

## Language Arts Curriculum Overview - Kindergarten

- 1. Be ready to read. [Possess pre-reading skills.]**
  - A. Know the names of capital and lower case letters [in random order].
  - B. Match upper case to lower case letters [in random order].
  - C. Know the letter sounds.
  - D. Be able to name a word which rhymes with a clue word.
  - E. Be able to name words which start with a specific sound.
  - F. Be able to tell a story from a picture with a beginning, middle and end.
  - G. Understands that reading is a left to right, top to bottom process.
  - H. Know sound-letter correspondence
  
- 2. Be able to listen to, tell, and talk about nursery rhymes, fairy tales, and short stories.**
  - A. Be able to pay attention when a nursery rhyme, fairy tale, or short story is being read (eyes on speaker, no distracting actions, no interruptions).
  - B. Be able to remember important details.
  - C. Be able to recite a nursery rhyme with a group and by yourself.
  - D. Be able to talk about a favorite fairy tale or short story.
  - E. Be able to make predictions and draw conclusions.
  
- 3. Be able to print the alphabet, your name, and numbers.**
  - A. Be able to print capital letters.
  - B. Be able to print lower-case letters.
  - C. Be able to write numerals 0 to 20.
  - D. Be able to write name using correct letter formation.
  - E. Uses letters to represent ideas.
  - F. Uses letters with left to right orientation.
  - G. Demonstrates appropriate growth in “temporary spelling” stages.
  
- 4. Be able to draw pictures to show your ideas and to show sequence.**
  - A. Know what sequence is.
  - B. Be able to draw a picture which shows the sequence of a story and other things.
  - C. Be able to tell a story or an idea by drawing.
  
- 5. Be able to be a good listener.**
  - A. Uses appropriate responses in different listening situations.
  - B. Understands and follows directions to complete a given task.
  - C. Knows directional and positional concepts.
  
- 6. Be able to tell your thoughts in a group discussion.**
  - A. Be able to share ideas and feelings without hesitation.
  - B. Be able to answer and ask questions in complete sentences.
  - C. Be able to tell ideas in sequence.
  - D. Be able to speak loud enough to be heard.
  - E. Follow all classroom rules [social courtesies].
  - F. Uses pronouns to tell about oneself.

## Language Arts Curriculum Overview - First Grade

- 1. Be able to use phonetic analysis, especially consonants and vowels, and word endings and understand your sight words.**
  - A. Be able to use phonetic analysis (consonants, long vowel, short vowel, silent e rule) and apply it to spelling.
  - B. Be able to read and comprehend words with -s, -ed, -ing, and plurals.
  - C. Know your sight words [basic sight word vocabulary which is developmentally appropriate for first graders].
  
- 2. Be able to read out loud smoothly [oral fluency] and for comprehension, especially main idea and sequence.**
  - A. Be able to tell the main idea.
  - B. Be able to tell the sequence.
  - C. Be able to read smoothly out loud.
  - D. Be able to identify opposites and rhyming words.
  - E. Be able to use a variety of reading strategies to decode words and aid in comprehension
  
- 3. Be able to read fiction, nonfiction, and poetry.**
  - A. Be able to choose books which interest you and which you can read.
  - B. Be able to read from left to right and front to back of book.
  - C. Be able to tell about something in book.
  - D. Be able to distinguish between fiction and nonfiction books.
  
- 4. Be able to write legible sentences putting ideas and feelings in writing.**
  - A. Be able to say and write your ideas and feelings.
  - B. Be able to print letters correctly and so that others can read them easily.
  - C. Be able to write sentences using periods, question marks, and capitals.
  - E. Be able to use the writing process to make your writing better (pre-writing, writing, revising, publishing).
  
- 5. Be able to write and tell stories from personal experiences, fiction, and poetry.**
  - A. Be able to write and tell personal experiences in story form.
  - B. Be able to write and tell fictional stories.
  - C. Be able to write and tell poetry.
  - D. Be able to keep a journal of writing.
  
- 6. Be able to use grammatical principles in varied language activities.**
  - A. Be able to identify and use naming (common and proper nouns) and action (verbs) words.
  - B. Know when a group of words is a sentence.
  - C. Recognize correct word order in a sentence.
  - D. Be able to use present tense and simple past (-ed ending) and frequently used irregulars.
  - E. Recognize pronoun referent (He - Paul, She - Susan).
  - F. Identify words in a contraction.
  - G. Be able to form simple plurals by adding "s".
  
- 7. Be able to say directions in sequence speaking loud enough but not too loud for all to hear.**
  - A. Be able to use a sequence when you speak.
  - B. Know and be able to use correct loudness when speaking.
  - C. Be able to tell two-step directions so that other people can follow them.
  - D. Be able to follow and answer questions about directions you listen to.
  
- 8. Be able to discuss and retell personal experiences and fiction you have read or heard.**
  - A. Be able to tell ideas about what you read or heard in small and large groups.
  - B. Be able to retell stories in sequence and know when a story you tell or listen to is complete.
  - C. Be able to identify the main idea.

**9. Be able to be a good [attentive and courteous] listener.**

- A. Be able to sit quietly and listen when someone else is speaking.
- B. Be able to take turns.
- C. Be able to stay on topic.
- D. Be able to ask appropriate questions.
- E. Be able to give a speaker quality feedback.
- F. Be able to follow simple directions.

**10. Be able to demonstrate appropriate growth in developmental spelling stages.**

- A. Be able to spell 1<sup>st</sup> grade high frequency words correctly.
- B. Demonstrates use of initial and final consonant.
- C. Demonstrates use of medial short vowels.
- D. Demonstrates use of consonant blend and digraphs.
- E. Demonstrates use of the 37 basic common spelling patterns (at, cat, rat, bat).

## Language Arts Curriculum Overview - Second Grade

- 1. Be able to use phonetic analysis, especially long vowels and digraphs, and structural analysis, and comprehend the sight words.**
  - A. Be able to decode words using blends, diphthongs, and digraphs.
  - B. Be able to use silent e rule to determine long vowel sound, use R-controlled vowels, and use double vowel rule.
  - C. Be able to identify and know meaning of compound words, contractions, prefixes and suffixes, and word endings.
  - D. Be able to read and comprehend the sight vocabulary words.
  - E. Begin to apply above principles to spelling.
- 2. Be able to read smoothly out loud, for comprehension, especially main idea, details, classifying, sequencing, and to increase vocabulary using the dictionary and alphabetizing to the second letter.**
  - A. Be able to read out loud smoothly and expressively with proper phrasing.
  - B. Be able to use context clues for comprehension.
  - C. Be able to state the main idea, answer questions about details, and know the sequence of events.
  - D. Be able to group things according to common traits.
  - E. Be able to find words in a dictionary and alphabetize to the second letter.
- 3. Be able to read about, identify, predict outcomes, and draw conclusions from folktales, legends, poetry, and drama and to tell realism from fantasy.**
  - A. Be able to read and discuss folktales, poems, fables and drama and tell realism from fantasy.
  - B. Be able to predict outcomes and draw conclusions from folktales, poems, fables and drama.
- 4. Be able to write and revise sentences using correct grammar and spelling.**
  - A. Be able to identify and use nouns, verbs, adjectives and adverbs correctly in a sentence.
  - B. Be able to use capital letters at the beginning of sentences and for proper names, days, and months.
  - C. Be able to use periods, question marks, and exclamation points correctly.
  - D. Be able to write complete sentences which give information and ideas clearly.
  - E. Be able to spell words correctly in the revision.
- 5. Be able to use grammatical principles in varied language activities.**
  - A. Be able to use rules for formation of regular and plural nouns.
  - B. Be able to use subject and object pronouns.
  - C. Be able to recognize and use linking verbs, irregular verbs and various past tenses.
  - D. Be able to use correct subject-verb agreement.
  - E. Be able to recognize the four sentence types.
  - F. Be able to use the three degrees of comparison of adjectives.
- 6. Be able to use a three-step process to write and speak (draft, analysis, revision).**
  - A. Be able to pre-write (envision, brainstorm, jot down ideas) and write a rough draft.
  - B. Be able to use specific criteria (rubric) to analyze writing and make revisions based on analysis.
- 7. Be able to write about folktales, poetry, and fables and to tell realism from fantasy.**
  - A. Be able to write with imagination about folktales, poetry, and fables.
  - B. Be able to use specific criteria to analyze folktales, poetry, and fables.
  - C. Be able to use a system (organizers) to show the differences between realism and fantasy.
  - D. Be able to write expressive poems.
- 8. Be able to speak clearly and with correct loudness using description to state facts and opinions.**
  - A. Be able to enunciate clearly and speak with appropriate volume for both small and large groups.
  - B. Be able to tell facts from opinions and use description when speaking.
- 9. Be able to discuss, present and relate, fables, poetry, and stories.**
  - A. Be able to add ideas in small and large groups about fables, poetry, etc.
  - B. Be able to retell stories from fables, poetry, etc., in own words.
  - C. Be able to relate stories to personal experience, fables, poetry, etc.
  - D. Be able to perform stories from fables, poetry, etc.
- 10. Be able to listen to gain information and follow multi-step directions and to distinguish between fables, folktales, poetry, and drama and to tell realism from fantasy.**
  - A. Be able to follow rules for listening (pay attention, no distractions, look at speaker).
  - B. Be able to follow multi-step directions.
  - C. Be able to discuss the differences between folktales, fables, poetry, and drama and state likes and dislikes.
  - D. Be able to use specific criteria to tell realism from fantasy.

## Language Arts Curriculum Overview - Third Grade

- 1. Be able to read well (read fluently and possess word attack skills, literal comprehension skills, and vocabulary skills).**
  - A. Be able to break down words into syllables.
  - B. Be able to identify and distinguish between topics and main ideas.
  - C. Be able to sequence events.
  - D. Be able to correctly use vocabulary words.
  - E. Be able to read out loud smoothly and expressively with proper phrasing.
  - F. Be able to find words in a dictionary and alphabetize to the third letter.
  
- 2. Be able to read articles, stories and novels and to gather information.**
  - A. Be able to participate in reading discussions of articles, stories, and novels in small and large groups.
  - B. Be able to read and follow directions.
  - C. Be able to use reference materials such as thesaurus, encyclopedia, atlas, magazines, and books to locate information.
  - D. Be able to choose varied kinds of materials for recreational reading.
  
- 3. Be able to write several quality sentences, with correct spelling and grammar, organized around a theme.**
  - A. Be able to write a main idea sentence.
  - B. Be able to write in sequence.
  - C. Be able to write with correct mechanics (capitalization, punctuation, spelling) and usage and in a grammatically correct manner.
  - D. Be able to write legibly in manuscript and cursive.
  - E. Be able to write with a computer.
  - F. Be able to use the writing process to produce complete and clear writing.
  
- 4. Be able to use grammatical principles in varied language activities.**
  - A. Be able to use rules for formation of all plural nouns.
  - B. Be able to use possessive pronouns.
  - C. Be able to recognize and use helping verbs and simple present, past, and future tenses.
  - D. Be able to differentiate among complete sentences, sentences fragments and run-on sentences.
  - E. Be able to use subjects and predicates (singular and compound) and correct subject-verb agreement.
  - F. Be able to use adjectives and adverbs.
  
- 5. Be able to keep a journal and write and present descriptions, stories, and summaries to small and large groups**
  - A. Be able to keep a journal (regularly, to record requested details and ideas, clearly, legibly) and be able to use the journal for creating stories and descriptions.
  - B. Be able to write and present a story (complete, interesting, detailed, focused).
  - C. Be able to write and present descriptions (complete, sensory details, correct).
  - D. Be able to write and present a summary (correct, clear, organized, brief).
  - E. Be able to use basic skills when presenting (erect and stationary posture, clear voice, eye contact, handling notes or script).
  
- 6. Be able to speak in complete sentences, organizing thoughts before speaking and using visual supports.**
  - A. Be able to speak in complete sentences.
  - B. Be able to organize thoughts before speaking.
  - C. Be able to select, develop, and use visual aides when speaking.
  - D. Be able to use basic skills when presenting (erect and stationary posture, clear voice, eye contact, handling script/notes and visual aids).
  
- 7. Be able to gain information by listening to descriptions and stories.**

- A. Be able to show social courtesies for listening (pay attention, no distractions, look at speaker).
- B. Be able to restate what was heard and answer questions about descriptions, stories, and informational presentations.
- C. Be able to use a graphic organizer to gain information from descriptions, stories, and informational presentations.
- D. Be able to summarize verbally and in writing descriptions, stories, and informational presentations.

- 1. Be able to use comprehension skills to construct literal and inferential meaning.**
  - A. Be able to identify and distinguish between topic, main idea and detail.
  - B. Be able to sequence events.
  - C. Be able to identify and explain cause and effect patterns in reading and use them to understand the story and predict outcomes.
  - D. Be able to compare and contrast.
  - E. Be able to relate what is read to one's own life.
  - F. Be able to predict outcomes using pictures and text.
  - G. Be able to identify story elements (character, setting, problem, solution, events).
  - H. Be able to distinguish between fact and opinion and product examples of each.
  - I. Be able to summarize and retell text.
  - J. Be able to make inferences.
  - K. Be able to identify author's purpose.
  - L. Be able to draw conclusions.
  - M. Be able to make judgments and generalizations.
  - N. Be able to read for specific detailed information.
  
- 2. Be able to develop vocabulary skills.**
  - A. Be able to use context to determine word meaning.
  - B. Be able to correctly use vocabulary words.
  - C. Be able to find specific words in the dictionary and use the dictionary as a reference tool.
  - D. Be able to alphabetize to the fourth letter.
  - E. Be able to identify the meaning that applies to the context when a word has multiple meanings.
  
- 3. Be able to read different genres to gather information.**
  - A. Be able to participate in reading discussions in small and large groups.
  - B. Be able to use reference materials (dictionary, thesaurus, encyclopedia, books, etc.) to locate information.
  - C. Be able to choose varied kinds of reading material for independent reading.
  - D. Be able to identify and respond to different genres.
  - E. Be able to distinguish between personal experience, short stories, biographies, and subject content materials.
  
- 4. Be able to use grammatical principles in varied language activities.**
  - A. Be able to use collective nouns.
  - B. Be able to use possessive pronouns.
  - C. Be able to use more complex verb tenses and the verb to be.
  - D. Be able to use verb forms with spelling changes.
  - E. Be able to recognize differences of first, second and third person verbs.
  - F. Be able to recognize that the same word can be used as a noun or a verb.
  - G. Be able to identify proper adjectives, predicate adjectives (coming after verbs) and components of prepositional phrases.
  - H. Be able to use common abbreviations and initials.
  
- 5. Be able to write an organized paragraph.**
  - A. Be able to use correct formatting (indentation, heading, margins).

- B. Be able to use a main idea sentence in a paragraph.
  - C. Be able to develop ideas in sequence using appropriate supporting detail sentences.
  - D. Be able to develop the paragraph fully.
  - E. Be able to use correct mechanics (capitalization, punctuation, spelling) and use proper sentence structure.
  - F. Be able to use cause and effect as an organizational pattern and write both fact and opinion paragraphs.
- 6. Be able to write and speak about short stories, demonstrations, and biographies.**
- A. Be able to retell stories in equal and shorter lengths in written and spoken forms (accurate, clear, sequenced, focused).
  - B. Be able to write and tell a different ending to a story (logical or justified, understandable, brief, new).
  - C. Be able to extend a story in a creative manner (writing a letter to a character or writing what happens next).
  - D. Be able to write an autobiography and be able to discuss biographies.
  - E. Be able to write a “how-to” paragraph (accurate, clear/understandable, sequenced, brief) and be able to demonstrate how to complete a specific task (accurate, clear/understandable, sequenced, brief, demonstrating, with aids).
- 7. Be able to orally ask and answer questions and present reports.**
- A. Be able to prepare and use brief notes which guide the presentation but which are not read to the class.
  - B. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gesture, handling of notes).
  - C. Be able to answer questions from peers and ask questions of peers (polite, clear, brief, focused).
  - D. Be able to give an oral report (book report, current event, hobby talk, demonstration).
- 8. Be able to listen in order to summarize various types of information and to formulate opinions.**
- A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive).
  - B. Be able to use active listening by responding to personal experiences, short stories, demonstrations, and biographies in journal entries, oral and written summaries, small group discussion, and recalling details and main ideas.
  - C. Be able to use listening as a basis of writing and speaking.

# Language Arts Curriculum Overview

## Fifth Grade

- 1. Be able to use reading skills to identify organizational patterns (cause and effect and comparison and contrast), to develop literal and inferential comprehension skills, and to explain story elements.**
  - A. Be able to summarize plots, identify characters and their major traits, and name details of setting.
  - B. Be able to distinguish between causes and effects and follow cause and effect patterns.
  - C. Be able to identify similarities and differences.
  - D. Be able to draw justified inferences from text.
  - E. Be able to use text as a basis for writing and speaking.
- 2. Be able to increase reading fluency and use strategies including skimming, scanning, and note-taking.**
  - A. Be able to skim a reading selection to obtain the main idea.
  - B. Be able to scan a reading selection for specific details.
  - C. Be able to take notes from nonfiction materials using various note-taking techniques.
  - D. Be able to develop an increasing reading vocabulary.
- 3. Be able to read and respond to poetry, short stories, narratives, and nonfiction.**
  - A. Be able to choose and read selections from varied literary genres.
  - B. Be able to respond to (summarize, state main idea, identify details, state an opinion of) short stories, narratives, and nonfiction, and poetry.
- 4. Be able to write an organized multi-paragraph theme which includes introduction, body, and conclusion using correct grammar and spelling.**
  - A. Be able to use a process (pre-write, write, revise, proofread, publish).
  - B. Be able to write an introduction which includes a statement of the main idea.
  - C. Be able to write a body which fully develops the main idea in more than one paragraph.
  - D. Be able to develop the main idea with appropriate and accurate support.
  - E. Be able to use a summarizing conclusion.
  - F. Be able to use proper mechanics (spelling, punctuation, capitalization, formatting).
  - G. Be able to identify and write complete sentences.
- 5. Be able to use grammatical principles in varied language activities.**
  - A. Be able to use parts of speech and understand their functions.
  - B. Be able to identify and understand various aspects of word usage, such as comparatives, superlatives, multiple meanings, and homophones.
- 6. Be able to respond to poetry, narratives, short stories, novels and/or nonfiction.**
  - A. Be able to write meaningful responses to poetry, narratives, novels, short stories and non-fiction (structured, clear, supported, focused, creative, personal).
  - B. Be able to respond orally to literature.
- 7. Be able to present complete and structured speeches which use visual aids.**
  - A. Be able to use a process: note taking, practicing, revising, and presenting.
  - B. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, posture, gesture, handling of notes and visual aids).
  - C. Be able to present information using correct usage, vocabulary, sentence structure, and sequence.
  - D. Be able to select, develop and/or use a variety of visual aids.
- 8. Be able to present and respond to various media and genre.**
  - A. Be able to present, tell, summarize, respond and/or state an opinion about literature.
  - B. Be able to present, tell, summarize, respond and/or state an opinion about various media (print and electronic).
- 9. Be able to listen in order to summarize and formulate questions.**
  - A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
  - B. Be able to paraphrase accurately and ask meaningful questions in listening situations.
  - C. Be able to summarize and gain information from listening situations.
  - D. Be able to answer questions and express opinions.
  - E. Be able to use listening as the basis for writing and speaking.

# Language Arts Curriculum Overview

## Sixth Grade

- 1. Be able to identify, explain, and find examples of literary elements including character, setting, plot, conflict, and theme in varied 6<sup>th</sup> grade genres.**
  - A. Be able to define character, setting, plot, conflict, and theme.
  - B. Be able to identify main characters.
  - C. Be able to describe the setting.
  - D. Be able to summarize the plot.
  - E. Be able to describe the conflict.
  - F. Be able to explain the theme.
- 2. Be able to interpret and draw conclusions in fictional and non-fictional works.**
  - A. Be able to interpret fiction and nonfiction by identifying attitude, theme, and any other beliefs incorporated in the work by the author.
  - B. Be able to draw and justify conclusions and inferences in fictional and non-fictional works.
  - C. Be able to develop an increased reading vocabulary.
- 3. Be able to understand and use imagery.**
  - A. Be able to identify specific instances of imagery in reading and writing.
  - B. Be able to explain the purpose of imagery.
  - C. Be able to recognize creative imagery in both spoken and written forms.
- 4. Be able to use grammatical principles in varied language activities.**
  - A. Be able to identify and use various parts of speech.
  - B. Be able to identify root words, prefixes and suffixes.
  - C. Be able to understand and correctly apply aspects of word usage, such as ambiguities, verb tense consistency, and subject verb agreement.
- 5. Be able to organize multiple paragraphs in writing.**
  - A. Be able to use a process: pre-writing, writing, revising, proofreading, and publishing.
  - B. Be able to use a variety of sentence structures (simple, compound, complex).
  - C. Be able to use proper mechanics (spelling, punctuation, capitalization, formatting).
  - D. Be able to use proper paragraph format and include introduction, body, and conclusion in multi-paragraph works.
- 6. Be able to write about fiction and nonfiction.**
  - A. Be able to use a process (pre-write, write, revise, publish).
  - B. Be able to write clear, well-based, and complete responses to fictional and non-fictional works.
- 7. Be able to write fiction and nonfiction.**
  - A. Be able to write clear and complete prose using imagery and story elements.
  - B. Be able to write clear, accurate, and concise descriptions and summaries.
- 8. Be able to orally present interpretations, evaluations, and conclusions individually and/or in groups.**
  - A. Be able to use a process: pre-writing, writing, practicing, revising, and presenting.
  - B. Be able to use correct voice (volume, pace, clarity) and body language (eye contact, posture, gesture, handling of notes and visual aids).
  - C. Be able to present using appropriate sequence.
  - D. Be able to present clearly using correct usage, vocabulary, and sentence structure.
  - E. Be able to select, develop, and use a variety of visual aids.
  - F. Be able to support the ideas of the speech with accurate information.
  - G. Be able to present evaluations and interpretations of fictional and non-fictional works.
- 9. Be able to listen in order to process verbal information.**
  - A. Be able to demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
  - B. Be able to take notes which list key points of a given speech or other presentation.
  - C. Be able to respond to a speech or other presentation.

# Language Arts Curriculum Overview

## Seventh Grade

### **1. Be able to identify and explain concrete examples of literary devices and imagery.**

- A. Be able to identify or describe main characters, setting, plot, conflict, and theme from a literary work.
- B. Be able to define and locate examples of flashback, foreshadowing, symbolism, simile, metaphor, personification, alliteration, and hyperbole.
- C. Be able to explain how literary devices and imagery contribute to the specific literature and experiment with them in compositions.

### **2. Be able to read to compare, relate, predict, recommend, interpret and state opinions based literary works.**

- A. Be able to compare elements from one piece of literature to another.
- B. Be able to relate fictional literature to reality.
- C. Be able to predict further development of specific works of fictional literature.
- D. Be able to use valid reasoning to support opinions in the study of literature.
- E. Be able to recommend to others specific works of fictional literature.
- F. Be able to recognize and analyze various literary genres.

### **3. Be able to develop an improved comprehension level, reading vocabulary, and reading rate.**

- A. Be able to recognize and use vocabulary related to specific content areas.
- B. Be able to recognize that many words have multiple meanings.
- C. Be able to use structural analysis and context clues to determine word meanings.
- D. Be able to use the dictionary to determine word meanings.
- E. Be able to utilize selected reading strategies.
- F. Be able to adjust reading rate to demands of the text.

### **4. Be able to listen/read to analyze others point of view (keep an open mind, separate fact from opinion, understand speaker's point of view and bias).**

- A. Be able to tell fact from opinion and question the validity of facts and the basis of opinions.
- B. Be able to identify, state, and react to the speaker's or writer's point of view and bias.

### **5. Be able to listen/read to learn from persuasion, recommendations, and the opinions of others.**

- A. Be able to evaluate the views, beliefs, and motivations of others before forming an opinion on an issue.
- B. Be able to identify the pros and cons of a presentation.
- C. Be able to understand conclusions of others by considering their views, beliefs and motivations.
- D. Be able to formulate and justify a conclusion.

### **6. Be able to use grammatical principles in varied language activities.**

- A. Be able to recognize parts of speech and sentence structures, and understand their functions.
- B. Be able to demonstrate an increased knowledge of concepts in grammar through written and oral communication.
- C. Be able to recognize faulty sentence structure, usage and mechanical errors and self-correct.

**7. Be able to write/speak three-part informative themes/speeches.**

- A. Be able to select a topic appropriate to a given situation.
- B. Be able to independently research a topic using interviews, print media, and electronic media.
- C. Be able to take notes and organize information according to an outline and/or graphic organizer.
- D. Be able to state the central idea in a single sentence in the introduction.
- E. Be able to fully and clearly develop the central idea with introduction, supporting details, and summary.
- F. Be able to identify and use the criteria of a quality presentation (rubric) to practice and revise presentations.
- G. Be able to improve through self-evaluation and peer-evaluation.
- H. Be able to use correct mechanics, word choice, media support usage, sentence structure, and format.
- I. Be able to use appropriate voice (volume, pace, clarity) and body language (eye contact, posture, gesture, handling of notes and media support).

**8. Be able to write/speak to compare, predict, interpret, and state opinions.**

- A. Be able to develop writing and speaking using a process.
- B. Be able to compare, predict, interpret and state an opinion, all with justification.
- C. Be able to compare, predict, interpret and state an opinion in brief and extended written and spoken forms.

**9. Be able to write/speak to persuade, recommend, and state opinions.**

- A. Be able to present recommendations and opinions in a persuasive manner.
- B. Be able to use research and examples to support presentations.
- C. Be able to defend a position.

## Language Arts Curriculum Overview

### Eighth Grade

- 1. Be able to use research properly (locate and analyze materials for appropriateness and quality).**
  - A. Be able to independently research a topic using varied sources such as interviews, print, and electronic media.
  - B. Be able to use cross-references, take notes, and organize information.
  - C. Be able to use research to limit topics.
  - D. Be able to use the parts of a book for research.
  - E. Be able to evaluate specific sources (date, source, bias, suitability to purpose, quality).
  - F. Be able to develop a position, research it, defend it with examples or facts, and present it in a logical manner.
  
- 2. Be able to read/write/speak/listen about popular media messages, such as news, commercials, sitcoms, documentaries, movies, songs, editorials, etc.**
  - A. Be able to analyze for key factors (main idea, significant details, validity of source).
  - B. Be able to identify elements such as bias, propaganda, argumentation, strength of support, completeness, literary devices, and theme.
  - C. Be able to correctly use different organizational patterns and story maps.
  - D. Be able to define the purposes of messages (to entertain, persuade, inform) and distinguish between examples of each and examples of mixed purposes.
  - E. Be able to separate fact from opinion and create examples of each.
  - F. Be able to create different forms of popular media messages such as news stories and newspapers, commercials, letters to the editor and editorials, documentaries, sitcoms, plays and songs.
  
- 3. Be able to read, analyze, and appreciate varied creative literary genre from different world cultures and American sub-cultures.**
  - A. Be able to analyze for key factors such as main idea, detail, theme, story elements, literary devices, mood, and attitudes.
  - B. Be able to explain and evaluate literature using specific details and criteria.
  
- 4. Be able to use grammatical principles in varied language activities.**
  - A. Be able to demonstrate an increased knowledge of concepts in grammar through written and oral communication.
  - B. Be able to recognize faulty sentence structure, usage and mechanical errors, and self-correct.
  
- 5. Be able to write quality essays to persuade, inform, and entertain.**
  - A. Be able to select a topic and purpose appropriate to a given situation.
  - B. Be able to develop and use an effective personal writing process.
  - C. Be able to structure essays in a sound three-part format (introduction including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing conclusion).
  - D. Be able to identify and use criteria/rubrics of a quality essay and revise.
  - E. Be able to apply correct usage, mechanics, word choice, formatting, and sentence structure.
  - F. Be able to produce quality examples of persuasive, informative, and entertaining writing.
  - G. Be able to improve from self-evaluation and peer-evaluation.

**6. Be able to make major presentations to inform.**

- A. Be able to select a topic and purpose appropriate to a given situation.
- B. Be able to create, organize, and use printed and/or electronic notes.
- C. Be able to state a clear and concise thesis.
- D. Be able to develop and use an effective personal speaking style.
- E. Be able to use correct voice, body language, and various visual aids to speak.
- F. Be able to fully develop a thesis (attention-getting/previewing introduction, supporting details, and conclusion).
- G. Be able to use criteria/rubric of a quality presentation to revise for greater audience attention and interest factors.
- H. Be able to improve from self-evaluation and peer-evaluation.

**7. Be able to evaluate oral/visual presentations.**

- A. Be able to take notes and choose main ideas.
- B. Be able to use a rubric to analyze presentations.
- C. Be able to critique presentations for content and presentation skills.

**8. Be able to apply note-taking and study skills.**

- A. Be able to take increasingly precise and concise notes from written and/or oral presentation.
- B. Be able to select and highlight important information from written materials.
- C. Be able to skim, scan, and organize written material.
- D. Be able to summarize written and oral presentations.