



# ***Standards By Design:***

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## ***Seventh Grade and Eighth Grade for English Language Arts***



### **Acknowledgment**

The Oregon Department of Education gratefully acknowledges the Indiana Department of Education for allowing the modification of some of their materials for use in this document.

## Message to Students

### Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

Getting in shape academically is one of the most important things you can do to prepare for a successful future. Your future starts with Oregon’s academic standards. This booklet explains what you should know and be able to do in each subject, at your grade level.

Please review this guide with your teachers and share it with your parents and family. To be ready for tomorrow, get in top academic shape today. You can use this guide year round to check your progress.



## Message to Parents

**Dear Parent,**

Education is the building block of every student's future. To ensure all students have the opportunity to succeed, Oregon has adopted world-class academic standards in English/language arts, mathematics, science, social studies, the arts, health education, physical education and second languages. The academic content standards clearly outline what students should know and be able to do in each subject, at each grade level. Oregon's teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state's plan for improving student achievement. They provide a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today's economy and to earn enough to support a family, all students need to continue their education beyond high school, whether at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning occurs many places, not only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference. Nothing will have a bigger impact on your student's success than your involvement in his or her education.

On the next page is a list of 12 things you can do to help ensure your child has the best education possible – from preschool to post-high school opportunities. We hope you will use this guide as a tool to help your child succeed today and in the future.

Sincerely,

A handwritten signature in black ink that reads "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" and last name "Castillo" clearly legible.

Susan Castillo  
Superintendent of Public Instruction

## Twelve things parents can do to help students succeed

- 1. Promote education beyond high school.** Make sure your child knows you expect him or her to continue learning after high school – it's never too early to start raising these expectations. To keep our families, communities, and economy strong, all students need to keep learning.
- 2. Build relationships with your child's teachers.** Find out what each teacher expects of your child. Learn how you can help your child prepare to meet these expectations.
- 3. Read to your child.** Reading is the foundation for all learning and is one of the most important contributions you can make to your child's education. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows.
- 4. Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
- 5. Make math part of everyday life.** Paying bills, cooking, gardening, and even playing games are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
- 6. Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
- 7. Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home.
- 8. Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmer's market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.
- 9. Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits your child learns now will carry over into college and beyond.
- 10. Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
- 11. Start a college savings plan as soon as possible.** Investigate Oregon's College Savings Plan and other investment vehicles and contribute as much as you can.

**12. Promote high standards for all.** To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

**Remember:** You are the most important influence on your child. Oregon's academic standards give you important tools to ensure your child gets the best education possible and is well prepared for the future.



## Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills.

Assessments at the state level provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public.

Assessments at the classroom level help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

The Oregon Assessment of Knowledge and Skills (OAKS) consists of three broad areas:

**1. Multiple Choice Tests** present the student with a series of questions or problems. The student responds on an answer sheet and responses are scored by machine. These tests are required in grades 3-8 and high school/CIM for English Language Arts and mathematics and for grades 5, 8, and high school/CIM in science. An optional multiple choice test is also available for Social Sciences in grades 5, 8 and high school/CIM.

**2. State Writing Assessments** require students to give extended written responses to open-ended topics provided by the state in a supervised testing situation. Trained raters at state-run scoring sites judge student work using the state scoring guide. These performance assessments are required for grades 4, 7 and high school/CIM.

**3. Classroom Work Samples** are a series of formal classroom assessments available to Oregon teachers in grades 3 to high school/CIM that allow students to respond to locally provided topics or complex problems. Student work is rated by teachers in their own schools or districts using state scoring guides. Work samples are collected in Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry and Social Science Analysis.

### Who is required to take state assessments?

Third grade is the first time that many students will be taking a statewide assessment. Third grade students take tests in Reading/Literature and Mathematics that are delivered through TESA (Technology Enhanced State Assessment) a computerized adaptive testing system.

The table below lists the statewide assessment schedule, by grade.

### Required Statewide Testing

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>10/CIM</b>
<b>Reading/Literature</b>	X	X	X	X	X	X	X
<b>Writing</b>		X			X		X
<b>Mathematics</b>	X	X	X	X	X	X	X
<b>Science</b>			X			X	X
<b>Social Sciences (optional)</b>			X			X	X

## How is student performance measured on these assessments?

Content Standards describe what students in Oregon should learn. How well they learn the content is determined by Achievement Standards. These Achievement Standards, or “cut scores”, identify the score needed to demonstrate solid understanding of the Content Standards. The following table shows the current Achievement Standards in Reading/Literature and Mathematics for grades 3-8 and 10/CIM.

Grade	<u>Reading/Literature</u>		<u>Mathematics</u>		<u>Science</u>	
	Meet	Exceed	Meet	Exceed	Meet	Exceed
<b>3</b>	204	218	205	217	----	----
<b>4</b>	211	223	212	225	----	----
<b>5</b>	218	230	218	229	225	238
<b>6</b>	222	234	221	232	----	----
<b>7</b>	227	239	226	238	----	----
<b>8</b>	231	241	230	241	234	246
<b>10/CIM</b>	236	248	236	246	239	249

The state writing assessment and classroom work samples are scored using state scoring guides. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. For the state writing assessment, student work is scored by two different raters and their scores combined to create a “composite score.”

Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers are asked to align their classroom assessments carefully to the criteria described on the scoring guide. **Composite scores are not required for classroom work samples.**

For more information on assessments, please visit <http://www.ode.state.or.us/search/results/?id=169>

# English Language Arts

## Seventh Grade

Seventh grade students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to identify their own areas of reading interest. Seventh grade students begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

## Eighth Grade

Eighth grade students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Eighth grade students not only write or deliver research reports but also conduct their own research. They create clear, coherent compositions that engage the reader. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

## Reading

**CCG:** Decoding and Word Recognition :  
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

### Seventh Grade

EL.07.RE.01

**Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

### Eighth Grade

EL.08.RE.01

**Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

**CCG:** Listen to and Read Informational and Narrative Text :  
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

### Seventh Grade

EL.07.RE.02

**Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**

EL.07.RE.03

**Make connections to text, within text, and among texts across the subject areas.**

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Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.RE.04

**Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**

EL.07.RE.05

**Match reading to purpose--location of information, full comprehension, and personal enjoyment.**

EL.07.RE.06

**Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**

EL.07.RE.07

**Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

Eighth Grade

EL.08.RE.02

**Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**

EL.08.RE.03

**Make connections to text, within text, and among texts across the subject areas.**

EL.08.RE.04

**Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**

EL.08.RE.05

**Match reading to purpose--location of information, full comprehension, and personal enjoyment.**

EL.08.RE.06

**Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**

EL.08.RE.07

**Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

**CCG:** Vocabulary :

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Seventh Grade

EL.07.RE.08

**Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**

EL.07.RE.09

**Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.07.RE.10

*Determine meanings of words using contextual and structural clues.*

EL.07.RE.11

*Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.*

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EL.07.RE.12

*Clarify word meanings through the use of definition, inference, example, restatement, or contrast.*

EL.07.RE.13

**Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.**

Eighth Grade

EL.08.RE.08

**Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**

EL.08.RE.09

**Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.08.RE.10

*Determine meanings of words using contextual and structural clues.*

EL.08.RE.11

*Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.*

EL.08.RE.12

*Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.*

EL.08.RE.13

**Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.**

**CCG:** Read to Perform a Task :

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Seventh Grade

EL.07.RE.14

**Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.**

EL.07.RE.15

*Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.*

EL.07.RE.16

*Locate information by using consumer product information.*

EL.07.RE.17

**Understand and explain the use of a simple mechanical device by following technical directions.**

Eighth Grade

EL.08.RE.14

**Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.**

EL.08.RE.15

*Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.*

EL.08.RE.16

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**Understand and explain the use of a complex mechanical device by following technical directions.**

**CCG:** Informational Text: Demonstrate General Understanding :  
Demonstrate general understanding of grade-level informational text across the subject areas.

Seventh Grade

EL.07.RE.18

*Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.*

EL.07.RE.19

**Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.**

Eighth Grade

EL.08.RE.17

*Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.*

EL.08.RE.18

**Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.**

**CCG:** Informational Text: Develop an Interpretation :  
Develop an interpretation of grade-level informational text across the subject areas.

Seventh Grade

EL.07.RE.20

*Predict future outcomes supported by the text.*

EL.07.RE.21

*Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.*

EL.07.RE.22

Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level. See the Oregon Standards Newspaper for specifics.)

EL.07.RE.23

*Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

Eighth Grade

EL.08.RE.19

*Predict probable future outcomes supported by the text.*

EL.08.RE.20

*Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.*

EL.08.RE.21

*Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

**CCG:** Informational Text: Examine Content and Structure :  
Examine content and structure of grade-level informational text across the subject areas.

Seventh Grade

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Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.RE.24

*Determine the author's purpose and how the author's perspective influences the text.*

EL.07.RE.25

*Differentiate between conclusions that are based on fact and those that are based on opinions.*

EL.07.RE.26

*Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).*

EL.07.RE.27

**Compare and contrast information on the same topic after reading several passages or articles.**

EL.07.RE.28

**Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.**

Eighth Grade

EL.08.RE.22

*Determine the author's purpose and perspective and relate them to specific details in the text.*

EL.08.RE.23

*Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.*

EL.08.RE.24

*Compare and contrast information on the same topic after reading several passages or articles.*

EL.08.RE.25

**Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).**

EL.08.RE.26

**Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.**

EL.08.RE.27

**Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.**

## Literature

**CCG:** Listen to and Read Literary Text :

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

Seventh Grade

EL.07.LI.01

**Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.**

EL.07.LI.02

**Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

Eighth Grade

EL.08.LI.01

**Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.**

EL.08.LI.02

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Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

**Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

**CCG:** Literary Text: Demonstrate General Understanding :  
Demonstrate general understanding of grade-level literary text.

Seventh Grade

EL.07.LI.03

*Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

Eighth Grade

EL.08.LI.03

*Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

**CCG:** Literary Text: Develop an Interpretation :  
Develop an interpretation of grade-level literary text.

Seventh Grade

EL.07.LI.04

*Predict future outcomes supported by the text.*

EL.07.LI.05

*Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).*

EL.07.LI.06

*Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.*

EL.07.LI.07

*Identify and analyze development of themes conveyed through characters, actions, and images.*

EL.07.LI.08

*Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

EL.07.LI.09

*Infer unstated reasons for actions based on events and images in the text.*

Eighth Grade

EL.08.LI.04

*Predict probable future outcomes supported by the text, including foreshadowing clues.*

EL.08.LI.05

*Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.*

EL.08.LI.06

*Identify and analyze the development of themes in literary works based on evidence in the text.*

EL.08.LI.07

*Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

EL.08.LI.08

*Infer unstated reasons for actions based on evidence in the text.*

**CCG:** Literary Text: Examine Content and Structure :  
Examine content and structure of grade-level literary text.

Seventh Grade

EL.07.LI.10

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*Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.*

EL.07.LI.11

*Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).*

EL.07.LI.12

*Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.*

EL.07.LI.13

**Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).**

Eighth Grade

EL.08.LI.09

*Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.*

EL.08.LI.10

*Evaluate how well literary elements contribute to the overall effectiveness of a selection.*

EL.08.LI.11

Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level. See the Oregon Standards Newspaper for specifics.)

EL.08.LI.12

*Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.*

EL.08.LI.13

*Analyze how dialogue is used to develop characters and mood in a selection.*

EL.08.LI.14

**Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.**

EL.08.LI.15

**Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.**

## Writing

**CCG:** Planning, Evaluation, and Revision :  
Pre-write, draft, revise, edit, and publish across the subject areas.

Seventh Grade

EL.07.WR.01

**Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**

EL.07.WR.02

**Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**

EL.07.WR.03

**Identify audience and purpose.**

EL.07.WR.04

**Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.**

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EL.07.WR.05

**Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.**

EL.07.WR.06

**Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**

EL.07.WR.07

**Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**

EL.07.WR.08

**Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.**

EL.07.WR.09

**Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

Eighth Grade

EL.08.WR.01

**Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**

EL.08.WR.02

**Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**

EL.08.WR.03

**Identify audience and purpose.**

EL.08.WR.04

**Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.**

EL.08.WR.05

**Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.**

EL.08.WR.06

**Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**

EL.08.WR.07

**Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**

EL.08.WR.08

**Revise drafts for word choice, appropriate organization, consistent point of view-and transitions between paragraphs, passages, and ideas.**

EL.08.WR.09

**Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

**CCG:** Writing :

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

Seventh Grade

EL.07.WR.10

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*Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.*

EL.07.WR.11

*Write multi-paragraph compositions--descriptions, explanations, comparison-and-contrast papers, problem and solution essays--that:*

*State the thesis or purpose.*

*Explain the situation.*

*Organize the composition clearly, following an organizational pattern appropriate to the type of composition--comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.*

*Provide evidence to support arguments and conclusions.*

EL.07.WR.12

*Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.*

EL.07.WR.13

*Use varied word choices to make writing interesting and more precise.*

EL.07.WR.14

*To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).*

EL.07.WR.15

*To convey a livelier effect, use the active voice rather than the passive voice.*

EL.07.WR.16

*Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).*

Eighth Grade

EL.08.WR.10

*Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.*

EL.08.WR.11

*Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.*

EL.08.WR.12

*Establish coherence within and among paragraphs through effective transitions and parallel structures.*

EL.08.WR.13

*Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.*

EL.08.WR.14

*To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.*

EL.08.WR.15

*To enhance clarity and to support meaning, use parallelism in sentence construction--to present items in a series and items juxtaposed for emphasis.*

EL.08.WR.16

*To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.*

**CCG:** Conventions: Spelling :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Seventh Grade

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EL.07.WR.17

*Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).*

Eighth Grade

EL.08.WR.17

*Use correct spelling conventions.*

**CCG:** Conventions: Grammar :  
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Seventh Grade

EL.07.WR.18

*Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.*

EL.07.WR.19

*Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.*

EL.07.WR.20

*Demonstrate appropriate English usage.*

Eighth Grade

EL.08.WR.18

*Use consistent verb tenses.*

EL.08.WR.19

*Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).*

EL.08.WR.20

*Demonstrate appropriate English usage.*

**CCG:** Conventions: Punctuation :  
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Seventh Grade

EL.07.WR.21

*Use a comma after a dependent clause that introduces a sentence.*

EL.07.WR.22

*Use appropriate internal punctuation, including commas, semicolons, and colons.*

EL.07.WR.23

*Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.*

Eighth Grade

EL.08.WR.21

*Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons.*

**CCG:** Conventions: Capitalization :  
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Seventh Grade

EL.07.WR.24

*Use correct capitalization.*

Eighth Grade

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EL.08.WR.22

*Use correct capitalization.*

**CCG:** Conventions: Handwriting :  
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Seventh Grade

EL.07.WR.25

**Write legibly.**

Eighth Grade

EL.08.WR.23

**Write legibly.**

**CCG:** Writing Modes :  
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

*Personal Narrative*

*Fictional Narrative*

*Expository*

*Persuasive*

Eighth Grade

*Personal Narrative*

*Fictional Narrative*

*Expository*

*Persuasive*

**CCG:** Writing Applications: Narrative Writing :  
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

EL.07.WR.26

**Write fictional or autobiographical narratives:**

**Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.**

**Develop a point of view.**

**Develop complex major and minor characters and a definite setting.**

**Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.**

Eighth Grade

EL.08.WR.24

**Write biographical or autobiographical narratives or short stories:**

**Relate a clear, coherent incident, event, or situation by using well-chosen details.  
Reveal the significance of, or the writer's attitude about, the subject.  
Use narrative and descriptive strategies, including relevant dialogue, specific action,  
physical description, background description, and comparison or contrast of characters.**

**CCG:** Writing Applications: Expository Writing: Response to Literary Text (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

EL.07.WR.27

**Write responses to literature:**

**Develop interpretations exhibiting careful reading, understanding, and insight.  
Organize interpretations around several clear ideas, premises, or images from the literary work.**

**Justify interpretations through use of sustained examples and textual evidence.**

Eighth Grade

EL.08.WR.25

**Write responses to literature:**

**Demonstrate careful reading and insight into interpretations.  
Connect the student's own responses to the writer's techniques and to specific textual references.  
Draw supported inferences about the effects of a literary work on its audience.  
Support interpretations through references to the text, other works, other authors, or to personal knowledge.**

**CCG:** Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

EL.07.WR.28

**Write research reports:**

**Pose relevant questions about the topic.  
Distinguish credible sources.  
Convey clear and accurate perspectives on the subject.  
Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.  
Document sources.**

Eighth Grade

EL.08.WR.26

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**Write research reports:**

**Specify a thesis.**

**Use a variety of primary and secondary sources, and distinguish the nature and value of each.**

**Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.**

**Organize and display information on charts, tables, maps, and graphs.**

**Document sources.**

**CCG:** Writing Applications: Persuasive Writing (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

EL.07.WR.29

**Write persuasive compositions:**

**State a clear position or perspective in support of a proposition or proposal.**

**Describe the points in support of the proposition, employing well-articulated evidence.**

**Anticipate and address reader concerns and counter-arguments.**

Eighth Grade

EL.08.WR.27

**Write persuasive compositions:**

**Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.**

**Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.**

**Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.**

**CCG:** Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Seventh Grade

EL.07.WR.30

**Write summaries for a variety of informational text:**

**Include the main ideas and most significant details.**

**Use the student's own words, except for quotations.**

**Reflect underlying meaning, not just the superficial details.**

Eighth Grade

EL.08.WR.28

**Write documents related to career development, including simple business letters, job applications and resumes that:**

**Present information purposefully and succinctly, meeting the needs of the intended audience.**

**Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).**

EL.08.WR.29

**Write technical documents:**

**Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.**

**Include all the factors and variables that need to be considered.**

**Use formatting techniques, including headings, and changing the fonts to aid comprehension.**

**CCG:** Research Report Writing :

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Seventh Grade

EL.07.WR.31

**Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.**

EL.07.WR.32

**Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.**

EL.07.WR.33

**Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.**

EL.07.WR.34

**Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.**

EL.07.WR.35

**Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries--MLA, Reference Entries--APA).**

Eighth Grade

EL.08.WR.30

**Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.**

EL.08.WR.31

**Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.**

EL.08.WR.32

**Plan and conduct multiple-step information searches by using computer networks.**

EL.08.WR.33

**Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.**

EL.08.WR.34

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**Achieve an effective balance between documented researched information and original ideas.**

EL.08.WR.35

**Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries--MLA, Reference Entries--APA).**

## Speaking and Listening

### **CCG:** Speaking :

Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

Seventh Grade

EL.07.SL.01

**Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.**

EL.07.SL.02

**Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.**

EL.07.SL.03

**Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.**

EL.07.SL.04

**Use a variety of descriptive and accurate words appropriate to audience and purpose.**

EL.07.SL.05

**Use correct grammar consistently.**

EL.07.SL.06

**Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.**

Eighth Grade

EL.08.SL.01

**Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.**

EL.08.SL.02

**Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.**

EL.08.SL.03

**Use credible and relevant information to convey message.**

EL.08.SL.04

**Use feedback, including both verbal and non-verbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.**

EL.08.SL.05

**Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.**

EL.08.SL.06

**Use appropriate grammar.**

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EL.08.SL.07

**Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.**

**CCG:** Listening :  
Listen critically and respond appropriately across the subject areas.

Seventh Grade

EL.07.SL.07

**Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.**

EL.07.SL.08

**Determine the speaker's attitude toward the subject.**

EL.07.SL.09

**Respond to persuasive presentations with questions, challenges, or affirmations.**

Eighth Grade

EL.08.SL.08

**Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.**

EL.08.SL.09

**Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.**

**CCG:** Analysis :  
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

Seventh Grade

EL.07.SL.10

**Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.**

EL.07.SL.11

**Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.**

Eighth Grade

EL.08.SL.10

**Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.**

EL.08.SL.11

**Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).**

EL.08.SL.12

**Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.**