

MIDDLE SCHOOL

ENGLISH

SCOPE AND SEQUENCE

6TH ENGLISH
6TH READING

7TH ENGLISH
7TH READING

8TH ENGLISH
8TH READING

English, Grade 6

First Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- eliminate barriers to effective listening (4-8).[1.B]
- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8).[4.A]
- compare oral traditions across regions and cultures (4-8).[4.B]
- identify how language use such as labels and sayings reflects regions and cultures (4-8).[4.C]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6).[7.A]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6).[7.B]
- demonstrate characteristics of fluent and effective readers (4-6).[7.C]
- adjust reading rate based on purposes for reading (4-8).[7.D]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- determine a text's main (or major ideas) and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[18.C]

Second Six Weeks :: The student is expected to...

- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).[10.M]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).[11.B]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).[16.B]
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6).[16.C]
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6).[16.D]
- use resources to find correct spellings (4-8).[16.E]
- spell accurately in final drafts (4-8).[16.F]
- understand the influence of other languages and cultures on the spelling of English words (6-8).[16.G]
- use regular and irregular plurals correctly (4-6).[17.A]
- write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6).[17.B]
- use conjunctions to connect ideas meaningfully (4-8).[17.C]
- use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).[17.D]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[17.F]

English, Grade 6

- use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8). [17.G]
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8).[17.H]
- write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).[17.I]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[18.E]

Third Six Weeks :: The student is expected to...

- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). [5.A]
- demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8).[13.I]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- select and use voice and style appropriate to audience and purpose (6-8).[15.E]
- choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6).[15.F]
- produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).[15.H]
- use prepositional phrases to elaborate written ideas (4-8).[17.E]
- generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).[18.A]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[18.B]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[18.D]
- proofread his/her own writing and that of others (4-8).[18.H]
- select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). [18.I]
- apply criteria to evaluate writing (4-8).[19.A]
- respond in constructive ways to others' writings (4-8).[19.B]
- evaluate how well his/her own writing achieves its purposes (4-8).[19.C]
- analyze published examples as models for writing (4-8).[19.D]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8). [20.B]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]
- assess how language, medium, and presentation contribute to the message (6-8).[24.C]

English, Grade 6

Fourth Six Weeks :: The student is expected to...

- read to take action such as to complete forms, make informed recommendations, and write a response (6-8). [8.D]
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- distinguish denotative and connotative meanings (6-8).[9.F]
- use word origins as an aid to understanding historical influences on English word meanings (6-8).[9.G]
- describe mental images that text descriptions evoke (4-8).[10.D]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).[12.I]
- recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).[12.J]
- recognize how style, tone, and mood contribute to the effect of the text (6-8).[12.K]
- write to entertain such as to compose humorous poems or short stories (4-8).[15.D]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).[21.A]
- correspond with peers or others via e-mail or conventional mail (4-8).[21.B]

Fifth Six Weeks :: The student is expected to...

- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).[13.D]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[18.F]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[18.G]
- frame questions to direct research (4-8).[20.A]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]
- present information in various forms using available technology (4-8).[20.E]
- evaluate his/her own research and raise new questions for further investigation (4-8).[20.F]
- follow accepted formats for writing research, including documenting sources (6-8).[20.G]
- interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).[22.B]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]

Sixth Six Weeks :: The student is expected to...

- identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6). [2.B]
- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).[22.A]
- use media to compare ideas and points of view (4-8).[22.C]
- interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).[23.A]
- compare and contrast print, visual, and electronic media such as film with written story (4-8).[23.B]
- evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).[23.C]
- evaluate how different media forms influence and inform (6-8).[23.D]

Reading, Grade 6

First Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- analyze the use of aesthetic language for its effects (6-8).[3.C]
- present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).[5.C]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read silently with increasing ease for longer periods (4-8).[7.F]
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).[9.B]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- determine a text's main (or major ideas) and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).[10.M]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.B]
- understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).[12.E]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.G]
- describe how the author's perspective or point of view affects the text (4-8).[12.H]
- recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).[12.J]

Second Six Weeks :: The student is expected to...

- eliminate barriers to effective listening (4-8).[1.B]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8).[4.A]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6).[7.A]
- read classic and contemporary works (2-8).[8.A]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.C]
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).[12.I]
- interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).[13.D]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]
- assess how language, medium, and presentation contribute to the message (6-8).[24.C]

Reading, Grade 6

Third Six Weeks :: The student is expected to...

- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- compare oral traditions across regions and cultures (4-8).[4.B]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6).[7.B]
- select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).[8.B]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).[11.B]
- understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7).[12.D]
- summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- present information in various forms using available technology (4-8).[20.E]

Fourth Six Weeks :: The student is expected to...

- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- identify how language use such as labels and sayings reflects regions and cultures (4-8).[4.C]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6).[6.B]
- demonstrate characteristics of fluent and effective readers (4-6).[7.C]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8).[9.D]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- describe mental images that text descriptions evoke (4-8).[10.D]
- distinguish fact and opinion in various texts (4-8).[10.J]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.F]
- recognize how style, tone, and mood contribute to the effect of the text (6-8).[12.K]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]
- evaluate his/her own research and raise new questions for further investigation (4-8).[20.F]
- use media to compare ideas and points of view (4-8).[22.C]
- interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).[23.A]
- compare and contrast print, visual, and electronic media such as film with written story (4-8).[23.B]
- evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).[23.C]
- evaluate how different media forms influence and inform (6-8).[23.D]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]

Reading, Grade 6

Fifth Six Weeks :: The student is expected to...

- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). [3.A]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). [5.A]
- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- adjust reading rate based on purposes for reading (4-8).[7.D]
- read to take action such as to complete forms, make informed recommendations, and write a response (6-8). [8.D]
- distinguish denotative and connotative meanings (6-8).[9.F]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]
- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).[23.A]

Sixth Six Weeks :: The student is expected to...

- identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6). [2.B]
- analyze oral interpretations of literature for effects on the listener (6-8).[3.B]
- demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- use word origins as an aid to understanding historical influences on English word meanings (6-8).[9.G]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- use compiled information and knowledge to raise additional, unanswered questions (3-8).[13.H]
- present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8).[13.I]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8). [20.B]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]
- interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).[22.B]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]

English, Grade 7

First Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- eliminate barriers to effective listening (4-8).[1.B]
- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7).[7.A]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7).[7.B]
- adjust reading rate based on purposes for reading (4-8).[7.C]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- describe mental images that text descriptions evoke (4-8).[10.D]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- describe how the author's perspective or point of view affects the text (4-8).[12.H]
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).[12.I]
- recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).[12.J]
- choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8).[15.F]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).[18.A]
- proofread his/her own writing and that of others (4-8).[18.H]
- select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). [18.I]
- analyze published examples as models for writing (4-8).[19.D]
- review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). [19.E]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8). [20.B]

Second Six Weeks :: The student is expected to...

- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).[4.A]
- compare oral traditions across regions and cultures (4-8).[4.B]
- identify how language use such as labels and sayings reflects regions and cultures (4-8).[4.C]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). [5.A]
- demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- recognize how style, tone, and mood contribute to the effect of the text (6-8).[12.K]

English, Grade 7

- present organized statements, reports, and speeches using visuals or media to support meaning (6-8).[13.I]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).[15.H]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).[16.B]
- spell accurately in final drafts (4-8).[16.F]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[18.B]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[18.C]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[18.D]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[18.E]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[18.G]
- apply criteria to evaluate writing (4-8).[19.A]
- respond in constructive ways to others' writings (4-8).[19.B]
- evaluate how well his/her own writing achieves its purposes (4-8).[19.C]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]

Third Six Weeks :: The student is expected to...

- analyze a speaker's persuasive techniques and credibility (7-8).[2.B]
- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- select and use voice and style appropriate to audience and purpose (6-8).[15.E]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- spell derivatives correctly by applying the spellings of bases and affixes (7-8).[16.C]
- spell frequently misspelled words correctly such as their, they're, and there (7-8).[16.D]
- write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's (4-8).[17.G]
- collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).[21.A]

Fourth Six Weeks :: The student is expected to...

- draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8).[9.C]
- distinguish denotative and connotative meanings (6-8).[9.F]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).[10.M]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- use resources to find correct spellings (4-8).[16.E]
- write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).[17.A]
- use conjunctions to connect ideas meaningfully (4-8).[17.B]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[17.C]

English, Grade 7

- use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).[17.D]
- use prepositional phrases to elaborate written ideas (4-8).[17.E]
- use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8). [17.F]
- write with increasing accuracy when using pronoun case such as "She had the party." (6-8).[17.H]

Fifth Six Weeks :: The student is expected to...

- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8).[13.D]
- summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- use compiled information and knowledge to raise additional, unanswered questions (3-8).[13.H]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[18.F]
- frame questions to direct research (4-8).[20.A]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]
- present information in various forms using available technology (4-8).[20.E]
- evaluate his/her own research and frame new questions for further investigation (4-8).[20.F]
- follow accepted formats for writing research, including documenting sources (6-8).[20.G]

Sixth Six Weeks :: The student is expected to...

- interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8).[11.B]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]
- write to entertain such as to compose humorous poems or short stories (4-8).[15.D]
- correspond with peers or others via e-mail or conventional mail (4-8).[21.B]
- describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).[22.A]
- interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).[22.B]
- use media to compare ideas and points of view (4-8).[22.C]
- interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).[23.A]
- compare and contrast print, visual, and electronic media such as film with written story (4-8).[23.B]
- evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8).[23.C]
- evaluate how different media forms influence and inform (6-8).[23.D]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]
- assess how language, medium, and presentation contribute to the message (6-8).[24.C]

Reading, Grade 7

First Six Weeks :: The student is expected to...

- listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). [3.A]
- analyze oral interpretations of literature for effects on the listener (6-8).[3.B]
- analyze the use of aesthetic language for its effects (6-8).[3.C]
- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7).[7.B]
- read silently with increasing ease for longer periods (4-8).[7.E]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- read to take action such as to complete forms, make informed recommendations, and write a response (6-8). [8.D]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).[10.M]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.F]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.G]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- use compiled information and knowledge to raise additional, unanswered questions (3-8).[13.H]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]

Second Six Weeks :: The student is expected to...

- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- distinguish fact and opinion in various texts (4-8).[10.J]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- select and use voice and style appropriate to audience and purpose (6-8).[15.E]
- choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8).[15.F]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).[15.H]

Reading, Grade 7

- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).[16.B]
- spell derivatives correctly by applying the spellings of bases and affixes (7-8).[16.C]
- spell frequently misspelled words correctly such as their, they're, and there (7-8).[16.D]
- use resources to find correct spellings (4-8).[16.E]
- spell accurately in final drafts (4-8).[16.F]
- understand the influence of other languages and cultures on the spelling of English words (6-8).[16.G]
- write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).[17.A]
- generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).[18.A]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[18.B]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[18.C]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[18.D]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[18.F]
- proofread his/her own writing and that of others (4-8).[18.H]
- apply criteria to evaluate writing (4-8).[19.A]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).[20.B]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]
- compare and contrast print, visual, and electronic media such as film with written story (4-8).[23.B]
- evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8).[23.C]
- evaluate how different media forms influence and inform (6-8).[23.D]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]
- assess how language, medium, and presentation contribute to the message (6-8).[24.C]

Third Six Weeks :: The student is expected to...

- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- analyze a speaker's persuasive techniques and credibility (7-8).[2.B]
- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]

Fourth Six Weeks :: The student is expected to...

- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- distinguish denotative and connotative meanings (6-8).[9.F]
- use word origins as an aid to understanding historical influences on English word meanings (6-8).[9.G]

Fifth Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- eliminate barriers to effective listening (4-8).[1.B]
- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).[4.A]
- compare oral traditions across regions and cultures (4-8).[4.B]
- identify how language use such as labels and sayings reflects regions and cultures (4-8).[4.C]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).[5.A]

Reading, Grade 7

- demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).[5.C]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- read classic and contemporary works (2-8).[8.A]
- select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).[8.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8).[9.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8).[9.D]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- describe mental images that text descriptions evoke (4-8).[10.D]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.B]
- understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7).[12.D]
- understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).[12.E]
- describe how the author's perspective or point of view affects the text (4-8).[12.H]
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).[12.I]
- recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).[12.J]
- recognize how style, tone, and mood contribute to the effect of the text (6-8).[12.K]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- present organized statements, reports, and speeches using visuals or media to support meaning (6-8).[13.I]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]
- present information in various forms using available technology (4-8).[20.E]
- describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).[22.A]
- interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).[22.B]
- use media to compare ideas and points of view (4-8).[22.C]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]

Sixth Six Weeks :: The student is expected to...

- use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).[6.B]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7).[7.A]
- adjust reading rate based on purposes for reading (4-8).[7.C]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.D]
- draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8).[9.B]
- interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8).[11.B]

Reading, Grade 7

- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]

- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.C]
- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8).[13.D]
- summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- use conjunctions to connect ideas meaningfully (4-8).[17.B]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[17.C]

English, Grade 8

First Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- eliminate barriers to effective listening (4-8).[1.B]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8).[7.A]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8).[7.B]
- adjust reading rate based on purposes for reading (4-8).[7.C]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).[13.D]
- use resources to find correct spellings (4-8).[16.E]
- generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).[18.A]

Second Six Weeks :: The student is expected to...

- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). [3.A]
- analyze the use of aesthetic language for its effects (6-8).[3.C]
- connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).[4.A]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). [5.A]
- demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.D]
- read classic and contemporary works (2-8).[8.A]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- read to take action such as to complete forms, to make informed recommendations, and write a response (6-8). [8.D]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).[9.B]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- describe mental images that text descriptions evoke (4-8).[10.D]

English, Grade 8

- select and use voice and style appropriate to audience and purpose (6-8).[15.E]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- spell accurately in final drafts (4-8).[16.F]
- write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).[17.A]
- use conjunctions to connect ideas meaningfully (4-8).[17.B]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[17.C]
- use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).[17.D]
- write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6-8).[17.H]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[18.B]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[18.C]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[18.D]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[18.E]
- proofread his/her own writing and that of others (4-8).[18.H]
- select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).[18.I]
- evaluate how well his/her own writing achieves its purposes (4-8).[19.C]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).[20.B]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]

Third Six Weeks :: The student is expected to...

- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- analyze a speaker's persuasive techniques and credibility (7-8).[2.B]
- use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).[6.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- study word meanings systematically such as across curricular content areas and through current events (4-8).[9.E]
- distinguish denotative and connotative meanings (6-8).[9.F]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience(4-8).[10.H]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- use compiled information and knowledge to raise additional, unanswered questions (3-8).[13.H]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).[15.H]

English, Grade 8

- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).[16.B]
- spell derivatives correctly by applying the spellings of bases and affixes (7-8).[16.C]
- spell frequently misspelled words correctly such as their, they're, and there (7-8).[16.D]
- use prepositional phrases to elaborate written ideas (4-8).[17.E]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[18.F]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[18.G]
- apply criteria to evaluate writing (4-8).[19.A]
- respond in constructive ways to others' writings (4-8).[19.B]
- collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).[21.A]

Fourth Six Weeks :: The student is expected to...

- compare oral traditions across regions and cultures (4-8).[4.B]
- read silently with increasing ease for longer periods (4-8).[7.E]
- distinguish fact and opinion in various texts (4-8).[10.J]
- interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).[11.B]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.B]
- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]
- frame questions to direct research (4-8).[20.A]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]

Fifth Six Weeks :: The student is expected to...

- present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).[5.C]
- select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).[8.B]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- write to entertain such as to compose humorous poems or short stories (4-8).[15.D]
- choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8).[15.F]
- understand the influence of other languages and cultures on the spelling of English words (6-8).[16.G]
- use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).[17.F]
- write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's (4-8).[17.G]
- analyze published examples as models for writing (4-8).[19.D]
- present information in various forms using available technology (4-8).[20.E]

English, Grade 8

Sixth Six Weeks :: The student is expected to...

- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- present organized statements, reports, and speeches using visuals or media to support meaning (6-8).[13.I]
- review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).[19.E]
- evaluate his/her own research and frame new questions for further investigation (4-8).[1.B,20.F]
- follow accepted formats for writing research, including documenting sources (6-8).[20.G]
- correspond with peers or others via e-mail or conventional mail (4-8).[21.B]
- use media to compare ideas and points of view (4-8).[22.C]
- evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).[23.C]
- evaluate how different media forms influence and inform (6-8).[23.D]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]

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First Six Weeks :: The student is expected to...

- use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).[6.B]
- read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8).[7.A]
- read silently with increasing ease for longer periods (4-8).[7.E]
- read classic and contemporary works (2-8).[8.A]
- read to take action such as to complete forms, to make informed recommendations, and write a response (6-8). [8.D]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- describe mental images that text descriptions evoke (4-8).[10.D]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.F]
- describe how the author's perspective or point of view affects the text (4-8).[12.H]
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).[12.I]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]
- produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).[15.H]
- spell derivatives correctly by applying the spellings of bases and affixes (7-8).[16.C]
- spell frequently misspelled words correctly such as their, they're, and there (7-8).[16.D]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[18.B]
- assess how language, medium, and presentation contribute to the message (6-8).[24.C]

Second Six Weeks :: The student is expected to...

- listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).[1.D]
- distinguish fact and opinion in various texts (4-8).[10.J]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).[10.K]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- select and use voice and style appropriate to audience and purpose (6-8).[15.E]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).[16.B]
- use conjunctions to connect ideas meaningfully (4-8).[17.B]
- generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).[18.A]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[18.G]
- proofread his/her own writing and that of others (4-8).[18.H]
- apply criteria to evaluate writing (4-8).[19.A]
- compare and contrast print, visual, and electronic media such as film with written story (4-8).[23.B]
- evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).[23.C]

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Third Six Weeks :: The student is expected to...

- interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).[2.A]
- analyze a speaker's persuasive techniques and credibility (7-8).[2.B]
- distinguish between the speaker's opinion and verifiable fact (4-8).[2.C]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.G]

Fourth Six Weeks :: The student is expected to...

- compare his/her own perception of a spoken message with the perception of others (6-8).[2.E]
- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). [6.A]
- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8).[7.B]
- adjust reading rate based on purposes for reading (4-8).[7.C]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.D]
- select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).[8.B]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- distinguish denotative and connotative meanings (6-8).[9.F]
- use word origins as an aid to understanding historical influences on English word meanings (6-8).[9.G]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).[10.M]

Fifth Six Weeks :: The student is expected to...

- determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).[1.A]
- eliminate barriers to effective listening (4-8).[1.B]
- understand the major ideas and supporting evidence in spoken messages (4-8).[1.C]
- monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).[2.D]
- evaluate a spoken message in terms of its content, credibility, and delivery (6-8).[2.F]
- listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). [3.A]
- analyze oral interpretations of literature for effects on the listener (6-8).[3.B]
- analyze the use of aesthetic language for its effects (6-8).[3.C]
- connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).[4.A]
- compare oral traditions across regions and cultures (4-8).[4.B]
- identify how language use such as labels and sayings reflects regions and cultures (4-8).[4.C]
- adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). [5.A]
- demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).[5.B]
- present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).[5.C]
- generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).[5.D]
- use effective rate, volume, pitch, and tone for the audience and setting (4-8).[5.E]
- clarify and support spoken ideas with evidence, elaborations, and examples (4-8).[5.F]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8).[9.D]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]

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- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.A]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.B]
- understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8).[12.D]
- understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8).[12.E]
- recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).[12.J]
- recognize how style, tone, and mood contribute to the effect of the text (6-8).[12.K]
- produce research projects and reports in effective formats for various audiences (6-8).[13.F]
- draw conclusions from information gathered from multiple sources (4-8).[13.G]
- use compiled information and knowledge to raise additional, unanswered questions (3-8).[13.H]
- present organized statements, reports, and speeches using visuals or media to support meaning (6-8).[13.I]
- organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).[20.B]
- take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).[20.C]
- summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).[20.D]
- present information in various forms using available technology (4-8).[20.E]
- identify challenges faced by published authors and strategies they use to compose various types of text (7-8). [21.C]
- describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).[22.A]
- interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).[22.B]
- use media to compare ideas and points of view (4-8).[22.C]
- select, organize, or produce visuals to complement and extend meanings (4-8).[24.A]
- produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).[24.B]

Sixth Six Weeks :: The student is expected to...

- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).[9.B]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).[11.B]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.C]
- form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).[13.A]
- use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).[13.B]
- use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).[13.C]
- interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).[13.D]
- summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).[13.E]
- write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).[15.A]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- use resources to find correct spellings (4-8).[16.E]

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- spell accurately in final drafts (4-8).[16.F]
- write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).[17.A]
- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[17.C]
- use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).[17.D]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[18.C]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[18.D]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[18.E]
- evaluate how different media forms influence and inform (6-8).[23.D]