extend and deepen comprehension by relating texts, experiences, issues and events

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As communicators, **fourth grade** children:

- use a variety of writing, drawing, webbing, and graphic organizers as tools for learning
- write common words correctly
- use multiple strategies to spell words correctly
- use appropriate volume, rate, gestures, eye contact, and inflections
- use correct, complex grammatical structures
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- participate appropriately in group discussions
- express own feelings, knowledge, opinions, and ideas in written, oral, pictorial, and dramatic forms
- use a variety of modes (persuasive, narrative, expository, imaginative)
- incorporate "voice" in writing
- generate a variety of topics

- organize ideas in an understandable format (by chronology, priority, magnitude of ideas, spatial orientation, parallel structure, etc.)
- organize ideas using a beginning, middle, and end
- use transitions to connect ideas
- value and apply draft-revision process
- select appropriate format for audience and message
- edit for capitalization, punctuation, spelling and grammar
- present important information about a topic or idea
- write in a presentation style (both manuscript and cursive) as well as in "quick-hand" for notes
- use knowledge of parts of speech to enhance communication
- expand vocabulary to include rare and unusual words

Research and Study Skills

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **fourth grade** children:

- distinguish fact, fantasy, and opinion in stories and explanations
- ask questions that lead to investigation and guide data collection
- locate, select and evaluate appropriate resources, experiment with objects, and sources to find information
- recognize and organize a simple outline
- use a dictionary, thesaurus, atlas, and other reference resources
- use table of contents, index, glossary, headings, diagrams, and bibliography,
- paraphrase information after consulting several sources
- evaluate and organize information
- create models, drafts, and prototypes to test ideas
- generate qualities of the end-product needed for success
- express ideas, information, and generalizations in oral, pictorial, dictated, written, artistic, and dramatic forms
- retell the process used
- reflect on the qualities of the product and process
- initiate new questions beyond what was learned in the study

English/Language Arts

●●● Grade 5 ●●●

Reading

Children construct meaning from print. As skilled readers, **fifth grade** children:

- understand concept of paragraph, chapter, section, and other organizational formats
- use a variety of strategies to decode new words
- use a variety of strategies to check the meaning of new words and phrases (context clues, illustrations, reference sources)
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- recognize the multiple meanings of words
- recognize and retell the sequence of a complex story or event with details
- identify main ideas and supporting details
- predict outcomes and identify causes
- make judgments and draw conclusions from readings
- understand and use analogies and symbolism
- interpret figurative language (colloquialism, metaphor, simile, hyperbole, idiom)
- identify and read a variety of genres
- identify setting, plot, characters, and theme
- identify character motive and author purpose
- identify character relationships
- identify literary devices (flashbacks, foreshadowing)
- compare and contrast versions of a complex story or event
- relate new ideas and information to other texts and to previous experience and knowledge
- comprehend texts on literal, inferential, and evaluative levels
- comprehend texts through text analysis (author's ideas and craft) and context analysis (historical, societal, and cultural influences on or of the text)
- read a passage fluently with expression
- appreciate, identify and experiment with patterns of rhyme and rhythm in language
- formulate and express a personal reaction to a variety of readings based on elements of literary criticism
- select appropriate reading material for level, interest, and need
- extend and deepen comprehension by relating texts to other texts, experiences, issues and events

Writing/Speaking/Listening/Dramatic Interpretation

Children construct meaning in oral and written communication, movement, and drama. As communicators, **fifth grade** children:

- use a variety of writing, drawing, webbing, and graphic organizers as tools for learning
- use multiple strategies to spell words correctly
- use appropriate volume, rate, gestures, eye contact, and inflections
- use correct, complex grammatical structures
- interpret poetry and drama orally and in movement
- use appropriate listening and audience skills
- participate appropriately in group discussions
- express own feelings, knowledge, opinions, and ideas in written, oral, pictorial, and dramatic forms
- use a variety of modes (narrative, descriptive, imaginative, expository, persuasive)
- incorporate "voice" in writing

- generate a variety of topics
- use transitions to connect ideas
- organize ideas in an understandable format (by chronology, priority, magnitude of ideas, spatial organization, parallel structure, etc.)
- organize ideas using a beginning, middle, and end
- value and apply draft-revision process
- select appropriate format for audience and message
- edit for capitalization, punctuation, spelling, and grammar
- present important information about a topic or idea
- write in a presentation style (both manuscript and cursive) as well as in "quick-hand" for notes
- use knowledge of parts of speech to enhance communication
- expand vocabulary to include rare and unusual words

Research and Study Skills

Children learn about their world through questions, gathering data, and creating and communicating meaning. As researchers, **fifth grade** children:

- distinguish fact, fantasy, and opinion in stories and explanations
- ask questions that lead to investigations and guide data collection
- locate, select and evaluate appropriate resources, experiment with objects, and explore data sources to find information
- use a dictionary, thesaurus, atlas, and other reference resources
- use table of contents, headings, diagrams, index, glossary and bibliography
- paraphrase information after consulting several sources
- evaluate and organize information
- create models, drafts and prototypes to test ideas
- generate qualities of the end-product needed for success
- express ideas, information, and generalizations in oral, pictorial, dictated, written, artistic, and dramatic forms
- retell the process used
- reflect on the qualities of the product and process
- initiate new questions beyond what was learned in the study

English/Language Arts

●●● Grade 6 ●●●

Reading/Literature

Students construct meaning from print. As skilled readers, **sixth grade** students:

- use a variety of reading strategies to increase comprehension (e.g., reviewing, connecting, predicting, questioning, evaluating)
- understand concept of paragraph, chapter, section and other organizational formats
- use a variety of strategies to appropriate the meaning of new words and phrases
- recognize multiple meanings of words
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- identify main ideas, supporting details, facts and opinions
- read a passage fluently with expression
- read and identify a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies)
- understand analogy and symbolism
- interpret figurative language (metaphor, simile, hyperbole, personification)
- identify setting, plot, characters, theme, and point of view
- identify character relationships, motive and author purpose
- identify literary devices (e.g., foreshadowing, alliteration)
- compare and contrast elements and ideas within a story
- extend and deepen comprehension by relating texts to other texts, experiences, issues and events

Writing

Students construct meaning in written form for a variety of audiences and purposes. As writers, **sixth grade** students:

1. think of themselves as writers
2. explore cultural artifacts as they develop their identity as writers
3. write, because they recognize the power of the written word
4. develop their capacity to evaluate and critique the written world

In doing so, sixth grade students:

- read and analyze a variety of writings
- use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan and draft, conference, revise, edit and publish) to express ideas
- use main ideas with supporting details to organize thoughts into a conventional format
- edit accordingly
- write in a variety of modes, as audience and purpose dictate
- write narrative, imaginative, expository, descriptive, and persuasive pieces
- reflect upon and address strengths and weaknesses in their own and others' writings
- express feelings, knowledge, and opinions and ideas in writing
- distinguish between written and oral language
- use a variety of graphic organizers as tools
- use multiple strategies to spell words correctly
- expand vocabulary
- demonstrate organizational skill by developing a beginning, middle, and end with clear sequencing of ideas and transitions
- use complex sentences

- use organizational formats including tables of contents, glossaries, headings, graphs, charts, diagrams, an/or tables
- use word processing

Speaking/Listening

Students construct meaning through listening and oral expression. As communicators, **sixth grade** students:

- convey clear, focused main ideas orally with accurate and relevant supporting details appropriate to audience and purpose
- demonstrate organization by developing a beginning, middle and end, and by providing clear sequencing of ideas and transitions when speaking
- use descriptive and accurate words appropriate to audience and purpose
- demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose
- analyze and evaluate verbal and nonverbal messages and the way they are delivered
- demonstrate effective listening strategies

English/Language Arts

●●● Grade 7 ●●●

Reading/Literature

Students construct meaning from print. As skilled readers, **seventh grade** students:

- use a variety of reading strategies to increase comprehension (e.g., reviewing, connecting, predicting, questioning, evaluating)
- utilize concept of paragraph, chapter, section and other organizational formats to understand text
- use a variety of strategies to appropriate the meaning of new words and phrases
- recognize multiple meanings of words
- use structural analysis (syllables, compound words, root words, and affixes) to determine new words and their meanings
- identify main ideas, supporting details, facts and opinions
- read a passage fluently with expression
- read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies) from a variety of cultures and time periods for enjoyment and information
- understand analogy and symbolism
- interpret figurative language (metaphor, simile, hyperbole, idiom, dialect)
- interpret setting, plot, characters, theme, and point of view
- interpret character relationships, motive and author purpose
- identify literary devices
- extend and deepen comprehension by relating texts to other texts, experiences, issues and events

Writing

Students construct meaning in written form for a variety of audiences and purposes. As writers, **seventh grade** students:

1. think of themselves as writers
2. explore cultural artifacts as they develop their identity as writers
3. write, because they recognize the power of the written word
4. develop their capacity to evaluate and critique the written world

In doing so, seventh grade students:

- read and analyze a variety of writings
- use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan and draft, conference, revise, edit and publish) to express ideas
- use main ideas with supporting details to organize thoughts into a conventional format
- edit accordingly
- write in a variety of modes, as audience and purpose dictate
- write narrative, imaginative, expository, descriptive, and persuasive pieces
- reflect upon and address strengths and weaknesses in their own and others' writings
- express feelings, knowledge, and opinions and ideas in writing
- distinguish between written and oral language
- use a variety of graphic organizers as tools
- use multiple strategies to spell words correctly
- expand vocabulary
- demonstrate organizational skill by developing a beginning, middle, and end with clear sequencing of ideas and transitions
- use complex sentences

- demonstrate developing control of writing conventions
- use organizational formats including tables of contents, glossaries, headings, graphs, charts, diagrams, an/or tables
- use word processing

Speaking/Listening

Students construct meaning through listening and oral expression. As communicators, **seventh grade** students:

- convey clear, focused main ideas orally with accurate and relevant supporting details appropriate to audience and purpose
- demonstrate organization by developing a beginning, middle and end, and by providing clear sequencing of ideas and transitions when speaking
- use descriptive and accurate words appropriate to audience and purpose
- demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose
- analyze and evaluate verbal and nonverbal messages and the way they are delivered
- demonstrate effective listening strategies

English/Language Arts

●●● Grade 8 ●●●

Reading/Literature

Students construct meaning from print. As skilled readers, **eighth grade** students:

- use contextual and structural clues and other reading strategies to increase comprehension and learning and to construct meaning
- locate information and clarify meaning by using organizational formats (tables of contents, glossaries, headings, graphs, charts, diagrams and/or tables) to understand text
- identify sequence of events, main ideas, facts, supporting details and opinions
- identify relationships, images, patterns or symbols and draw conclusions about their meanings
- analyze and evaluate whether a conclusion is validated by the evidence in a selection
- extend and deepen comprehension by relating texts to other texts, experiences, issues and events
- evaluate the effectiveness of literary elements such as character, plot, setting, theme, and conflict/resolution on the overall impact of the selection
- examine the purpose of literary devices such as figurative language, allusion, symbolism, irony, dialect and dialogue in a literary selection

Writing

Students construct meaning in written form for a variety of audiences and purposes. As writers, **eighth grade** students:

1. think of themselves as writers
2. explore cultural artifacts as they develop their identity as writers
3. write, because they recognize the power of the written word
4. develop their capacity to evaluate and critique the written world

In doing so, eighth grade students:

- read and analyze a variety of writings
- write with an emerging sense of voice
- analyze author's purpose and examine how stylistic decisions (e.g., structure, point of view, word choice and hyperbole) contribute to text
- use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan and draft, conference, revise, edit and publish) to express ideas
- write in a clear and focused manner that is interesting, relevant, and suitable to the audience
- edit accordingly
- write in a variety of modes, as audience and purpose dictate
- write narrative, imaginative, expository, descriptive, and persuasive pieces
- reflect upon and address strengths and weaknesses in their own and others' writings
- express feelings, knowledge, and opinions and ideas in writing
- expand vocabulary
- enhance development of the central ideas, employing order and structure as tools to move the reader through the text
- create carefully crafted sentences with strong and varied structures
- demonstrate strong control of writing conventions and use them effectively to enhance written communication
- use organizational formats including tables of contents, glossaries, headings, graphs, charts, diagrams, and/or tables
- use word processing

Speaking/Listening

Students construct meaning through listening and oral expression. As communicators, **eighth grade** students:

- convey clear, focused main ideas orally with accurate and relevant supporting details appropriate to audience and purpose
- demonstrate organization by developing a beginning, middle and end, and by providing clear sequencing of ideas and transitions when speaking
- use descriptive and accurate words appropriate to audience and purpose
- demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose
- analyze and evaluate verbal and nonverbal messages and the way they are delivered
- demonstrate effective listening strategies