

## English Language Arts Curriculum Checklist for 6-8

Strand	Standard and Benchmark	6	7	8
Meaning and Communication	<b>Standard 1: All students will read and comprehend general and technical material.</b>			
	1. Use reading for multiple purposes.			
	2. Read with developing fluency as variety of texts.			
	3. Employ multiple strategies to construct meaning.			
	4. Employ multiple strategies to recognize words as they construct meaning.			
	5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.			
Meaning and Communication	<b>Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</b>			
	1. Write fluently for multiple purposes to produce compositions.			
	2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own text.			
	3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.			
	4. Select and use appropriate language conventions when editing text.			
Meaning and Communication	<b>Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</b>			
	1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.			
	2. Begin to implement strategies to regulate effects of variables of the communication process.			
	3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.			
	4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors.			
	5. Employ appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts.			
	6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources.			
	7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience.			
	8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.			
Language	<b>Standard 4: All students will use the English language effectively.</b>			
	1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts.			
	2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations.			
	3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.			
	4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in given context.			
	5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields.			
Literature	<b>Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</b>			
	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.			
	2. Describe and discuss the shared issues in the human experiences that appear in literature and other texts from around the world.			
	3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experiences.			
	4. Investigate and demonstrate understanding of the cultural historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.			
	5. Investigate through literature and other texts various examples of distortion and stereotypes.			
Voice	<b>Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</b>			
	1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities.			
	2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.			

	3. Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.			
	4. Document and enhance a developing voice through multiple media.			
<b>Skills and Processes</b>	<b>Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</b>			
	1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.			
	2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.			
	3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.			
	4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes.			
<b>Genre and Craft of Language</b>	<b>Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.</b>			
	1. Select and use mechanics that enhance and clarify understanding.			
	2. Describe and use characteristics of various narrative genre elements of narrative technique to convey ideas and perspectives.			
	3. Describe and use characteristics of various informational genres and elements of expository text structure to convey ideas.			
	4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.			
	5. Explain how the characteristics of various oral, visual, and written texts and the textual aids they employ are used to convey meaning.			
<b>Depth of Understanding</b>	<b>Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</b>			
	1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.			
	2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.			
	3. Develop a thesis using key concepts, supporting evidence, and logical argument.			
<b>Ideas in Action</b>	<b>Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</b>			
	1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.			
	2. Perform the daily functions of a literate individual.			
	3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world.			
<b>Inquiry and Research</b>	<b>Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</b>			
	1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.			
	2. Explain and use resources that are most appropriate and readily available for investigating a particular questions or topic.			
	3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.			
	4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience.			
<b>Critical Standards</b>	<b>Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</b>			
	1. Differentiate sets of standards for individual use according to the purpose of the communication context.			
	2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.			
	3. Develop critical standards based on aesthetic qualities and use them to explain choices in reading, writing, speaking, listening, viewing, and representing			
	4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.			
	5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.			