

CHIPPEWA LOCAL SCHOOLS



LANGUAGE ARTS EXIT SKILLS GRADES K-8

LANGUAGE ARTS EXIT SKILLS KINDERGARTEN

WRITING

- The student will publish writing samples for display and sharing with others.
- The student will use active listening strategies to identify the main idea.
- The student will write from left to right and from top to bottom.
- The student will print capital and lowercase letters, correctly spacing the letters.
- The student will place punctuation marks at the end of a sentence.
- The student will follow simple three-step oral directions.
- The student will deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.

READING

- The student will move left to right on one line of text with one to one correspondence in reading.
- The student will use pictures and/or language cues to read and understand.
- The student will discriminate between letters, letter sounds, words, sentences and rhyming.
- The student will identify color, number and most common sight words to include:
- The student will listen to retell a story sequentially.
- The student will retell a story.
- The student will preview and predict about stories.

LANGUAGE ARTS EXIT SKILLS GRADE 1

WRITING

- The student will generate ideas for written compositions.
- The student will use organizers to clarify ideas for writing assignments.
- The student will use a rubric or checklist to judge the quality of writing.
- The student will publish writing samples for display or sharing with others.
- The student will compose writings of complete sentences that convey a clear message.
- The student will write responses to literature.
- The student will demonstrate correct formation of letters and space letters, words and sentences clearly.
- The student will spell grade-appropriate words correctly.
- The student will use conventions of punctuation and capitalization in written work.

Communication:

- The student will use active listening strategies to identify the main idea and to gather information from oral presentations.
- The student will connect prior experiences, insights and ideas to those of a speaker.
- The student will follow simple directions.
- The student will speak clearly and at an appropriate pace and volume.

READING

- The student will initiate problem-solving strategies of unknown words.
- The student will identify sight words at learner's level of instruction.
- The student will retell a story with a beginning, middle and end and identify supporting details.
- The student will read in phrases with intonation.

- The student will work and read independently at learner's level of instruction.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L and webs with teacher assistance)
- The student will meet expectations for word study: long and short vowels, consonants, consonant blends, chunks, rhymes, and onsets.
- The student will identify events, main idea, supporting details and sequence.
- The student will demonstrate comprehension by responding to questions (e.g. literal, informational, and evaluative) in written and verbal form.

LANGUAGE ARTS EXIT SKILLS GRADE 1

LANGUAGE ARTS EXIT SKILLS GRADE 2

PHONEMIC AWARENESS, WORD RECOGNITION and FLUENCY: Being able to read well by sounding out words, recognizing them by sight and reading out loud with ease and fluency.

The student will:

- Identify rhyming words.
- Read words that have more than one syllable by sight.
- Blend sounds.
- Identify words as having long or short vowels.
- Read with ease with change in voice, expression and timing.

ACQUISITION OF VOCABULARY: Being able to recognize clues in reading, ask questions, listen and converse with adults and peers.

The student will:

- Identify synonyms and antonyms.
- Determine the meaning of a compound word and explain how the two words are related.
- Determine the meaning of prefixes and suffixes.
- Use root words and endings to figure out the meaning of words.

READING PROCESS – CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES: Through reading, students will understand the basic concepts and meanings of different types of print materials.

The student will:

- Establish a purpose for reading.
- Identify the main idea in a story and include details that support the main idea.
- Answer literal, inferential and evaluative questions to show understanding about what has been read or watched.

READING APPLICATIONS – INFORMATIONAL, TECHNICAL and PERSUASIVE TEXT: Reading, understanding, explaining and critiquing different kinds of written materials such as magazines, essays, maps and online sites.

The student will:

- Put events in order by numbering them.
- List and answer who, what, when, where, if and how questions from the text.
- Identify information in charts, diagrams, graphs, and maps.

LANGUAGE ARTS EXIT SKILLS GRADE 2 (continued)

READING APPLICATIONS – LITERARY TEXT: Organizing and interpreting results through collecting data to answer questions and solve problems, show relationships and make predictions about different types of literature (e.g., fables, tales, short stories).

The student will:

- Tell similarities and differences between different versions of the same story.
- Describe characters and setting.
- Retell the plot of a story.
- Know the difference between a story, poem, play, fairy tale and fable.

WRITING PROCESSES: Using the steps of prewriting, drafting, revising and editing to publish different types of writing.

The student will:

- Develop a main idea for writing.
- Organize writing with a beginning, middle and ending.
- Use sentence structures that make statements, ask questions and show feelings and emotions.
- Use resources such as a beginner's dictionary to choose appropriate vocabulary.
- Proofread writing to improve grammar, spelling, punctuation and capitalization.

WRITING APPLICATIONS: Learning about, using and choosing appropriate words for different kinds of writing, from letters to scientific reports, and for different audiences.

The student will:

- Write stories that give clear messages, include detail, go in order and use expressive language.
- Write responses to stories by comparing reading materials to people or events.
- Write letters of invitation that include all parts of a letter/
- Write messages, journals, notes and poems.

WRITING CONVENTIONS: Understanding and applying punctuation, grammar and spelling rules.

The student will:

- Print neatly; spacing letters, words and sentences correctly.
- Spell regularly used words correctly.
- Begin to use spelling patterns and rules correctly.
- Use periods, questions marks and exclamation points correctly.
- Use correct capitalization.
- Use nouns, verbs and adjectives correctly.
- Use personal pronouns.

LANGUAGE ARTS EXIT SKILLS
GRADE 2 (continued)

RESEARCH: Knowing how to gather information in all subjects using different kinds of tools (e.g., books, computers, magazines) and communicate what is found.

The student will:

- Create questions for research on an assigned topic or area of interest.
- Use searching techniques to gather information from various locations, such as libraries, the classroom or community resources.
- Identify important information and write short notes about it.
- With the teacher's help, sort important information into groups.

COMMUNICATION: ORAL and VISUAL: Delivering presentations on different topics for different types of audiences.

The student will:

- Use active listening skills by making eye contact or asking questions.
- Identify the main idea of a presentation.
- Follow two- and three-step spoken directions.
- Give presentations that: present ideas/events in order and have a clear focus; show an understanding of the topic; include a clear introduction, body and conclusion; use visuals; name sources.
- Deliver a simple dramatic presentation such as reciting poetry, rhymes, songs and stories.

LANGUAGE ARTS EXIT SKILLS GRADE 3

WRITING

- The student will generate ideas and determine a topic suitable for writing.
- The student will determine audience and purpose for self-selected and assigned writing tasks.
- The student will apply knowledge of graphics or other organizers to clarify ideas for writing assessments.
- The student will spend the necessary amount of time to revisit, rework and refine pieces of writing.
- The student will apply tools to judge the quality of writing.
- The student will prepare writing for publication that is legible, follows an appropriate format (one paragraph, five sentences) and uses techniques such as electronic resources and graphics.
- The student will write narrative accounts that develop character, setting and plot.
- The student will write responses to literature that summarize the main ideas and significant details and support interpretations with references to the text.
- The student will write formal and informal letters that include important details and follow correct letter format.
- The student will write legibly in finished drafts.
- The student will spell grade- appropriate words correctly.
- The student will use conventions of punctuation and capitalization in written work.
- The student will select and summarize important information and sort key findings into categories about a topic.
- The student will communicate findings orally, visually and in writing.
- The student will demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
- The student will respond to presentations and media messages by stating the purpose and summarizing main ideas.
- The student will use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- The student will identify examples of facts and options.
- The student will organize presentation to provide a beginning, middle and ending.

READING

- The student will use appropriate strategies to problem solve unknown words efficiently. (structural concept)
- The student will demonstrate strategies to analyze and identify a variety of texts and genres: analyze and evaluate (comprehend, retell, recall facts, and infer).
- The student will read at appropriate rate while attending to intonation, fluency, punctuation and correctness.
- The student will evaluate two and three step directions for proper sequencing and completeness.
- The student will preview and predict about stories.

LANGUAGE ARTS EXIT SKILLS
GRADE 3 (continued)

- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L, webs, fishbone)
- The student will meet expectations for word study: long and short vowels, consonants, consonant blends, chunks, rhymes, and onsets.
- The student will identify story elements: main idea and supporting details, problem-solution, plot, character, setting, and compare and contrast.
- The student works towards self-monitoring for comprehension. Effectively read for a purpose.
- The student will retell a story with details and in proper sequence.

LANGUAGE ARTS EXIT SKILLS GRADE 4

WRITING

- The student will generate ideas and determine a topic suitable for writing.
- The student will determine audience and purpose for self-selected and assigned writing tasks.
- The student will apply knowledge of graphics or other organizers to clarify ideas of writing assessments.
- The student will use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
- The student will use a variety of resources and reference materials to select more effective vocabulary when editing.
- The student will edit to improve sentence fluency, grammar and usage.
- The student will apply tools to judge the quality of writing.
- The student will prepare writing for publication that is legible, follows an appropriate format (two paragraphs, five sentences each) and uses techniques such as electronic resources and graphics.
- The student will write narrative accounts that develop character, setting and plot.
- The student will write responses to literature that summarize main ideas and significant details and support interpretations with reference to the text.
- The student will write formal and informal letters that include important details and follow correct letter format.
- The student will write informational reports that include facts, details and examples that illustrate an important idea.
- The student will spell grade-appropriate words correctly.
- The student will use conventions of punctuation and capitalization in written work.
- The student will use grammatical structures to effectively communicate ideas in writing.
- The student will identify a topic of study, construct questions and determine appropriate sources for gathering information.
- The student will select and summarize important information and sort key findings into categories about a topic.
- The student will create a list of sources used for oral, visual, written or multimedia reports.
- The student will communicate findings orally, visually and in writing or through multimedia.
- The student will demonstrate active listening strategies (oral communication) by asking clarifying questions and responding to questions with appropriate elaboration.
- The student will respond to presentations and media passages by stating the purpose and summarizing the main ideas.
- The student will use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- The student will identify examples of facts and opinions from a speaker and explain their differences.

LANGUAGE ARTS EXIT SKILLS GRADE 4 (continued)

- The student will organize presentations to provide a beginning, middle and ending and include concrete details.
- The student will clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
- The student will deliver a variety of presentations, using visual materials as appropriate.

READING

- The student will apply appropriate strategies to problem solve unknown words and meaning of the passage efficiently. (context clues, semantic, phonics, reference materials)
- The student will use strategies for the reader to make sense of written language and remain engaged with texts; will comprehend the passage: analyze, and apply information. (Cause-effect, fact vs. opinion, compare and contrast)
- The student will read in longer meaningful phrases with fluency adjusted appropriately.
- The student will correctly follow a complex (multiple steps) set of directions.
- The student will preview, predict and adjust predictions in grade appropriate text.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will read and identify a variety of genres. (biographies, folklore, realistic fiction, historical fiction, and poetry, drama, chapter books)
- The student will identify main events in plot. (character, setting, problem, solution, and mood, theme)
- The student differentiates between fiction and nonfiction: understands, constructs and extends meaning.
- The student works towards self-monitoring for comprehension.
- The student will retell a story and identify the main idea and supporting details.
- The student will determine the difference between first- and third-person narration and how the author's words suggest a mood.
- The student will identify examples of figurative language. (similes, metaphors)

LANGUAGE ARTS EXIT SKILLS GRADE 5

WRITING

- The student will generate writing topics and establish a purpose appropriate for the audience.
- The student will determine audience and purpose for self-selected and assigned writing tasks.
- The student will clarify ideas for writing assignments by using graphics or other organizers.
- The student will apply tools to judge the quality of writing.
- The student will prepare writing for publication that is legible, follows an appropriate format (four paragraphs, five sentences each) and uses techniques such as electronic resources and graphics.
- The student will use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
- The student will write response to literature that extend beyond the summary and support judgments through references to the text.
- The student will produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- The student will use correct spelling conventions.
- The student will use conventions of punctuation and capitalization in written work.
- The student will use grammatical structures to effectively communicate ideas in writing.
- The student will locate and summarize important information from multiple sources.
- The student will organize information in a systematic way.
- The student will communicate findings orally, visually and in writing or through multimedia.
- The student will use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- The student will present ideas in a logical sequence and use effective introductions and conclusions.

READING

- The student will demonstrate the ability to identify and use vocabulary critical to content area reading.
- The student will demonstrate the ability to use literal and figurative language.
- The student differentiates between fiction and nonfiction; understands construct and extend meaning.
- The student will demonstrate the ability to use library skills to effectively use the library as the basis for research.
- The student will demonstrate the ability to sequence items dealing with time, place, events, and ideas.

LANGUAGE ARTS EXIT SKILLS

GRADE 5 (continued)

- The student will demonstrate the ability to identify main ideas and supporting details.
- The student will demonstrate the ability to predict outcomes.
- The student will demonstrate the ability to draw conclusions.
- The student will demonstrate the ability to distinguish between fact and opinion.
- The student will demonstrate the ability to recognize story elements including setting, character, plot, theme, and mood.
- The student will demonstrate the ability to read silently for a sustained period of time.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will investigate a variety of genres.
- The student works towards self-monitoring for comprehension.

LANGUAGE ARTS EXIT SKILLS GRADE 6

WRITING

- The student will generate writing topics and establish a purpose appropriate for the audience.
- The student will determine audience and purpose for self-selected and assigned writing tasks.
- The student will clarify ideas for writing assignments by using graphics or other organizers.
- The student will use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- The student will select more effective vocabulary when editing by using a variety of resources and reference materials.
- The student will edit to improve fluency, grammar and usage.
- The student will apply tools to judge the quality of writing.
- The student will prepare writing for publication that is legible, follows an appropriate format (five paragraphs, five sentences each) and uses techniques such as electronic resources and graphics.
- The student will use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
- The student will write responses to literature that extend beyond the summary and support judgments through references to the text.
- The student will produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
- The student will produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- The student will use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.
- The student will use correct spelling conventions.
- The student will use conventions of punctuation and capitalization in written work.
- The student will use grammatical structures to effectively communicate ideas in writing.
- The student will formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
- The student will locate and summarize important information from multiple sources.
- The student will organize information in a systematic way.
- The student will acknowledge quoted and paraphrased information and document sources used.
- The student will communicate findings orally, visually and in writing or through multimedia.

LANGUAGE ARTS EXIT SKILLS GRADE 6 (continued)

- The student will use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- The student will vary language choice and use effective presentation techniques including voice modulation and enunciation.
- The student will select an organizational structure appropriate to the topic, audience, setting and purpose.
- The student will present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
- The student will give presentations using a variety of delivery methods, visual materials and technology.

READING

- The student will use context clues and text structures to determine the meaning of new vocabulary (definition sentence, example, restatement, contrast).
- The student will infer word meaning through identification and analysis of analogies and other word relationships (antonyms, synonyms, homonyms, rhyming, compounds, contractions, abbreviations, anagrams, categories).
- The student will apply knowledge of connotations and denotations to learn the meaning of words.
- The student will use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.
- The student will use knowledge of roots and affixes to determine the meaning of complex words.
- The student will use multiple resources to enhance comprehension of vocabulary and passages.
- The student will determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- The student will apply effective reading comprehension strategies, including summarizing, predictions, comparisons, and using information in text, between text and across subject areas.
- The student will make meaning through asking and responding to a variety of questions related to the text (multiple choice, short answer, extended response).
- The student will apply self-monitoring strategies to clarify confusion about text and to monitor comprehension (pace, read aloud, stop for unknown words).
- The student will use text features (captions, graphs, organize content books, footnotes) to analyze and make inferences from the content and to gain additional information.

- The student will recognize and explain the difference between cause and effect and fact and opinion to analyze text.
- The student will explain how main ideas connect to each other in a variety of sources.
- The student will identify arguments and persuasive techniques used in informational text.
- The student will explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- The student will determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
- The student will describe and analyze the elements of character development and the importance of setting (time, place).
- The student will identify the plot and establish a connection between an element and a future event.
- The student will differentiate between the point of view in a narrative text (first-person, third person).
- The student will demonstrate comprehension by inferring themes, patterns, and symbols.
- The student will identify similarities and differences of various literary forms and genres (fiction, non-fiction, poetry, drama, myths, legends, folktale, electronic media, song, comic strip, advertisement).
- The student will explain how figurative language expresses ideas and conveys moods (cliché, simile, metaphor, personification, irony, idioms, and analogies); will identify and explain poetry: lyric, limerick, ballad, blank verse, cinquain, free verse, and epic.

**LANGUAGE ARTS EXIT SKILLS
GRADE 7**

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| Acquisition of Vocabulary | |
| 1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement, and example. | |
| 2. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms. | |
| 3. Interpret metaphors and similes to understand new uses of words and phrases in text. | |
| 4. Apply knowledge of connotation and denotation to determine the meaning of new words. | |
| 5. Recognize and use words from other languages that have been adopted into the English language. | |
| 6. Use knowledge of symbols and acronyms to identify whole words. | |
| 7. Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand vocabulary. | |
| 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. | |
| Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies | |
| 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy, and to solve problems. | |
| 2. Select, create, and use graphic organizers to interpret textual information. | |
| 3. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others). | |
| 4. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information, or to perform a task.) | |
| 5. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. | |
| 6. Make critical comparison across texts, noting author’s style as well as literal and implied content of text. | |

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| 7. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions. | |
| 8. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | |
| 9. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text. | |
| Reading Applications: Informational, Technical, and Persuasive Text | |
| 1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information. | |
| 2. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways, and overlays. | |
| 3. Analyze examples of cause and effect and fact and opinion. | |
| 4. Compare and contrast different sources of information, including books, magazines, newspapers, and online resources, to draw conclusions about a topic. | |
| 5. Assess the adequacy, accuracy, and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping. | |
| 6. Identify an author's purpose for writing and explain an author's argument, perspective, or viewpoint in text. | |
| 7. Compare the treatment, scope, and organization of ideas from different texts on the same topic. | |
| 8. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details, and underlying meaning of the original text. | |
| Reading Applications: Literary Text | |
| 1. Explain interactions and conflicts (e.g., character vs. self, nature vs. society) between main and minor characters in literary text and how the interactions affect the plot. | |
| 2. Analyze the features of the setting and their importance in a text. | |
| 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next. | |
| 4. Identify and compare subjective and objective points of view and how they affect the overall body of a work. | |
| 5. Identify recurring themes, patterns, and symbols found in literature from different eras and cultures. | |

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| 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction, and non-fiction. | |
| 7. Interpret how mood or meaning is conveyed through word choice, figurative language, and syntax. | |

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| Writing Processes | |
| 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. | |
| 2. Conduct background reading, interviews, or surveys when appropriate. | |
| 3. Establish a thesis statement for informational writing or a plan for narrative writing. | |
| 4. Determine a purpose and audience. | |
| 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, Venn Diagrams) to plan writing. | |
| 6. Organize writing with an effective and engaging introduction, body, and a conclusion that summarizes, extends, or elaborates on points or ideas in the writing. | |
| 7. Vary simple, compound, and complex sentence structures. | |
| 8. Group related ideas into paragraphs including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. | |
| 9. Use precise language, action verbs, sensory details, colorful modifiers, and style as appropriate to audience and purpose. | |
| 10. Use available technology to compose text. | |
| 11. Reread and analyze writing for clarity. | |
| 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. | |
| 13. Rearrange words, sentences, and paragraphs, and add transitional words and phrases to clarify meaning. | |
| 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. | |
| 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization) and identify and correct fragments and run-ons. | |
| 16. Apply tools (e.g., rubrics, checklists, feedback) to judge the quality of writing. | |

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| 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing, and columns), and graphics (e.g., drawings, charts, and graphs) to enhance the final product. | |
| Writing Applications | |
| 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character, and a specific setting. | |
| 2. Produce informal writings (e.g., journals, notes, and poems) for various purposes. | |
| 3. Write responses to novels, stories, poems, and plays that provide an interpretation, a critique, or reflection, and support judgments with specific references to the text. | |
| 4. Write business letters that are formatted to convey ideas, state problems, make requests, or give compliments. | |
| 5. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details, and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience, and context. | |
| 6. Write persuasive essays that establish a clear position and include relevant information to support ideas. | |
| Writing Conventions | |
| 1. Spell high-frequency words correctly. | |
| 2. Use commas, end marks, apostrophes, and quotation marks correctly. | |
| 3. Use semicolons, colons, hyphens, dashes, and brackets correctly. | |
| 4. Use correct capitalization. | |
| 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). | |
| 6. Use dependent and independent clauses. | |
| 7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases. | |
| 8. Conjugate regular and irregular verbs in all tenses correctly. | |
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| Research | |
| 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. | |
| 2. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources. | |
| 3. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables, and graphic organizers). | |
| 4. Analyze and organize important information, and select appropriate sources to support central ideas, concepts, and themes. | |
| 5. Integrate quotations and citations into written text to maintain a flow of ideas. | |
| 6. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited). | |
| 7. Use a variety of communication techniques, including oral, visual, written, or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. | |
| Communications: Oral and Visual | |
| 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). | |
| 2. Draw logical inferences from presentations and visual media. | |
| 3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). | |
| 4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition, and bait and switch) used in presentations and media messages. | |
| 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. | |
| 6. Adjust volume, phrasing, enunciation, voice modulation, and inflection to stress important ideas and impact audience response. | |
| 7. Vary language choices as appropriate to the context of the speech. | |

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| 8. Deliver informational presentations (e.g., expository, research) with organizational structures appropriate to the topic, audience, setting, and purpose, and that present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas. | |
| a. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology. | |
| b. draw from multiple sources and identify sources used. | |
| c. demonstrate an understanding of the topic and present events or ideas in a logical sequence. | |
| d. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories, and anecdotes. | |
| e. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution) | |
| 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details using a variety of delivery methods, visual materials, and technology. | |
| a. establish a clear position. | |
| b. include relevant evidence to support position and to address counter-arguments. | |
| c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution). | |

LANGUAGE ARTS EXIT SKILLS GRADE 8

WRITING

- The student will formulate writing ideas and identify a topic appropriate to the purpose and audience.
- The student will determine the usefulness of organizers and apply appropriate pre-writing tasks.
- The student will use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- The student will edit to improve sentence fluency, grammar and usage.
- The student will apply tools to judge the quality of writing.
- The student will prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
- The student will compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
- The student will write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.
- The student will produce letters (e.g., business, letters to the editor, job applications) that follow the conventional styles appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.
- The student will use documented textual evidence to justify interpretations of literature or to support a research topic.
- The student will write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
- The student will use correct spelling conventions.
- The student will use correct punctuation and capitalization.
- The student will demonstrate understanding of the grammatical conventions of the English language.
- The student will formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
- The student will evaluate the usefulness and credibility of data and sources.
- The student will organize information from various resources and select appropriate sources to support central ideas, concepts and themes.
- The student will use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.
- The student will communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.
- The student will use a variety of strategies to enhance listening comprehension.

LANGUAGE ARTS EXIT SKILLS

GRADE 8 (continued)

- The student will analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
- The student will evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- The student will demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- The student will give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- The student will provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- The student will give presentations using a variety of delivery methods, visual displays and technology.

READING

- The student, given a fictional or nonfictional selection of at least three paragraphs, the student will select the meaning of unfamiliar words and multiple meaning words.
- The student, given a fictional or nonfictional selection of at least three paragraphs, will identify details (e.g., who, what, when, where, how or problem/resolution).
- The student, given a fictional or nonfictional selection of at least three paragraphs, will be able to sequence up to four items dealing with time, place, events and ideas.
- The student, given a fictional or nonfictional selection of paragraphs, will identify the stated or implied main ideas.
- The student given fictional or nonfictional selections, will predict probable outcomes.
- The student, given a fictional or nonfictional selection, will identify cause/effect.
- The student, given a list of statements, will distinguish between fact and opinion.
- The student, given a fictional or nonfictional selection, will identify supporting and nonsupporting details.
- The student, given fictional or nonfictional selections, will identify questions that point to the main idea and supporting details.
- The student, given fictional or nonfictional selections, will identify each author's point of view and purpose.
- The student, given a selection and specific audience, will select the most appropriate summary.
- The student, given every day/functional reading materials, will follow directions of multiple steps.

LANGUAGE ARTS EXIT SKILLS
GRADE (continued)

- The student, given the choice of a dictionary, phone book, encyclopedia, card catalog, atlas, almanac, newspaper, schedule, table of contents, and/or index, will select the appropriate reference source to use.
- The student, given the choice of charts, tables, diagrams, graphs, maps, labels, and/or signs, will locate and analyze information.
- The student, given an application form, will identify the meaning of vocabulary.
- The student, given a fictional or nonfictional selection, will identify each author's purpose (i.e., inform, entertain).
- The student, given a fictional selection, will demonstrate the ability to recognize story elements including setting, character, plot, theme, and mood.
- The student will preview and predict about stories.
- The student will use graphic organizers appropriate to the grade level. (story map, Venn Diagram, graphs and charts, T chart, K-W-L)
- The student will investigate a variety of genres.