

SIXTH GRADE LANGUAGE ARTS

Standard A: Reading

Students will apply the reading process to comprehend a variety of materials. (Continue to address earlier expectations as needed and as they apply to more difficult texts.)

LA 6.A.5 Use reading skills to comprehend a wide range of fiction and nonfiction reading materials. Bullets indicate benchmarked skills.

LA 6.A.5.1 Factual Understanding

- LA 6.A.5.1.a Understand stated information.
- LA 6.A.5.1.b Understand words in context.

LA 6.A.5.2 Inference and Interpretation

- LA 6.A.5.2.a Draw conclusions.
- LA 6.A.5.2.b Infer feelings.
- LA 6.A.5.2.c Infer motives.
- LA 6.A.5.2.d Interpret information in new contexts.
- LA 6.A.5.2.e Interpret non-literal (figurative) language.

LA 6.A.5.3 Analysis and Generalization

- LA 6.A.5.3.a Determine main idea.
- LA 6.A.5.3.b Identify viewpoint.
- LA 6.A.5.3.c Identify purpose.
- LA 6.A.5.3.d Analyze style.
- LA 6.A.5.3.e Analyze structure.

LA 6.A.5.4 Additional Reading Skills

- LA 6.A.5.4.a Identify facts and details.
- LA 6.A.5.4.b Understand sequence.
- LA 6.A.5.4.c Recognize cause and effect.
- LA 6.A.5.4.d Compare and contrast.
- LA 6.A.5.4.e Make predictions.
- LA 6.A.5.4.f Distinguish between fact and opinion.
- LA 6.A.5.4.g Distinguish between real and make believe.
- LA 6.A.5.4.h Preread by previewing and setting a purpose.
- LA 6.A.5.4.i Summarize text.
- LA 6.A.5.4.j Classify information.
- LA 6.A.5.4.k Connect reading to self, other texts, and related information.
- LA 6.A.5.4.l Formulate questions.
- LA 6.A.5.4.m Visualize.
- LA 6.A.5.4.n Monitor and self-correct errors that interfere with meaning.
- LA 6.A.5.4.o Use various parts of a book: index, table of contents, glossaries.
- LA 6.A.5.4.p Adjust reading rate to purpose: skim/scan, study.
- LA 6.A.5.4.q Study word origins and word parts, including roots and affixes.

Standard B: Writing

Students will use the elements of the writing process to communicate effectively with different audiences for a variety of purposes. (Continue to address earlier expectations as needed and as they apply to more complex writing tasks.)

LA 6.B.1 Apply the steps of the writing process.

- LA 6.B.1.a Select a topic: Brainstorm ideas through methods such as discussion, reading, mapping, freewriting, or outlining. Establish audience and purpose. Assess knowledge of the subject to determine if more information is required.
- LA 6.B.1.b Draft for content and form.
- LA 6.B.1.c Use the scoring criteria in self-assessment, peer conferences, or student teacher conferences. Set goals for improvement and revise the writing for ideas and content, organization, voice, style, and tone as appropriate to the assignment.
- LA 6.B.1.d As the piece is finalized, reread it and make the necessary corrections to grammar, usage, and mechanics.

LA 6.B.2 Identify and use various types of writing for numerous purposes and audiences in both formal and informal writing.

- LA 6.B.2.a **Narrative/Descriptive:** Write about an autobiographical incident.

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- LA 6.B.2.b **Expository:** Practice comparison/contrast form in paragraphs and short essays.
 - LA 6.B.2.c **Expressive/Imaginative:** Write poems that employ such devices of poetry as simile, metaphor, alliteration, or onomatopoeia, and that show an awareness of a poem as different from prose in line length, spacing, and use of mechanics.
 - LA 6.B.2.d **Persuasive:** Write a persuasive paragraph or letter. This persuasive piece should include an opinion statement that is supported by reasons and evidence selected with the audience and purpose in mind and should end with a call to action.
 - LA 6.B.2.e **Writing on demand:** Practice on-demand writing that allows no time for extensive revision.
- LA 6.B.3 Present and celebrate pieces of writing.**
- LA 6.B.4 Develop ideas thoroughly and effectively.**
- LA 6.B.4.a Focus the topic.
 - LA 6.B.4.b Use a clear topic sentence when writing in single paragraph format and a clear thesis sentence when writing in multiple-paragraph format.
 - LA 6.B.4.c Identify and use details that support and develop the topic or thesis.

Standard C: Speaking and Listening

Students will use speaking and listening strategies to communicate effectively in a variety of contexts. (Continue to address earlier expectations as needed and as they apply to more complex communication tasks.)

- LA 6.C.1 Use communication processes effectively for a variety of informal purposes and audiences.**
- LA 6.C.1.a Use active listening skills in informal settings.
 - LA 6.C.1.b Interact and respond appropriately to questions in both formal and informal situations.
 - LA 6.C.1.c State own opinion clearly.
 - LA 6.C.1.d Participate without dominating.
 - LA 6.C.1.e Respond appropriately to others' comments and questions.
 - LA 6.C.1.f Demonstrate interest in others' opinions.
- LA 6.C.2 Recognize, use, and evaluate the conventions of public speaking for a variety of formal purposes and audiences.**
- LA 6.C.2.a Use the elements of oral language effectively when giving oral presentations for various purposes and audiences: articulation, pronunciation, pitch, volume, rate, and stress.
 - LA 6.C.2.b Use nonverbal language such as body language and eye contact effectively when giving oral presentations for various purposes and audiences.
- LA 6.C.3 Use technology to enhance communication in a variety of speaking situations.**
- LA 6.C.3.a Incorporate technology such as word processing, spreadsheets, desktop publishing, or PowerPoint to enhance communication. (Technology Standard A.6.4)
 - LA 6.C.3.b Use PowerPoint presentation software to create, prepare, and present a multimedia project that incorporates text, graphics, sound, transitions, custom backgrounds, and animation. (Technology Standard A.6.5)
- LA 6.C.4 Use listening skills appropriate to varied settings.**
- LA 6.C.4.a Establish purpose for listening: to get information, to analyze and evaluate, to support and understand, or to appreciate for pleasure.
 - LA 6.C.4.b Demonstrate listening skills appropriate to purpose.
 - LA 6.C.4.c Identify the differences between active and passive listening.
 - LA 6.C.4.d Use active listening skills.
 - LA 6.C.4.e Learn to ask questions relevant to topic.
 - LA 6.C.4.f Develop listening skills in increasingly complex note-taking situations.

Standard D: Conventions

Students will demonstrate the ability to use conventions of Standard English. (Continue to address earlier expectations as needed and as they apply to more complex language constructions and texts.)

- LA 6.D.1 Demonstrate proficient use of spelling skills appropriate for grade level and individual goals.**
- LA 6.D.1.a Affixes
 - LA 6.D.1.b Vowel patterns
 - LA 6.D.1.c Consonant patterns

- LA 6.D.2 Demonstrate proficient use of capitalization skills appropriate for grade level and individual goals.**
- LA 6.D.2.a Persons: poets, generals
 - LA 6.D.2.b Family relationships: aunt, uncle
 - LA 6.D.2.c Holidays
 - LA 6.D.2.d Cities, countries
 - LA 6.D.2.e Roadways
 - LA 6.D.2.f Buildings
 - LA 6.D.2.g Geographical features of Earth and space: mountains, refuges, trails, bodies of water
 - LA 6.D.2.h Geographical regions of Earth: countries, regions (Middle East)
 - LA 6.D.2.i Civic groups: Congress
 - LA 6.D.2.j Ships
 - LA 6.D.2.k Businesses
 - LA 6.D.2.l Historical event: wars
 - LA 6.D.2.m Historical period
 - LA 6.D.2.n Proper adjectives
 - LA 6.D.2.o Months
 - LA 6.D.2.p First word of sentence
 - LA 6.D.2.q First word of a quote
 - LA 6.D.2.r Titles of literary works
 - LA 6.D.2.s Letter: salutation and closing
- LA 6.D.3 Demonstrate proficient use of punctuation skills appropriate for grade level and individual goals.**
- LA 6.D.3.a End of sentence
 - LA 6.D.3.b Period with abbreviation
 - LA 6.D.3.c Question marks
 - LA 6.D.3.d Overuse of punctuation
 - LA 6.D.3.e Commas that separate day, month, year
 - LA 6.D.3.f Commas that separate parts of sentence
 - LA 6.D.3.g Commas that separate words in a series
 - LA 6.D.3.h Commas that set off nonrestrictive words
 - LA 6.D.3.i Letter: setting off salutation and closing
 - LA 6.D.3.j Overuse of comma
 - LA 6.D.3.k Apostrophe in contractions
 - LA 6.D.3.l Apostrophe to form possessive
 - LA 6.D.3.m Quotation marks with direct quotation
 - LA 6.D.3.n Quotation marks: short literary title (poem, song title, newspaper article)
 - LA 6.D.3.o Colon: Salutation of business letter
 - LA 6.D.3.p Semicolon between coordinate clauses
 - LA 6.D.3.q Overuse of apostrophe
- LA 6.D.4 Demonstrate proficient use of rules of standard English usage appropriate for grade level and individual goals.**
- LA 6.D.4.a Homonyms
 - LA 6.D.4.b Irregular plurals
 - LA 6.D.4.c Possessive pronouns vs. contractions
 - LA 6.D.4.d Commonly confused words
 - LA 6.D.4.e Idiomatic usage
- LA 6.D.5 Demonstrate proficient understanding of grammar skills appropriate for grade level and individual goals.**
- LA 6.D.5.a Define and identify in a sentence: nouns, adjectives, adverbs that modify a verb, verbs, pronouns, prepositions, coordinating conjunctions, and interjections.
 - LA 6.D.5.b Verb forms
 - LA 6.D.5.c Pronoun forms
 - LA 6.D.5.d Modifier forms
 - LA 6.D.5.e Pronoun case
 - LA 6.D.5.f Tense shift
 - LA 6.D.5.g Voice shift
- LA 6.D.6 Demonstrate recognition of common sentence structures found in reading and writing.**
- LA 6.D.6.a Parallel structure
 - LA 6.D.6.b Fragments
 - LA 6.D.6.c Run-ons
 - LA 6.D.6.d Subordination

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- LA 6.D.6.e Tense shift
- LA 6.D.6.f Modifier placement
- LA 6.D.6.g Identify and produce simple sentences
- LA 6.D.6.h Identify and produce compound sentences

- LA 6.D.7 Demonstrate proficient awareness and use of standard principles of organization in efforts to make writing clear and understandable to a variety of audiences and for a variety of purposes.**
 - LA 6.D.7.a Content relevance
 - LA 6.D.7.b Sentence order/placement
 - LA 6.D.7.c Transition sentences
 - LA 6.D.7.d Transition words
 - LA 6.D.7.e Transition phrases

- LA 6.D.8 Demonstrate proficient awareness of need to establish and maintain language use appropriate to purpose and audience.**
 - LA 6.D.8.a Clarity: precise language
 - LA 6.D.8.b Diction appropriate to style and purpose
 - LA 6.D.8.c Wordiness
 - LA 6.D.8.d Redundancy

Standard E: Literary Study

Students will understand how literary forms, elements, and techniques are used to convey meaning. (Continue to address earlier standards as needed and as they apply to more difficult texts.)

- LA 6.E.1 Read a variety of genres including historical and multicultural texts.**
 - LA 6.E.1.a Novels
 - LA 6.E.1.b Short stories
 - LA 6.E.1.c Drama
 - LA 6.E.1.d Poetry
 - LA 6.E.1.e Folk tales
 - LA 6.E.1.f Myths
 - LA 6.E.1.g Legends
 - LA 6.E.1.h Nonfiction: literary and informational

- LA 6.E.2 Identify and analyze characteristics of various genres.**
 - LA 6.E.2.a Nonfiction: audience/purpose, biography, newspaper/magazines
 - LA 6.E.2.b Drama: structure, stage directions, cast of characters, acts/scenes
 - LA 6.E.2.c Folk tales: Theme, purpose, origin, oral tradition, genre elements
 - LA 6.E.2.d Myths: Theme, purpose, origin, oral tradition, cultural elements, genre elements
 - LA 6.E.2.e Legends: Theme, purpose, origin, oral tradition, genre elements
 - LA 6.E.2.f Fiction: Plot, setting, characters, theme
 - LA 6.E.2.g Poetry: Form, figurative language, rhyme, rhythm, repetition

- LA 6.E.3 Analyze and evaluate authors' uses of literary forms and devices.**
 - LA 6.E.3.a Flashback
 - LA 6.E.3.b Point of view
 - LA 6.E.3.c Dialogue
 - LA 6.E.3.d Figurative language
 - LA 6.E.3.e Sequencing
 - LA 6.E.3.f Imagery

- LA 6.E.4 Use active reading strategies in all genres.**

- LA 6.E.5 Make connections between students' lives and the texts.**

- LA 6.E.6 Identify connections among texts.**

- LA 6.E.7 Use literature for personal enrichment.**

Standard F: Research

Students will read to locate, select, and make use of information from media, references, and technological sources in order to assemble a research product. (Continue to address earlier standards as needed and as they apply to more complex research tasks.)

- LA 6.F.1 Formulate questions to be answered through focused investigation.**
 - LA 6.F.1.a Ask questions to create focus questions for research.
 - LA 6.F.1.b Learn to ask researchable questions.
 - LA 6.F.1.c Identify appropriate purpose and audience.

- LA 6.F.2 Use print and non-print resources.**
 - LA 6.F.2.a Use a variety of resource materials.
 - LA 6.F.2.b Learn what plagiarism is and how to avoid it.

- LA 6.F.3 Gather and organize research materials.**
 - LA 6.F.3.a Learn to paraphrase and summarize information.
 - LA 6.F.3.b Learn and use effective note taking strategies consistently.
 - LA 6.F.3.c Evaluate the relevance of the information: Does it answer the research question? Is it something new about the subject or is it common knowledge? Is it complete, or is there a need for more research?

- LA 6.F.4 Document sources using an appropriate bibliographic format.**
 - LA 6.F.4.a In keeping with the copyright law, and as appropriate, cite electronic print and graphic resources used in the creation of a document. ((Technology Standard B.6.1)
 - LA 6.F.4.b Document sources using Modern Language Association (MLA) internal documentation (parenthetical) style.

- LA 6.F.5 Evaluate credibility of information sources.**
 - LA 6.F.5.a Understand the distinction between facts and opinions.
 - LA 6.F.5.b Evaluate resources for accuracy and bias.

- LA 6.F.6 Create a written product.**
 - LA 6.F.6.a Organize, interpret, and communicate the information using the 6th grade learning standard for Writing and/or Speaking and Listening.
 - LA 6.F.6.b Use technology to produce final product.
 - LA 6.F.6.c Use MLA bibliographic format.

SEVENTH GRADE LANGUAGE ARTS

Standard A: Reading

Students will apply the reading process to comprehend a variety of materials. (Continue to address earlier expectations as needed and as they apply to more difficult texts.)

LA 7.A.5 Use reading skills to comprehend a wide range of fiction and nonfiction reading materials.

LA 7.A.5.1 Factual Understanding

- LA 7.A.5.1.a Understand stated information.
- LA 7.A.5.1.b Understand words in context.

LA 7.A.5.2 Inference and Interpretation

- LA7.A.5.2.a Draw conclusions.
- LA7.A.5.2.b Infer feelings.
- LA7.A.5.2.c Infer motives.
- LA7.A.5.2.d Interpret information in new contexts.
- LA7.A.5.2.e Interpret non-literal (figurative) language.

LA 7.A.5.3 Analysis and Generalization

- LA 7.A.5.3.a Determine main idea.
- LA 7.A.5.3.b Identify viewpoint.
- LA 7.A.5.3.c Identify purpose.
- LA 7.A.5.3.d Analyze style.
- LA 7.A.5.3.e Analyze structure.

LA 7.A.5.4 Additional Reading Skills

- LA 7.A.5.4.a Identify facts and details.
- LA 7.A.5.4.b Identify chronological order.
- LA 7.A.5.4.c Recognize cause and effect.
- LA 7.A.5.4.d Compare and contrast.
- LA 7.A.5.4.e Make predictions.
- LA 7.A.5.4.f Distinguish between fact and opinion.
- LA 7.A.5.4.g Identify steps in a process.
- LA 7.A.5.4.h Use visuals.
- LA 7.A.5.4.i Preread by previewing and setting a purpose.
- LA 7.A.5.4.j Summarize text.
- LA 7.A.5.4.k Classify information.
- LA 7.A.5.4.l Connect reading to self, other texts, and related information.
- LA 7.A.5.4.m Formulate questions.
- LA 7.A.5.4.n Visualize.
- LA 7.A.5.4.o Monitor and self-correct errors that interfere with meaning.
- LA 7.A.5.4.p Use various parts of a book: index, table of contents, glossaries.
- LA 7.A.5.4.q Adjust reading rate to purpose: skim/scan, study.
- LA 7.A.5.4.r Study word origins and word parts, including roots and affixes.

Standard B: Writing

Students will use the elements of the writing process to communicate effectively with different audiences for a variety of purposes. (Continue to address earlier expectations as needed and as they apply to more complex writing tasks.)

LA 7.B.1 Apply the steps of the writing process.

- LA 7.B.1.a Select a topic: Brainstorm ideas through methods such as discussion, reading, mapping, freewriting, or outlining. Establish audience and purpose. Assess knowledge of the subject to determine if more information is required.
- LA 7.B.1.b Draft for content and form.
- LA 7.B.1.c Use the scoring criteria in self-assessment, peer conferences, or student-teacher conferences. Set goals for improvement and revise the writing for ideas and content, organization, voice, style, and tone as appropriate to the assignment.
- LA 7.B.1.d As the piece is finalized, reread it and make the necessary corrections to grammar, usage, and mechanics.

LA 7.B.2 Identify and use various types of writing for numerous purposes and audiences in both formal and informal writing.

- LA 7.B.2.a **Expository:** Write and defend personal interpretations of literary, informational, or expository reading in writing that includes a topic statement, supporting quotations and other details from the literature, and a conclusion. Write research reports that include quotations, parenthetical citation, and a works cited page.
 - LA 7.b.2.b **Persuasive:** Write a persuasive essay. This persuasive piece should include an opinion statement that is supported by factually-supported, fully-developed reasons and evidence selected with the audience and purpose in mind, and should end with a call to action.
 - LA 7.b.2.c **Expressive/Imaginative:** Write poems that employ such devices of poetry as simile, metaphor, alliteration, or onomatopoeia, and that show an awareness of a poem as different from prose in line length, spacing, and use of mechanics.
 - LA 7.b.2.d **Narrative/Descriptive:** Write narratives (personal or fictionalized) or scripts with developed characters, setting, dialogue, conflict/resolution, and use of detail.
 - LA 7.B.2.e **Writing on demand:** Practice on-demand writing that allows no time for extensive revision.
- LA 7.B.3 Present and celebrate pieces of writing.**
- LA 7.B.4 Develop ideas thoroughly and effectively.**
- LA 7.B.4.a Focus topic.
 - LA 7.B.4.b Use a clear topic sentence when writing in single paragraph format and a clear thesis sentence when writing in multiple-paragraph format.
 - LA 7.B.4.c Select and develop supporting details in well-organized paragraphs. Practice using transitions between thoughts and paragraphs.
 - LA 7.B.4.d Write multiple-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

Standard C: Speaking and Listening

Students will use speaking and listening strategies to communicate effectively in a variety of contexts. (Continue to address earlier expectations as needed and as they apply to more complex communication tasks.)

- LA 7.C.1 Use communication processes effectively for a variety of informal purposes and audiences.**
- LA 7.C.1.a Use active listening skills in informal settings.
 - LA 7.C.1.b Interact and respond appropriately to questions in both formal and informal situations.
 - LA 7.C.1.c State own opinion clearly.
 - LA 7.C.1.d Participate without dominating.
 - LA 7.C.1.e Respond appropriately to others' comments and questions.
 - LA 7.C.1.f Demonstrate interest in others' opinions.
- LA 7.C.2 Recognize, use, and evaluate the conventions of public speaking for a variety of formal purposes and audiences.**
- LA 7.C.2.a Prepare content to suit purpose.
 - LA 7.C.2.b Use the elements of oral language effectively when giving oral presentations for various purposes and audiences: articulation, pronunciation, pitch, volume, rate, and stress.
 - LA 7.C.2.c Use elements of nonverbal language effectively: appearance, distance, face and eyes, body language, touch, and time.
 - LA 7.C.2.d Incorporate personal voice in content and delivery.
- LA 7.C.3 Use technology to enhance communication in a variety of speaking situations.**
- LA 7.C.3.a Use concept-mapping and storyboarding tools to organize reports and presentations. (Technology Standard C.7.2)
 - LA 7.C.3.b Use word processing, desktop publishing, digital video, and presentation applications to demonstrate and communicate curriculum concepts to a variety of audiences. (Technology Standard C.7.3)
- LA 7.C.4 Use listening skills appropriate to varied settings.**
- LA 7.C.4.a Establish purpose for listening: to get information, to analyze and evaluate, to support and understand, or to appreciate for pleasure.
 - LA 7.C.4.b Demonstrate listening skills appropriate to purpose.
 - LA 7.C.4.c Identify the differences between active and passive listening.
 - LA 7.C.4.d Use active listening skills.
 - LA 7.C.4.e Learn to ask questions relevant to topic.
 - LA 7.C.4.f Develop listening skills in increasingly complex note-taking situations.

Standard D: Conventions

Students will demonstrate the ability to use conventions of Standard English. (Continue to address earlier expectations as needed and as they apply to more complex language constructions and texts.)

- LA 7.D.1 Demonstrate proficient use of spelling skills appropriate for grade level and individual goals.**
- LA 7.D.1.a Compound words
 - LA 7.D.1.b Homophones
 - LA 7.D.1.c Word endings
 - LA 7.D.1.d Prefixes
 - LA 7.D.1.e Suffixes
 - LA 7.D.1.f Consonant/syllable patterns
 - LA 7.D.1.g Latin roots
 - LA 7.D.1.h Greek word parts
 - LA 7.D.1.i Number prefixes
 - LA 7.D.1.j Borrowed words: Spanish, French
 - LA 7.D.1.k Related words
- LA 7.D.2 Demonstrate proficient use of capitalization skills appropriate for grade level and individual goals.**
- LA 7.D.2.a Geographic terms
 - LA 7.D.2.b Overcapitalization
- LA 7.D.3 Demonstrate proficient use of punctuation skills appropriate for grade level and individual goals.**
- LA 7.D.3.a Subordinate clauses
 - LA 7.D.3.b Prepositional phrases
 - LA 7.D.3.c Direct quotation
 - LA 7.D.3.d Conjunctive adverbs joining independent clauses
 - LA 7.D.3.e Restrictive/non-restrictive clauses
 - LA 7.D.3.f Appositives
- LA 7.D.4 Demonstrate proficient use of rules of standard English usage appropriate for grade level and individual goals.**
- LA 7.D.4.a Subject/verb agreement
 - LA 7.D.4.b Independent clauses
 - LA 7.D.4.c Dependent (subordinate) clauses
 - LA 7.D.4.d Pronoun case/form
 - LA 7.D.4.e Modifier forms
 - LA 7.D.4.f Comparative/superlative forms
- LA 7.D.5 Demonstrate proficient understanding of grammar skills appropriate for grade level and individual goals.**
- LA 7.D.5.a Regular and irregular verbs
 - LA 7.D.5.b Action and auxiliary verbs; verbs of being
 - LA 7.D.5.c Verb tenses
 - LA 7.D.5.d Prepositional phrases
 - LA 7.D.5.e Possessive pronoun vs. contraction
- LA 7.D.6 Demonstrate recognition of common sentence structures found in reading and writing.**
- LA 7.D.6.a Parallel structure
 - LA 7.D.6.b Fragments
 - LA 7.D.6.c Run-ons
 - LA 7.D.6.d Subordination
 - LA 7.D.6.e Tense shift
 - LA 7.D.6.f Modifier placement
 - LA 7.D.6.g Sentence combining
 - LA 7.D.6.h Coordination
 - LA 7.D.6.i Voice shift
- LA 7.D.7 Demonstrate proficient awareness and use of standard principles of organization in efforts to make writing clear and understandable to a variety of audiences and for a variety of purposes.**
- LA 7.D.7.a Transitional word/phrase

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- LA 7.D.7.b Transition sentence
- LA 7.D.7.c Sentence order/placement
- LA 7.D.7.d Concluding sentence
- LA 7.D.7.e Content relevance

Standard E: Literary Study

Students will understand how literary forms, elements, and techniques are used to convey meaning. (Continue to address earlier standards as needed and as they apply to more difficult texts.)

- LA 7.E.1 Read a variety of genres including historical and multicultural texts.**
 - LA 7.E.1.a Novels
 - LA 7.E.1.b Short stories
 - LA 7.E.1.c Drama
 - LA 7.E.1.d Poetry
 - LA 7.E.1.e Folk tales
 - LA 7.E.1.f Myths
 - LA 7.E.1.g Fables
 - LA 7.E.1.h Nonfiction: literary and informational
- LA 7.E.2 Identify literary forms and their elements**
 - LA 7.E.2.a Fiction: Plot—exposition, rising action, climax, falling action, resolution; Setting; Character—protagonist/antagonist, minor/major, static/dynamic, flat/rounded, methods of characterization; Theme; Conflict—person vs. person, person vs. society, person vs. Nature, person vs. God/gods, person vs. self; Point of view—first and third (limited and omniscient), and Mood
 - LA 7.E.2.b Nonfiction: essays, newspaper, magazines, biography, and autobiography
 - LA 7.E.2.c Poetry: Form—lines/stanza, structure; sound—rhyme/rhythm, repetition, assonance, and alliteration
 - LA 7.E.2.d Drama: Script, cast of characters, stage directions, acts and scenes
 - LA 7.E.2.e Folk tales: Folk tales from around the world: Style, purpose, common themes, characters, genre elements
 - LA 7.E.2.f Myths: Theme, purpose, origin, oral tradition, cultural elements, genre elements
- LA 7.E.3 Analyze and evaluate authors' uses of literary forms and devices.**
 - LA 7.E.3.a Symbolism
 - LA 7.E.3.b Foreshadowing
 - LA 7.E.3.c Flashback
 - LA 7.E.3.d Exaggeration (Hyperbole)
 - LA 7.E.3.e Suspense
 - LA 7.E.3.f Dialect
 - LA 7.E.3.g Irony
- LA 7.E.4 Use active reading strategies in all genres.**
- LA 7.E.5 Make connections between students' lives and the texts.**
- LA 7.E.6 Identify connections among texts.**
- LA 7.E.6 Use literature for personal enrichment.**

Standard F: Research

Students will read to locate, select, and make use of information from media, references, and technological sources in order to assemble a research product. (Continue to address earlier standards as needed and as they apply to more complex research tasks.)

- LA 7.F.1 Formulate questions to be answered through focused investigation.**
 - LA 7.F.1.a Narrow a subject to an appropriate topic.
 - LA 7.F.1.b Preview content on topic to develop a research question.
 - LA 7.F.1.c Develop a researchable question.
- LA 7.F.2 Find, evaluate, and select print and non-print sources.**
 - LA 7.F.2.a Identify reliable internet sites; evaluate them according to accuracy and bias.
 - LA 7.F.2.b Identify a variety of print materials.
 - LA 7.F.2.c Evaluate sources for relevancy to chosen topic.

- LA 7.F.3 Take notes and document sources.**
- LA 7.F.3.a Use note-taking skills and techniques.
 - LA 7.F.3.b Use summary and paraphrase.
 - LA 7.F.3.c Determine when to use paraphrase and when to use direct quotations.
 - LA 7.F.3.d Understand and avoid plagiarism.
 - LA 7.F.3.e Prepare an outline.
 - LA 7.F.3.f Distinguish between fair use and violations of copyright laws as they apply to use of text, graphics, and audio files from electronic sources. (Technology Standard B.7.1)
 - LA 7.F.3.g In keeping with the copyright law, and as appropriate, cite electronic print and graphic resources used in the creation of a document. (Technology Standard B.6.1)
 - LA 7.F.3.h Use an electronic note-taking tool (e. g., *Encarta Research Organizer*) to record and organize information in the research process. (Technology Standard E.7.2)
 - LA 7.F.3.i Document resources using Modern Language Association (MLA) internal documentation (parenthetical) format.
- LA 7.F.4 Create a product from research.**
- LA 7.F.4.a Organize, interpret, and communicate the information using the 7th grade learning standard for Writing and/or Speaking and Listening.
 - LA 7.F.4.b Create a bibliography using MLA format.

EIGHTH GRADE LANGUAGE ARTS

Standard A: Reading

Students will apply the reading process to comprehend a variety of materials. (Continue to address earlier expectations as needed and as they apply to more difficult texts.)

LA 8.A.5 Use reading skills to comprehend a wide range of fiction and nonfiction reading materials.

LA 8.A.5.1 Factual Understanding

- LA 8.A.5.1.a Understand stated information.
- LA 8.A.5.1.b Understand words in context.

LA 8.A.5.2 Inference and Interpretation

- LA 8.A.5.2.a Draw conclusions.
- LA 8.A.5.2.b Infer feelings.
- LA 8.A.5.2.c Infer implied information.
- LA 8.A.5.2.d Infer explanation.
- LA 8.A.5.2.e Infer motive.
- LA 8.A.5.2.f Interpret non-literal (figurative) language.

LA 8.A.5.3 Analysis and Generalization

- LA 8.A.5.3.a Determine main idea.
- LA 8.A.5.3.b Identify speaker's viewpoint.
- LA 8.A.5.3.c Identify and recognize author's purpose.
- LA 8.A.5.3.d Analyze and recognize aspects of style.
- LA 8.A.5.3.e Evaluate literary techniques.
- LA 8.A.5.3.f Recognize general theme.
- LA 8.A.5.3.g Make principal generalization.
- LA 8.A.5.3.h Evaluate aspect of structure.

LA 8.A.5.4 Additional Reading Skills

- LA 8.A.5.4.a Identify facts and details.
- LA 8.A.5.4.b Identify chronological order.
- LA 8.A.5.4.c Recognize cause and effect.
- LA 8.A.5.4.d Compare and contrast.
- LA 8.A.5.4.e Make predictions.
- LA 8.A.5.4.f Distinguish fact and opinion.
- LA 8.A.5.4.g Identify steps in a process.
- LA 8.A.5.4.h Use visuals.
- LA 8.A.5.4.i Preread by previewing and setting a purpose.
- LA 8.A.5.4.j Summarize text.
- LA 8.A.5.4.k Classify information.
- LA 8.A.5.4.l Connect reading to self, other texts, and related information.
- LA 8.A.5.4.m Formulate questions.
- LA 8.A.5.4.n Visualize.
- LA 8.A.5.4.o Monitor and self-correct errors that interfere with meaning.
- LA 8.A.5.4.p Use various parts of a book: Index, table of contents, glossaries.
- LA 8.A.5.4.q Adjust reading rate to purpose: skim/scan, study.
- LA 8.A.5.4.r Study word origins and word parts, including roots and affixes.

Standard B: Writing

Students will use the elements of the writing process to communicate effectively with different audiences for a variety of purposes. (Continue to address earlier expectations as needed and as they apply to more complex writing tasks.)

LA 8.B.1 Apply the steps of the writing process.

- LA 8.B.1.a Select a topic: Brainstorm ideas through methods such as discussion, reading, mapping, freewriting, or outlining. Establish audience and purpose. Assess knowledge of the subject to determine if more information is required.
- LA 8.B.1.b Draft for content and form.
- LA 8.B.1.c Use the scoring criteria in self-assessment, peer conferences, or student-teacher conferences. Set goals for improvement, and revise the writing for ideas and content, organization, voice, style, and tone, as appropriate to the assignment.
- LA 8.B.1.d As the piece is finalized, reread it and make the necessary corrections to grammar, usage, and mechanics.

- LA 8.B.2 Identify and use various types of writing for numerous purposes and audiences in both formal and informal writing.**
- LA 8.B.2.a **Expository:** Write an essay that includes an introduction paragraph with an attention getter, a bridge, and a thesis statement; a multiple-paragraph body with paragraphs that include topic sentences, specific supporting details, and transitions; and a closing paragraph that summarizes the main points of the essay.
 - LA 8.B.2.b **Persuasive:** Write an essay that persuades. This persuasive piece should include an opinion statement that is supported by facts, statistics, anecdotes and examples, and/or expert opinions, and should end with a call to action. Students should evaluate evidence for effectiveness, and then elaborate on that evidence to make their purpose completely clear to the targeted audience.
 - LA 8.B.2.c **Expressive:** Write poems that employ such devices of poetry as simile, metaphor, alliteration, or onomatopoeia, rhythm, and rhyme, and that show an awareness of a poem as different from prose in line length, spacing, and use of mechanics.
 - LA 8.B.2.d **Narrative/Descriptive:** Write narratives (personal or fictionalized) or scripts with well-developed characters, setting, dialogue, conflict/resolution, and use of detail.
 - LA 8.B.2.e **Writing on demand:** Practice on-demand writing that allows no time for extensive revision.
- LA 8.B.3 Present and celebrate pieces of writing.**
- LA 8.B.4 Develop ideas thoroughly and effectively.**
- LA 8.B.4.a Focus topic.
 - LA 8.B.4.b Use a clear topic sentence when writing in single paragraph format and a clear thesis sentence when writing in multiple-paragraph format.
 - LA 8.B.4.c Select and develop supporting details in well-organized paragraphs. Practice using transition between thoughts and paragraphs.
 - LA 8.B.4.d Write multiple-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

Standard C: Speaking and Listening

Students will use speaking and listening strategies to communicate effectively in a variety of contexts. (Continue to address earlier expectations as needed and as they apply to more complex communication tasks.)

- LA 8.C.1 Use communication processes effectively for a variety of informal purposes and audiences.**
- LA 8.C.1.a Use active listening skills in informal settings.
 - LA 8.C.1.b Interact and respond appropriately to questions in both formal and informal situations.
 - LA 8.C.1.c State own opinion clearly.
 - LA 8.C.1.d Participate without dominating.
 - LA 8.C.1.e Respond appropriately to others' comments and questions.
 - LA 8.C.1.f Demonstrate interest in others' opinions.
- LA 8.C.2 Recognize, use, and evaluate the conventions of public speaking for a variety of formal purposes and audiences.**
- LA 8.C.2.a Use the elements of oral language effectively when giving oral presentations for various purposes and audiences: articulation, pronunciation, pitch, volume, rate, and stress.
 - LA 8.C.2.b Use elements of nonverbal language effectively: appearance, distance, face and eyes, body language, touch, and time.
 - LA 8.C.2.c Incorporate personal voice in content and delivery.
- LA 8.C.3 Use technology to enhance communication in a variety of speaking situations.**
- LA 8.C.3.a Incorporate technology such as word processing, spreadsheets, tables, graphics, desktop publishing, or PowerPoint to enhance communication.
 - LA 8.C.3.b Use concept-mapping and storyboarding tools to organize reports and presentations. (Technology Standard C.8.2)
 - LA 8.C.3.c Use word processing, desktop publishing, digital video, and presentation applications to demonstrate and communicate curriculum concepts to a variety of audiences. (Technology Standard C.6.3)
- LA 8.C.4 Use listening skills appropriate to varied settings.**
- LA 8.C.4.a Establish purpose for listening: to get information, to analyze and evaluate, to support and understand, or to appreciate for pleasure.
 - LA 8.C.4.b Demonstrate listening skills appropriate to purpose.
 - LA 8.C.4.c Identify the differences between active and passive listening.
 - LA 8.C.4.d Use active listening skills.
 - LA 8.C.4.e Learn to ask questions relevant to topic.

LA 8.C.4.f Develop listening skills in increasingly complex note-taking situations.

Standard D: Conventions

Students will demonstrate the ability to use conventions of Standard English. (Continue to address earlier expectations as needed and as they apply to more complex language constructions and texts.)

- LA 8.D.1 Demonstrate proficient use of spelling skills appropriate for grade level and individual goals.**
 - LA 8.D.1.a Compound words
 - LA 8.D.1.b Homophones
 - LA 8.D.1.c Affixes
 - LA 8.D.1.d Easily confused words
 - LA 8.D.1.e Greek words and word parts
 - LA 8.D.1.f Science/technology words
 - LA 8.D.1.g Latin roots
 - LA 8.D.1.h Related words
 - LA 8.D.1.i Borrowed words

- LA 8.D.2 Demonstrate proficient use of capitalization skills appropriate for grade level and individual goals.**
 - LA 8.D.2.a Geographic terms
 - LA 8.D.2.b Overcapitalization

- LA 8.D.3 Demonstrate proficient use of punctuation skills appropriate for grade level and individual goals.**
 - LA 8.D.3.a Introductory phrase
 - LA 8.D.3.b Direct quotation
 - LA 8.D.3.c Joining independent clauses with conjunctive adverbs

- LA 8.D.4 Demonstrate proficient use of rules of standard English usage appropriate for grade level and individual goals.**
 - LA 8.D.4.a Possessive pronoun vs. contraction
 - LA 8.D.4.b Subject/verb agreement

- LA 8.D.5 Demonstrate proficient understanding of grammar skills appropriate for grade level and individual goals.**
 - LA 8.D.5.a Verb forms
 - LA 8.D.5.b Possessive formation
 - LA 8.D.5.c Pronoun case/form
 - LA 8.D.5.d Modifier forms

- LA 8.D.6 Demonstrate recognition of common sentence structures found in reading and writing.**
 - LA 8.D.6.a Fragments
 - LA 8.D.6.b Run-ons
 - LA 8.D.6.c Tense/voice shift
 - LA 8.D.6.d Sentence combining
 - LA 8.D.6.e Modifier placement
 - LA 8.D.6.f Dangling modifier
 - LA 8.D.6.g Parallel structure
 - LA 8.D.6.h Subordination/coordination

- LA 8.D.7 Demonstrate proficient awareness and use of standard principles of organization in efforts to make writing clear and understandable to a variety of audiences and for a variety of purposes.**
 - LA 8.D.7.a Transitional word/phrase
 - LA 8.D.7.b Sentence order/placement
 - LA 8.D.7.c Transition sentence
 - LA 8.D.7.d Concluding sentence
 - LA 8.D.7.e Content relevance

- LA 8.D.8 Demonstrate proficient awareness of need to establish and maintain language use appropriate to purpose and audience.**
 - LA 8.D.8.a Diction appropriate to style/purpose
 - LA 8.D.8.b Clarity; precise language
 - LA 8.D.8.c Redundancy

Standard E: Literary Study

Students will understand how literary forms, elements, and techniques are used to convey meaning. (Continue to address earlier standards as needed and as they apply to more difficult texts.)

LA 8.E.1 Read a variety of genres including historical and multicultural texts.

- LA 8.E.1.a Novels
- LA 8.E.1.b Short stories
- LA 8.E.1.c Drama
- LA 8.E.1.d Poetry
- LA 8.E.1.e Folk tales
- LA 8.E.1.f Myths
- LA 8.E.1.g Tall tales
- LA 8.E.1.h Legends
- LA 8.E.1.i Nonfiction: literary and informational

LA 8.E.2 Identify literary forms and their elements

- LA 8.E.2.a Fiction: Novel, short story
- LA 8.E.2.b Nonfiction: Autobiography, biography, and essay
- LA 8.E.2.c Poetry: Form, sound, imagery, figurative language, and theme
- LA 8.E.2.d Folktales: Culture origin, theme, oral tradition: Style, purpose, common themes, characters, genre elements
- LA 8.E.2.e Myths: Theme, purpose, origin, oral tradition, cultural elements, genre elements
- LA 8.E.2.f Tall tales: Culture origin, theme, oral tradition: Style, purpose, common themes, characters, genre elements
- LA 8.E.2.g Legends: Culture origin, theme, oral tradition: Style, purpose, common themes, characters, genre elements
- LA 8.E.2.e Drama: Cast of characters, dialogue, stage directions, acts and scenes

LA 8.E.3 Analyze and evaluate authors' uses of literary forms and devices.

- LA 8.E.3.a Plot: Conflict, exposition, complications, climax, resolution
- LA 8.E.3.b Setting: Time, place
- LA 8.E.3.c Characters: Main character, minor characters
- LA 8.E.3.d Style: Word Choice, sentence length, tone, use of figurative language
- LA 8.E.3.e Figurative language: Simile, metaphor, personification, hyperbole
- LA 8.E.3.f Poetic devices: rhyme, rhythm, repetition, alliteration, form
- LA 8.E.3.g Point of view: First person, third person omniscient and third person limited
- LA 8.E.3.h Mood
- LA 8.E.3.i Tone

LA 8.E.4 Use active reading strategies in all genres.

LA 8.E.5 Make connections between students' lives and the texts.

LA 8.E.6 Identify connections among texts.

LA 8.E.7 Use literature for personal enrichment.

Standard F: Research

Students will read to locate, select, and make use of information from media, references, and technological sources in order to assemble a research product. (Continue to address earlier standards as needed and as they apply to more complex research tasks.)

LA 8.F.1 Formulate questions to be answered through focused investigation.

- LA 8.F.1.a Narrow a subject to an appropriate topic.
- LA 8.F.1.b Preview content on topic to develop a research question.
- LA 8.F.1.c Develop a researchable question. +

LA 8.F.2 Find, evaluate, and select print and non-print sources.

- LA 8.F.2.a Find a variety of reliable and up-to-date sources.

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- LA 8.F.2.b Use an expanded range of print and non-print resources: interviews, EBSCO data bases, primary documents online or from a library or archive.
- LA 8.f.2.c Identify indicators of authoritative and less reliable websites and electronic publications when choosing sources of information. (Technology Standard B.8.1)

LA 8.F.3 Take notes and document sources.

- LA 8.F.3.a Take thorough notes and document sources.
- LA 8.F.3.b Paraphrase and summarize research information.
- LA 8.F.3.c Distinguish between fair use and violations of copyright laws as they apply to use of text, graphics, and audio files from electronic sources. (Technology Standard B.7.1)
- LA 8.F.3.d In keeping with the copyright law, and as appropriate, cite electronic print and graphic resources used in the creation of a document. (Technology Standard B.6.1)
- LA 8.F.3.e Use an electronic note-taking tool (e. g., *Encarta Research Organizer*) to record and organize information in the research process. (Technology Standard E.7.2)
- LA 8.F.3.f Use advanced search strategies to execute searches in structured information resources such as online databases, search engines, or library catalogs. (Technology Standard E.8.1)
- LA 8.F.3.g Use databases, spreadsheets, and graphic organizers to categorize information gathered in the research process. (Technology Standard E.8.2)
- LA 8.F.3.h Learn to draw conclusions and make those conclusions part of the research product.

LA 8.F.4 Create a product from research.

- LA 8.F.4.a Organize, interpret, and communicate the information using the 8th grade learning standard for Writing and/or Speaking and Listening.
- LA 8.F.4.b Incorporate technology such as word processing, spreadsheets, tables, graphics, desktop publishing, or PowerPoint to enhance communication.
- LA 8.F.4.c Use concept-mapping and storyboarding tools to organize reports and presentations. (Technology Standard D.8.2)
- LA 8.F.4.d Create a bibliography using the MLA format.