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<th>GRADE 5</th>
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<td><strong>LANGUAGE STRAND</strong></td>
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<tr>
<td>1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.</td>
<td>1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.</td>
<td>1.4 Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</td>
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</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
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</tr>
<tr>
<td>▶ Why we need rules</td>
<td>▶ Difference between a formal and informal discussion</td>
<td>▶ To wait their turn.</td>
<td>▶ Difference between informal class discussions and a variety of formal presentations i.e. oral reports, debates, “official” group discussions.</td>
</tr>
<tr>
<td>▶ What would happen if there were no rules.</td>
<td>▶ Different rules in both large and small groups</td>
<td>▶ Discussions require active listening and speaking skills</td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>▶ The discussion rules agreed upon in the class.</td>
<td>▶ Rules for discussions such as keep to the topic, do not interrupt the speaker, ask questions if something is unclear, and take turns contributing ideas.</td>
<td>▶ Formal discussions utilize rules not used in informal discussions.</td>
<td>▶ Discuss with respect and efficiency.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>▶ Participate in a peer-mediated small group discussion</td>
<td>▶ Support opinions with information from a text or other written material.</td>
<td>▶ Identify the rules of formal discussions</td>
<td>▶ Follow rules for discussion with &gt;90% compliance.</td>
</tr>
<tr>
<td>▶ Support opinions with information from a text or other written material.</td>
<td><strong>Students will KNOW:</strong></td>
<td>▶ Monitor their own discussion groups</td>
<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
<td>▶ How to formulate questions for interviews</td>
<td>▶ Utilize a “talking stick” or other device to determine who has the “floor”</td>
<td>▶ How to listen carefully to the ideas of others.</td>
</tr>
<tr>
<td>▶ Interviewing is a formal way of asking a person questions.</td>
<td>▶ How to choose and pose questions for an interview</td>
<td><strong>Students will KNOW:</strong></td>
<td>▶ How to extract the speaker’s main points</td>
</tr>
<tr>
<td>▶ A successful interview requires preparation.</td>
<td>▶ Listen to others</td>
<td>▶ Information in a discussion must be relevant</td>
<td>▶ New information can enhance their own work or enhance the methods the student uses to create a better product.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td>▶ Contribute to a discussion</td>
<td>▶ Everyone has a right to express his/her opinion</td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>▶ Formulate appropriate interview questions.</td>
<td>▶ Participate in an interview</td>
<td>▶ Listening to other’s ideas broadens their understanding</td>
<td>▶ Make oral presentations that demonstrate appropriate consideration of audience.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td>▶ Etiquette for conducting an interview</td>
<td>▶ Not all comments follow the theme; irrelevant comments must be differentiated from relevant comments</td>
<td></td>
</tr>
<tr>
<td>▶ How to take notes during an interview</td>
<td><strong>Students will KNOW:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
<td>▶ Conduct an interview using both teacher</td>
<td>▶ How to listen carefully to the ideas of others.</td>
<td>▶ How to extract the speaker’s main points</td>
</tr>
<tr>
<td>▶ Information in a discussion must be relevant</td>
<td><strong>Students will KNOW:</strong></td>
<td>▶ New information can enhance their own work or enhance the methods the student uses to create a better product.</td>
<td><strong>Students will KNOW:</strong></td>
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<tr>
<td>▶ Everyone has a right to express his/her opinion</td>
<td>▶ Listening to other’s ideas broadens their understanding</td>
<td>▶ Not all comments follow the theme; irrelevant comments must be differentiated from relevant comments</td>
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<td><strong>Students will KNOW:</strong></td>
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January 2009
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</table>
| provided and self-generated questions  
Read about the interview topic then generate interview questions  
Take notes during an interview or from a tape of an interview  
Write a report from an interview (For example: Veteran’s Project)  
Present information gathered to class in a variety of formats. | Students will be able to DO:  
Wait their turn  
Listen without interrupting  
Restate what another has said  
Provide at least two sides to any argument  
Paraphrase main ideas  
Ignore tangential or irrelevant commentary | purpose, and the information to be conveyed.  
As an audience, glean appropriate information from the report,  
Ask pertinent questions  
Integrate information they have acquired into their own work. | No comparable standard in this grade |
| No comparable standard in this grade | No comparable standard in this grade | 3.10 Present an organized interpretation of a literary work, film, or dramatic production. | 3.10 Present an organized interpretation of a literary work, film, or dramatic production. |
| Students will KNOW:  
Background knowledge, experiences, and personal opinions affect interpretations  
Information must be collected and organized interpretations are influenced by one’s background knowledge, experiences, and personal opinions  
Presentations are designed and delivered with audience in mind  
Voice inflection, body language, posture, and eye contact affect delivery  
Students will be able to DO:  
Presentations to various audiences with specific attention to methods of delivery (i.e., visual aids, tone of voice, etc.) | Students will KNOW:  
Different topics or purposes require different presentation methods.  
Different audiences require different presentation methods/materials.  
Students will be able to DO:  
Present oral book reports to peer groups with all appropriate information accurately conveyed.  
Act out a play in the classroom using appropriate elocution, gesture, movement and props | No comparable standard in this grade |
| No comparable standard in this grade | No comparable standard in this grade | 3.11 Use appropriate techniques for oral persuasion. | 3.11 Use appropriate techniques for oral persuasion. |
| Students will KNOW:  
Persuasion requires more attention to facts and delivery than other forms of oral presentation  
Understand the importance of syntax and | Students will KNOW:  
Different audiences require different presentation methods/materials.  
Students will be able to DO: |
### GRADE 5

- **Students will know:**
  - Basic rules on presentations, eye contact, stance, gestures, voice tone and projection, dress, language appropriate for audience
  - How to organize their presentation

- **Students will be able to do:**
  - Follow given presentation guidelines for a particular type of presentation
  - Read aloud a character sketch or story (see standard 6.4)
  - Read aloud a story or play speaking slowly, clearly, and loudly enough to be heard by your audience; use different voices for different characters; and read with expression

### GRADE 6

- **Students will know:**
  - How to make an oral presentation respecting the needs of the audience
  - Specific purpose of the information needed to be conveyed
  - Basic rules on presentations – speak slowly and clearly, project your voice so audience can hear.

- **Students will be able to do:**
  - Prepare appropriate delivery for various audiences, alter pace, voice and gestures to fit the need of the audience and use visual aids when appropriate
  - Prepare notes for an oral presentation
  - Read a story and retell it to a small group.

### GRADE 7

- **Students will know:**
  - Different audiences require different structures and delivery
  - Syntax and word choice are taken into consideration when planning for particular audiences
  - Dramatic readings involve the use of voice inflection and pacing as well as body language

- **Students will be able to do:**
  - Modify oral presentations for various audiences.
  - Create presentations in multiple registers: formal, casual

### GRADE 8

- **Students will know:**
  - Different topics or purposes require different presentation methods.

- **Students will be able to do:**
  - Read a story or present a play to a group of younger students either in person or via the school’s local network in a “podcast” format.

- **Students will be able to do:**
  - Give a persuasive argument to peer groups using appropriate methods and materials for argumentation

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3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (*gestures, vocabulary, pace, visuals*) and using language for dramatic effect.

3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (*gestures, vocabulary, pace, visuals*) and using language for dramatic effect.

3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (*gestures, vocabulary, pace, visuals*) and using language for dramatic effect. For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.

3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (*gestures, vocabulary, pace, visuals*) and using language for dramatic effect. For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.

3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (*gestures, vocabulary, pace, visuals*) and using language for dramatic effect. For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.

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### Grade 5

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>How to use teacher created guidelines/checklist/criteria sheet/rubric for a presentation</td>
<td>Vary their presentations according to their audience and purpose</td>
</tr>
<tr>
<td>Use teacher-developed assessment guidelines (rubrics)</td>
<td>Use teacher-developed assessment criteria to prepare and assess their presentations</td>
</tr>
</tbody>
</table>

### Grade 6

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
<th>Students will be able to DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations need to meet expectations of a given set of criteria or rubric</td>
<td>Implement presentations guidelines</td>
</tr>
<tr>
<td>Evaluate presentation criteria using rubric</td>
<td>Create and utilize scoring rubrics to assess their own and their classmates’ oral presentations</td>
</tr>
</tbody>
</table>

### Grade 7

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
<th>Students will be able to DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five components of an effective oral presentation: posture, eye contact, body language, voice volume and inflection</td>
<td>Create a scoring rubric for oral presentations</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
<th>Students will be able to DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different topics or purposes require different presentation methods.</td>
<td>Create a scoring rubric for oral presentations</td>
</tr>
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</table>

**4.17 Determine the meaning of unfamiliar words using context clues.**

**Students will KNOW:**
- A word’s context consists of the words and sentences surrounding it.
- Context clues can help readers figure out a word’s meaning.
- Word families, words related in both spelling and meaning, can help determine the meaning of unfamiliar words.

**Students will be able to DO:**
- Use context clues to figure out the meanings of unfamiliar words.

**Students will KNOW:**
- New vocabulary words using context clues and will apply it appropriately in reading, writing and speaking.
- A word’s context consists of the words and sentences surrounding it. (review)

**Students will be able to DO:**
- State meaning of words after hearing or reading them in a sentence or other longer pieces of language
- Choose a vocabulary word and write a sentence with the word that gives clues to its meaning.
- Identify unfamiliar words in a reading selection, identify meaning from context clues, and record thought process on chart.

**Students will KNOW:**
- Word meanings can be constructed from contextual clues
- Suffix and prefix meanings can aid in determining meaning of unfamiliar words
- Syntax provides clues as to a word’s usage (part of speech)

**Students will be able to DO:**
- Use context clues to determine the meaning of unfamiliar words
- Once the usage has been established, students will use the remaining parts of the text to make an educated guess regarding the word’s meaning
- Use prefixes and suffixes to help determine meaning
- Find synonyms, properties, or examples which provide clues to the unfamiliar word’s meaning
### Grade 5

| 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes. |

#### Students will KNOW:
- Meanings of common suffixes and prefixes
- How a prefix/suffix alters the meaning of a base word
- Base words can stand alone
- A root word is a part of a word that has meaning, but cannot stand alone
- Function of roots, prefixes and suffixes

#### Students will be able to DO:
- Identify base words
- Identify compound words
- Use syllabication/chunking techniques
- Recognize and use Roots rupt, struct, spect, opt, vis, vid
- Recognize and use Suffixes -ward, -ous, -ive, -ic, -ly, -ness, -ment, -ful, -less, -ion, -ent, -ant, able, ible
- Recognize use Prefixes – sub-, sur-, un-, dis-, in-, re-, com-, con-, en-, ex-, pre-, pro-

### Grade 6

| 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes. |

#### Students will KNOW:
- Many English words have Greek or Latin word roots.

#### Students will be able to DO:
- Determine the meaning of unfamiliar words using Greek and Latin roots, suffixes and prefixes
- Identify base words
- Use syllabication/chunking techniques
- Recognize and use Roots rupt, struct, spect, opt, vis, vid
- Recognize and use Suffixes –ful, -less, ly, -er, -or, -ar, -ist, -ly, -ive, -ic, -ure, -ian, -ian, -en, -ence, -ance, -able, -ible
- Recognize use Prefixes – un-, re-, in-, im-, con-, de-, dis-, ex-, inter-, per-, pre-, ad-, ob-

### Grade 7

| 4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes. |

#### Students will KNOW:
- Root words provide the foundation for a word’s meaning
- Suffixes and prefixes alter a root’s meaning
- Recognize most common Greek and Latin suffixes and prefixes.

#### Students will be able to DO:
- Decipher word meanings by examining roots, suffixes and prefixes
- Vary a word’s usage by adding suffixes: i.e., distribute to distribution
- Recognize the pronunciation, meaning, alternative word choices, and parts of speech of words using dictionaries and thesauruses.

### Grade 8

| 4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes. |

#### Students will KNOW:
- Meanings of unfamiliar words can be puzzled out with a solid understanding of core Latin and Greek root words and prefixes.

#### Students will be able to DO:
- Decipher meanings of unfamiliar words using above knowledge.
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<th>GRADE 8</th>
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<tbody>
<tr>
<td>Entry words in a dictionary are arranged in alphabetical order.</td>
<td>Entry words.</td>
<td>meaning, part of speech, pronunciation, and etymology</td>
<td>etymologies of words using dictionaries and thesauruses.</td>
</tr>
<tr>
<td>A thesaurus is used to find synonyms and antonyms for word.</td>
<td>The base word is divided into syllables with dots.</td>
<td>Use the thesaurus to find alternative word choices</td>
<td>Edit their own and partner’s essays by using dictionary and thesaurus to improve and/or vary word choices.</td>
</tr>
<tr>
<td>Many words can be used as more than one part of speech and a dictionary can be used to find the right part of speech.</td>
<td>An accent mark shows which syllable is emphasized when the word is spoken.</td>
<td></td>
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<tr>
<td>Dictionaries generally list all acceptable pronunciations of a word.</td>
<td>Most dictionaries and glossaries contain a spelling table, a pronunciation key, or both.</td>
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</tr>
<tr>
<td>Students will be able to DO:</td>
<td>A thesaurus is used to find synonyms and antonyms for word. (review)</td>
<td></td>
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<tr>
<td>Use alphabetical order to find words in a dictionary.</td>
<td>Use pronunciation key in a dictionary to figure out how to pronounce words.</td>
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<tr>
<td>Find definitions in a dictionary.</td>
<td>Use dictionary definitions to determine the parts of speech of words.</td>
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<tr>
<td>Use pair of guide words to locate the page of specific entry words.</td>
<td>Use a dictionary to find varied pronunciations for words.</td>
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<tr>
<td>Look up synonyms in a thesaurus then write sentences using each synonym correctly.</td>
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<tr>
<td>Use pronunciation key in a dictionary to figure out how to pronounce words.</td>
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<tr>
<td>Use dictionary definitions to determine the parts of speech of words.</td>
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<tr>
<td>Use a dictionary to find varied pronunciations for words.</td>
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</table>

Students will KNOW:
- Words can perform different functions according to their position in a sentence.

5.12 Recognize that a word performs different functions according to its position in the sentence.

Students will KNOW:
- Words perform different functions depending on their position in a sentence. Ask themselves: Is it a word I know? Does it make sense in what I’m reading?

5.15 Recognize the basic patterns of English sentences (for example, noun-verb; noun-verb-noun; noun-verb-noun-noun).

Students will KNOW:
- English language is constructed of eight different parts of speech-noun, pronoun, adjective, verb, adverb, conjunction, interjection, and preposition.

5.15 Recognize the basic patterns of English sentences (for example, noun-verb; noun-verb-noun; noun-verb-noun-noun).

Students will KNOW:
- This standard is addressed in Grade 7 and will be reviewed in Grade 8.

Students will be able to DO:
- Recognize the noun-verb; noun-verb-
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<td>on the position of the word in a sentence. ie: Homophones, subject and object pronouns, pronouns, adverbs, prepositions, adjectives, irregular verb(s)</td>
<td>Students will be able to DO:</td>
<td>a different function in a sentence</td>
<td>noun; noun-verb-noun-noun and noun-linking verb-noun patterns in various exercises and short story readings. Use pattern recognition to enhance reading comprehension, with particular emphasis on understanding direct and indirect object and predicate nominatives.</td>
</tr>
<tr>
<td>‣ Write, identify or speak sentences demonstrating a given word in a given position.</td>
<td>Students will be able to DO:</td>
<td>Identify the function of each of eight basic parts of speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Sentence structures can be diagrammed so that the function of each part of speech becomes apparent</td>
<td>Identify each part of speech as it is used in a sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‣ Diagram the basic elements of a sentence-noun, verb, adjective, adverb, and conjunction</td>
<td>Vary sentence constructions by utilizing different patterns</td>
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<td>Students will KNOW:</td>
<td>Students will KNOW:</td>
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<tr>
<td></td>
<td></td>
<td>‣ A clause is a sentence</td>
<td>‣ This standard is address in Grade 7 and will be reviewed in Grade 8.</td>
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<tr>
<td></td>
<td></td>
<td>‣ A clause contains a noun and a verb</td>
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<td>‣ The only clause that doesn’t contain a noun is one which utilizes the understood “you”</td>
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<td></td>
<td></td>
<td>‣ What is meant by the understood “you”</td>
<td>Students will be able to DO:</td>
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<tr>
<td></td>
<td></td>
<td>‣ A phrase enhances a clause but can’t stand alone</td>
<td>‣ Demonstrate understanding of phrases and clauses in review exercises and in correctly written and punctuated student written essays and short stories.</td>
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<td>Students will be able to DO:</td>
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<td></td>
<td>‣ Write sentences using appropriate noun-verb combinations with or without the understood “you.”</td>
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<td>‣ Utilize commas and/or proper syntax to distinguish phrases from clauses</td>
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</tr>
<tr>
<td>No comparable standard in this grade</td>
<td>No comparable standard in this grade</td>
<td>5.16 Distinguish phrases from clauses.</td>
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<td>Students will KNOW:</td>
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<td></td>
<td></td>
<td>‣ Prepositional phrases can be used to enhance our understanding of nouns and verbs</td>
<td>Students will KNOW:</td>
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<tr>
<td></td>
<td></td>
<td>‣ Prepositional phrases function as adverbs or adjectives</td>
<td>‣ This standard is addressed in Grade 7 and will be reviewed in Grade 8.</td>
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<tr>
<td>Students will KNOW:</td>
<td>5.17 Identify prepositional phrases.</td>
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</table>
### Grade 5

**Students will KNOW:**
- A common noun names any person, place, thing, or idea.
- A proper noun names a particular person, place, or thing and is always capitalized.
- A pronoun is a word that replaces a noun.
- I, you, he, she, it, we, and they are subject pronouns.
- Me, you, him, her, it, us, and them are object pronouns.
- A verb is the main word or words in the complete predicate.
- Action verbs tell what the subject does/did.
- An adverb is a word that tells how, when, or where.
- Adverbs can describe verbs; many end with -ly.
- Good is an adjective and well is an adverb unless well refers to someone’s health.
- An adjective describes a noun or pronoun and tells what kind or how many.
- A conjunction may be used to join words in a sentence or to join sentences.
- A preposition relates the noun or pronoun that follows it to another word in the sentence.
- The object of a preposition is the noun or the pronoun that follows the preposition.
- An interjection is an abrupt remark said.

**5.9 Identify eight basic parts of speech:**
- noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection.

### Grade 6

**Students will KNOW:**
- The simple definition of the eight parts of speech.
- A singular noun names one person, place, thing, or ideas. A plural noun names more than one person, place, thing, or idea.
- In proper nouns of more than one word, each important word is capitalized.
- Add -s or -es to most singular nouns to form the plural.
- Some nouns have the same singular and plural forms and some nouns are spelled differently in the plural.
- The receiver of a verb’s action is the direct object. A direct object answers the question Whom? Or What? More than one direct object may follow an action verb.
- A transitive verb is an action verb that has a direct object and an intransitive verb has no direct object.
- Some verbs are easily confused. These are sit and set, lie and lay, rise and raise, lend and borrow, let and leave, and teach and learn.
- A, an, and the are special adjectives called articles. A and an refer to any item in a group; the refers to a specific item or items.
- Demonstrative adjectives tell which one. This and these point out items nearby; that

**Students will KNOW:**
- There are three types of pronouns-nominaive/subjective, objective, and possessive.

**Students will be able to DO:**
- Identify prepositional phrases and their component parts in texts and evaluate their effectiveness in furthering the author’s purpose.
- Write prepositional phrases that enhance the nouns and verbs in their sentences.
- Recognize appropriate use of pronoun reference.
- Use pronouns appropriately depending on their purposes in the sentence.

### Grade 7

**Students will KNOW:**
- Correct use of pronoun reference is critical to effective writing.
- Recognize pronouns and their antecedents.
- Understand the meaning of “agree in number and gender”

**Students will be able to DO:**
- Use correct pronoun agreement in their writing.
### Grade 5
- on the side (whisper) or an interruption.

**Students will be able to DO:**
- Identify subjects and predicates, conjunctions, compound sentences, singular and plural nouns, main verbs and helping verbs, interjections, action verbs, linking verbs, verb tenses
- Identify common and proper nouns and capitalize them correctly.
- Form possessive nouns correctly.
- Use I and me correctly in sentences.
- Identify and use subject and object pronouns.
- Identify and use possessive pronouns.
- Identify and avoid the use of a noun and a pronoun to name the same subject.
- Use the pronouns us and we appropriately with nouns.
- Identify and use pronouns as part of the compound object of a prepositional phrase.
- Identify and write action verbs and past tense verbs in sentences.
- Identify adverbs that modify verbs.
- Write comparative and superlative forms of adverbs.
- Use good and well correctly.
- Identify and demonstrate adjectives.
- Use adjectives, not adverbs, with verbs that refer to senses.
- Identify and use an interjection.
- Identify prepositions and their objects.
- Identify singular and plural nouns.
- Determine the plural forms of nouns with regular and irregular plurals.
- Write verb phrases that begin with forms of "have".
- Identify and capitalize proper adjectives.

### Grade 6
- and those, items farther away.
- comparative form of an adjective to compare two things. Add –er to most adjectives to compare two things, use more with long adjectives.
- Use the superlative form to compare three or more things. Add –est to most adjectives to compare three or more things; use most with long adjectives.
- Add –er to form the comparative and –est to form the superlative of many adverbs.
- Use more to form the comparative and most to form the superlative of most adverbs.
- Good is an adjective and well is an adverb unless well refers to someone’s health. (Review)
- A possessive pronoun shows ownership and replaces a possessive noun and indefinite pronouns do not have definite antecedents. They can be singular or plural.
- Use the pronoun who as a subject, whom as a direct object, and whose to show ownership.
- Identify and use pronouns as part of the compound object of a prepositional phrase. (review)
- A prepositional phrase is made up of a preposition, the object(s) of the preposition, and the modifiers of the object(s).

**Students will be able to DO:**
- Identify words in sentences by part of speech.
- Write an informational paragraph (see standard 23.8) then improve it by...
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<tr>
<td>5.14 Identify correct mechanics (for example, apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (for example, elimination of sentence fragments and run-ons).</td>
<td>5.14 Identify correct mechanics (for example, apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (for example, elimination of sentence fragments and run-ons).</td>
<td>5.20 Identify correct mechanics (for example, comma after introductory structures), correct usage (for example, subject and verb agreement) and correct sentence structure (for example, complete sentences, properly placed modifiers).</td>
<td>5.20 Identify correct mechanics (for example, comma after introductory structures), correct usage (for example, subject and verb agreement) and correct sentence structure (for example, complete sentences, properly placed modifiers).</td>
</tr>
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</table>

**Students will KNOW:**
- The purpose and use of capitalization, ending punctuation, quotation marks, internal commas, paragraph indentations and apostrophes.
- The correct structure of a sentence.
- Every sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
- That commas separate the items in a series of

**Students will KNOW:**
- Purpose and use of apostrophes, quotations marks, commas in compound sentences and paragraph indentations as well as correct sentence structure.
- A comma can be used with conjunctions such as and, or, but, when, because, or although to create a compound sentence.
- Use an apostrophe to form possessive nouns by adding ‘s when the noun is

**Students will KNOW:**
- Internal punctuation has optional and mandatory rules
- Subjects and verbs must “agree” in regard to plural and singular usage
- There is a structure to a complete sentence
- Commas have a variety of purposes:
  1. separating independent clauses when they are joined by any of

**Students will KNOW:**
- Correct mechanics are essential to the intelligibility of the written word and is based on common, agreed standards.

**Students will be able to DO:**
- Identify correct and incorrect mechanics in assorted exercises, proof read their own and partner’s essays for mistakes.
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| **three or more.**  
That a comma is used to set off the words yes, no, and well when they appear at the beginning of a sentence  
That a comma is used to set off the names of people who are addressed directly.  
That a comma and the conjunction and, but, or or is used to combine two sentences.  
Abbreviation is a shortened form of a word. Most abbreviations begin with a capital letter and end with a period and most should be used only in special kinds of writing such as addresses and lists.  
In a title, capitalize the first, last, and each important word of a title.  
In a title, capitalize forms of the verb be including is, are, and, am, only when it is first or last word.  
In a title, capitalize a word such as and, in, of, to, a, or the only when it is the first or last word.  
A contraction is a shortened form of two words.  
A negative is a word that means “no” or “not”.  
Not to use double negatives in sentences.  
Students will be able to DO:  
Correctly use capitalization, ending punctuation, quotation marks, internal commas, paragraph indentations and apostrophes.  
Identify correct and complete sentences.  
Recognize sentence fragments and run-on sentences. | **singular or s’ when the noun is plural.**  
An apostrophe replaces missing letters in a contraction  
Students will be able to DO:  
Correctly use apostrophes, quotation marks, commas, paragraph indentations and correct sentence structure in written assignments.  
Improve a compare and contrast essay by using commas correctly to form compound sentences.  
Remove apostrophes by writing the longer form of a contraction or the meaning of a possessive noun.  
Identify and write contractions.  
Use commas to set off appositives, introductory words, and nouns in direct address. | these seven coordinating conjunctions: and, but, for, or, nor, so, yet  
2. introductory a) clauses, b) phrases, or c) words that come before the main clause and clauses, phrases, and words that are not essential to the meaning of the sentence;  
3. separating three or more words, phrases, or clauses written in a series  
4. separating two or more coordinate adjectives that describe the same noun  
5. setting off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names;  
6. shifting between the main discourse and quotation  
Students will be able to DO:  
Write sentences that demonstrate appropriate usage of internal mechanics  
Make style decisions regarding the use of optional mechanics  
Write sentences which demonstrate subject and verb agreement |
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<tr>
<td>▶ Proofread a written selection and determine errors in beginning of sentence (capitalization) and end of sentence (punctuation).</td>
<td>▶ Identify sentences with misplaced commas or missing commas. ▶ Recognize correct punctuation used with interjections and quotations. ▶ Recognize correct capitalization and punctuation of abbreviations. ▶ Recognizing correct title capitalization. ▶ Identify contractions. ▶ Identify double negatives</td>
<td></td>
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<tr>
<td>▶ 5.13 Identify simple and compound sentences.</td>
<td>▶ 5.13 Identify simple and compound sentences.</td>
<td>▶ 5.18 Identify simple, compound, and complex sentences.</td>
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</tr>
<tr>
<td><strong>Students will KNOW:</strong> ▶ The difference between a simple and a compound sentence ▶ A sentence tells a complete thought. It has a subject – person, place, or thing the sentence is about. It has a predicate – the verb and the words that go with it. ▶ There are four types of sentences – declarative, interrogative, imperative, and exclamatory. ▶ A subject tells whom or what the sentence is about. ▶ A predicate tells what the subject is or does. ▶ If two simple sentences are related, they can be combined to make one compound sentence.</td>
<td><strong>Students will KNOW:</strong> ▶ There are four types of sentences – declarative, interrogative, imperative, and exclamatory. (review) ▶ The complete subject includes all the words in the subject. The simple subject is the main word or words in the complete subject. ▶ The complete predicate includes all the words in the predicate. The simple predicate is the main word or words in the complete predicate. It is always a verb. ▶ If two simple sentences are related, they can be combined to make one compound sentence.</td>
<td><strong>Students will KNOW:</strong> ▶ What constitutes a simple sentence ▶ What constitutes a compound sentence ▶ What constitutes a complex sentence ▶ A simple sentence forms the base of all types of sentences ▶ Sentence structures are incorporated into a writer’s consideration of audience ▶ Variety in sentence structure creates style</td>
<td><strong>Students will KNOW:</strong> ▶ Definitions of simple, compound and complex sentences. <strong>Students will be able to DO:</strong> ▶ Identify/create simple, compound and complex sentences.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong> ▶ Identify contractions.</td>
<td><strong>Students will be able to DO:</strong> ▶ Combine simple subjects and simple predicates into compound subjects and</td>
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Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework January 2009
### Gateway Regional School District
**VERTICAL ALIGNMENT OF ENGLISH LANGUAGE ARTS STANDARDS**
Grades 5 – 8

<table>
<thead>
<tr>
<th>GRADE 5</th>
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<tr>
<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>- Identify complete and simple subjects and complete and simple predicates.</td>
<td>- combine predicates to improve writing.</td>
<td>- Combine compound sentences to improve writing.</td>
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<tr>
<td>- Identify simple and compound sentences.</td>
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<tr>
<td>- Sentence structure</td>
<td>- Sentence structure</td>
<td>- Grammar and usage can be manipulated to express meaning</td>
<td>- Sentence variety is critical to effective writing</td>
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<tr>
<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>- Modify sentences to make complex and simple sentences using modifiers such as adverbs and adjectives.</td>
<td>- Two short, choppy sentences may be combined into one smooth sentence.</td>
<td>- Manipulate sentence order, length, and patterns to strengthen a piece</td>
<td>- Change groups of simple sentences to compound/complex sentences.</td>
</tr>
<tr>
<td>- Use adjectives to combine sentences in a compare and contrast paragraph.</td>
<td>- Writers often combine sentences with repeated adjectives.</td>
<td>- Vary the voice of a piece by manipulating the structure of individual sentences</td>
<td>- Create variety in their writing by varying the use of the three types of sentences.</td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
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<tr>
<td>- English has the largest vocabulary of all languages.</td>
<td>- Grammar and usage can be manipulated to express meaning</td>
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<td>- English is a fluid, flexible, ‘melting pot’ language.</td>
<td>- Variety in syntax, sentence complexity, and word choice creates richer writing</td>
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<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>- Manipulate sentence order, length, and patterns to strengthen a piece</td>
<td>- Manipulate grammar and usage to express individual meaning.</td>
<td>- Increase vocabulary through discovery of word origins.</td>
<td>- Determine word etymology through the use of dictionaries and internet sources.</td>
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<tbody>
<tr>
<td>No comparable standard in this grade</td>
<td>No comparable standard in this grade</td>
<td>5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</td>
<td>5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</td>
</tr>
</tbody>
</table>

Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework
January 2009
## GRADE 5

### 5.11 Identify past, present, and future verb tenses.

**Students will KNOW:**
- The meanings and uses of different verb tenses
- Verbs have forms, or tenses, that tell when the action happens.
- Present tense shows action that happens now or happens regularly over time.
- Past tense shows that something already happened.
- Future tense shows that something is going to happen.

**Students will be able to DO:**
- Identify present, past, and future verb tenses.

### GRADE 6

#### 5.11 Identify verb phrases and verb tenses.

**Students will KNOW:**
- For a verb in present tense, add –s or –es to most verbs if the subject is singular, but do neither if the subject is plural or I or you.
- For past tense, add –ed to most verbs.
- For future tense, use the helping verb will or shall with the main verb.
- All verb tenses come from four parts or basic forms – present, present participle, past, and past participle.
- A verb is regular when its past and past participle are formed by adding –ed and irregular when its past and past participle are formed in some other way.

**Students will be able to DO:**
- Write verbs in the present, past, and future tense.
- Identify and list principal parts of regular and irregular verbs.

### GRADE 7

#### 5.14 Identify past, present, and future verb tenses.

**Students will KNOW:**
- Verbs have various tenses and each tense is used in a particular situation

**Students will be able to DO:**
- Manipulate verb tense to demonstrate an understanding of present, past, and future

### GRADE 8

#### No comparable standard in this grade

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### GENERAL STANDARD 6: Formal and Informal English

**Students will describe, analyze, and use appropriately formal and informal English.**

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<tr>
<td>6.4 Demonstrate through role-playing appropriate use of formal and informal language.</td>
<td>6.4 Demonstrate through role-playing appropriate use of formal and informal language.</td>
<td>6.7 Identify the language styles of different characters in literary works.</td>
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</table>

**Students will KNOW:**
- Appropriate use of formal and informal language dependent on the audience and the situation

**Students will be able to DO:**
- Correctly use both formal and informal

**Students will KNOW:**
- An individual speaks differently when she or he is in an informal versus a formal situation.

**Students will be able to DO:**
- Role Play using both formal and informal

**Students will KNOW:**
- The differences between formal and informal language

**Students will be able to DO:**
- Analyze a piece of fiction, identify
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<tbody>
<tr>
<td>spoken English that is appropriate for the particular situation and audience</td>
<td>language &lt;ul&gt;&lt;li&gt;Write dialogue between two people in an informal and formal setting then role play the dialogue.&lt;/li&gt;&lt;li&gt;Role play the stories written for standard 6.5.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Students will be able to DO: &lt;ul&gt;&lt;li&gt;Create various styles to fit differing audiences and give voice to various characters&lt;/li&gt;&lt;li&gt;Identify a variety of registers used by various characters&lt;/li&gt;&lt;/ul&gt;</td>
<td>different language choices for characters and explain how these choices affect the readers’ response to the characters.</td>
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<tr>
<td>6.5 Write stories using a mix of formal and informal language.</td>
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<td><strong>Students will KNOW:</strong> &lt;ul&gt;&lt;li&gt;Writing process&lt;/li&gt;&lt;li&gt;The difference between formal and informal language and when they are used.&lt;/li&gt;&lt;/ul&gt;</td>
<td><strong>Students will KNOW:</strong> &lt;ul&gt;&lt;li&gt;The difference between formal and informal language&lt;/li&gt;&lt;/ul&gt;</td>
<td><strong>Students will be able to DO:</strong> &lt;ul&gt;&lt;li&gt;Differentiate the difference between formal and informal language&lt;/li&gt;&lt;li&gt;Write two versions of the same story – one in formal language and one in informal.&lt;/li&gt;&lt;li&gt;Write a friendly letter in informal language and a business letter in formal language.&lt;/li&gt;&lt;/ul&gt;</td>
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<tr>
<td><strong>Students will be able to DO:</strong> &lt;ul&gt;&lt;li&gt;Students will write formal and informal pieces.&lt;/li&gt;&lt;/ul&gt;</td>
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<tr>
<td>6.6 Identify differences between oral and written language patterns.</td>
<td>6.6 Identify differences between oral and written language patterns.</td>
<td>No comparable standard in this grade</td>
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<tr>
<td><strong>Students will KNOW:</strong> &lt;ul&gt;&lt;li&gt;That different situations call for different language patterns.&lt;/li&gt;&lt;li&gt;That appropriate written language may be different from appropriate spoken language.&lt;/li&gt;&lt;li&gt;Slang is a type of informal language.&lt;/li&gt;&lt;li&gt;A friendly letter is written in informal language and a business letter is written in formal language.&lt;/li&gt;&lt;/ul&gt;</td>
<td><strong>Students will KNOW:</strong> &lt;ul&gt;&lt;li&gt;That there is a difference between oral and written language&lt;/li&gt;&lt;li&gt;Dialogue in a formal setting is different from dialogue in an informal setting.&lt;/li&gt;&lt;/ul&gt;</td>
<td><strong>Students will be able to DO:</strong> &lt;ul&gt;&lt;li&gt;Compare and contrast oral and written language.&lt;/li&gt;&lt;li&gt;Demonstrate the differences between oral and written language by role playing (see standard 6.4) and by writing stories (see standard 6.5).&lt;p&gt;&lt;/p&gt;&lt;/li&gt;&lt;/ul&gt;</td>
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Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework
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### READING AND LITERATURE STRAND

**Standard 7** - The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.

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<tr>
<td>Replace informal words with formal ones in a written passage.</td>
<td>Compare and contrast the formal versus informal language in a business and friendly letter.</td>
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<td><strong>Students will KNOW:</strong></td>
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<tr>
<td>→ The difference between main ideas and supporting details.</td>
<td>→ The difference between main ideas and supporting details.</td>
<td>→ Evidence means specific and relevant details or quote which support their points</td>
<td>→ Specific evidence from reliable sources given clearly is the best way to advance an author's position in informational/expository texts.</td>
</tr>
<tr>
<td>→ Paragraphs are organized around main ideas.</td>
<td>→ Paragraphs are organized around main ideas.</td>
<td>→ Distinguish between relevant and irrelevant details</td>
<td>→ Authors often intend to distort or deceive.</td>
</tr>
<tr>
<td>→ Details help the reader understand important information about characters and to visualize what happens during story events.</td>
<td>→ Details help the reader understand important information about characters and to visualize what happens during story events.</td>
<td>→ Distinguish between relevant and irrelevant details</td>
<td>→ Identify the evidence an author uses to advance his/her argument.</td>
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<tr>
<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>→ Identify main ideas and supporting details in written passages.</td>
<td>→ Identify main ideas and supporting details in written passages.</td>
<td>→ Find and quote specific and relevant information which supports a premise they are asserting</td>
<td>→ Identify the evidence an author uses to advance his/her argument.</td>
</tr>
<tr>
<td>→ Use main ideas and supporting details in their writing.</td>
<td>→ Use main ideas and supporting details in their writing.</td>
<td>→ Distinguish between paraphrasing and direct quotation</td>
<td>→ Evaluate the quality of the supporting evidence based on accepted norms.</td>
</tr>
<tr>
<td>→ Record details on a story map.</td>
<td>→ Record details on a story map.</td>
<td>→ Recognize appropriate punctuation and citations for direct quotations</td>
<td>→ Distinguish “fact” from “opinion” or “conjecture.”</td>
</tr>
<tr>
<td>→ Infer a main idea from details</td>
<td></td>
<td></td>
<td>→ Be aware of common logical fallacies such as “post hoc ergo propter hoc” and “non sequitur.”</td>
</tr>
<tr>
<td><strong>For informational/expository texts:</strong> 8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).</td>
<td><strong>For informational/expository texts:</strong> 8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes).</td>
<td><strong>For informational/expository texts:</strong> 8.26 Recognize organizational structures and use of arguments for and against an issue.</td>
<td><strong>For informational/expository texts:</strong> 8.26 Recognize organizational structures and use of arguments for and against an issue.</td>
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<tr>
<td><strong>Students will KNOW:</strong></td>
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<td><strong>Students will KNOW:</strong></td>
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<tr>
<td>→ Informational texts have a variety of organizational structures that aid comprehension of the material.</td>
<td>→ Basic organizational structures: chronological order, logical order, cause and effect and classification schemes.</td>
<td>→ Not all texts are objective</td>
<td>→ Expository texts use a variety of structures to make an argument such as charts and graphs, cause and effect and</td>
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<td></td>
<td></td>
<td>→ The differences between objectivity and subjectivity</td>
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### GRADE 5
- Clue words such as first, then, finally, after, later, and before help a reader keep track of the order in a written selection.
- Cause is the reason something happens and effect is the result

**Students will be able to DO:**
- Identify a variety of organizational structures in a text.
- Use the organizational structures of texts to assist their comprehension of what they read.
- Use a timeline that shows the sequence of events in a nonfiction text.
- Identify a chain of cause and effect events in a text.

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### GRADE 6

**Students will be able to DO:**
- State or answer questions that demonstrate knowledge of organizational structures

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### GRADE 7
- Arguments can be embedded in text
- The importance of differentiating between fact and opinion

**Students will be able to DO:**
- Identify arguments for and against an issue
- Recognize variety in organizational structures
- Recognize a clear, engaging introduction
- Recognize solid supporting paragraphs with specific and relevant details and appropriate transitions
- Recognize a closing which does more than simply reiterate beginning
- Differentiate between an organizational structure which best suits the author’s need and one which is less effective

---

### GRADE 8
- Differentiate between an organizational structure which best suits the author’s need and one which is less effective

**Students will be able to DO:**
- Identify the positions the author is taking and the basis of his argument.
- Determine which are the “facts” to support the author’s position and evaluate the truthfulness of those “facts.”
- Newspaper articles of controversial current events can be effective for this purpose.

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### No comparable standard in this grade

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### For informational/expository texts:
- 8.28  Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.

**Students will KNOW:**
- Theme is an embedded statement about life, people, or the human condition
- Author’s purpose is reflected in the thesis statement or assertion of a piece
- Author’s purpose can include persuading, entertaining, debating, and describing

**Students will be able to DO:**
- Identify the theme of a fictional piece
- Identify the author’s purpose in an expository text

---

### For informational/expository texts:
- 8.28  Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.

**Students will KNOW:**
- Theme is the general idea or insight about life that a work of literature reveals and is the equivalent of author’s purpose in expository writing.
- In a literary work, the theme is usually not stated directly and requires the reader’s inference.
- The author’s purpose in expository works is evident and should not require inference.
- Exposition “tells” while literature “shows.”

**Students will be able to DO:**
- Identify and compare common themes
## VERTICAL ALIGNMENT OF ENGLISH LANGUAGE ARTS STANDARDS Grades 5 – 8

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<td>8.20 Identify and draw conclusions from the author’s use of description of setting, characters, and events.</td>
<td>For imaginative/literary texts: 8.20 Identify and analyze the author’s use of dialogue and description.</td>
<td>For imaginative/literary texts: 8.23 Use knowledge of genre characteristics to analyze a text.</td>
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</table>
| **Students will KNOW:**  
| ▶ Facts and opinions in a selection give clues to the author’s viewpoint. | **Students will KNOW:**  
| ▶ How to identify and analyze the author’s use of dialogue and description. | **Students will KNOW:**  
| ▶ Identify and analyze sensory details and figurative language. | **Students will KNOW:**  
| ▶ The characteristics of poetry. | **Students will KNOW:**  
| ▶ The characteristics of drama. | **Students will KNOW:**  
| ▶ The characteristics of nonfiction. | **Students will KNOW:**  
| ▶ The characteristics of short stories. | **Students will KNOW:**  
| ▶ The characteristics of the novel. | **Students will able to DO:**  
| ▶ Draw conclusions from author’s use of setting, characters, and events. | **Students will able to DO:**  
| ▶ Respond to questions and discuss the author’s use of dialogue and description. | **Students will able to DO:**  
| ▶ Identify the key features of the five main genres. | **Students will able to DO:**  
| ▶ Recognize the genre they are reading. | ▶ Differentiate between genres. |
| **Students will be able to DO:**  
| ▶ Predict or infer author’s intent. | **Students will be able to DO:**  
| ▶ Respond to questions and discuss the author’s use of dialogue and description. | **Students will be able to DO:**  
| ▶ Identify the key features of the five main genres. | ▶ Differentiate between genres. |
| 8.19 Identify and analyze sensory details and figurative language. | For imaginative/literary texts: 8.19 Identify and analyze sensory details and figurative language. | For imaginative/literary texts: 8.24 Interpret mood and tone, and give supporting evidence in a text. | For imaginative/literary texts: 8.24 Interpret mood and tone, and give supporting evidence in a text. |
| **Students will KNOW:**  
| ▶ Word choices of author have a purpose. | **Students will KNOW:**  
| ▶ Sensory language appeals to sight, hearing, touch, smell, and taste. | **Students will KNOW:**  
| ▶ Sensory details and figurative language have various effects to the main idea and details of a passage. | **Students will KNOW:**  
| ▶ Mood and tone are created by word choice, figurative language, descriptive words, punctuation, and font. | **Students will KNOW:**  
| ▶ Sensory language appeals to sight, hearing, touch, smell, and taste. | ▶ Mood is directly related to setting. |
| ▶ Figurative language includes metaphor, simile, and personification. | **Students will able to DO:**  
| ▶ Find textual evidence to identify the mood of a piece. | **Students will be able to DO:**  
| ▶ Find textual evidence to identify the mood. | ▶ Find textual evidence to identify the mood of a piece. |
| **Students will able to DO:**  
| ▶ Recognize that the author’s voice can show strong feeling, sensory language. | **Students will able to DO:**  
| ▶ Identify sensory language in poetry. | ▶ Authors use written language to create mood and influence the reader’s reactions. |

Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework  
January 2009
## Vertical Alignment of English Language Arts Standards

**Grades 5 – 8**

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<td>‣ Interpret the effect sensory detail and figurative language have on main ideas and details of a passage</td>
<td>author’s tone</td>
<td>tonal effects similar to those that people create with their voices so that readers may more clearly interpret a work “tone of voice.”</td>
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<td>Students will be able to DO:</td>
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<td>‣ Identify the specific language and situations in the work that create mood.</td>
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<td>‣ The five methods of characterization: physical attributes, speech and actions, thoughts and feelings, interactions with others</td>
<td>Students will KNOW:</td>
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<tr>
<td>‣ Determine the author’s purpose in establishing a particular mood.</td>
<td>Students will be able to DO:</td>
<td>‣ Careful and thoughtful reading of a text is critical to understanding a character’s traits/emotions/motivations.</td>
<td>Students will be able to DO:</td>
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<tr>
<td>‣ Identify the author’s tone in a particular work and give supporting evidence from the text.</td>
<td>Students will KNOW:</td>
<td>‣ Authors deliberately use specific language to convey a character’s traits/emotions/motivations and to manipulate the reader’s feelings toward the character.</td>
<td>Students will KNOW:</td>
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<tr>
<td>Students will KNOW:</td>
<td></td>
<td>‣ Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</td>
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<td>‣ Identify the characterization methods utilized in a piece</td>
<td>Students will be able to DO:</td>
<td>‣ Interpret a character’s traits, emotions, or motivation and identify word choices and plot choices the author uses to convey to the reader the specific qualities of a character upon which the interpretation is based.</td>
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<tr>
<td>‣ Evaluate a character’s motivation</td>
<td>Students will KNOW:</td>
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<td>‣ Identify the motivation of a particular character</td>
<td>Students will KNOW:</td>
<td>‣ How to use the internet to acquire</td>
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<td>Students will KNOW:</td>
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<td>‣ That setting is time and place, when and where</td>
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<td>9.4 Relate a literary work to information about its setting.</td>
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<td>‣ That setting is time and place, when and where</td>
<td>‣ The effect of setting on literary work</td>
<td>‣ Background information and context</td>
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<td>where a story takes place</td>
<td>Students will be able to DO:</td>
<td>improves comprehension and alters perceptions</td>
<td>assorted facts relative to a chosen literary work.</td>
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<td>Students will be able to DO:</td>
<td>Demonstrate the effect of setting on literary work</td>
<td>Historical fiction is based on truths but utilizes literary license</td>
<td>Students will be able to DO:</td>
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<td>Recognize how setting impacts the other</td>
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<td>The definition of literary license</td>
<td>Research and acquire facts, statistics and photos related to the historical background of a literary work such as “The Diary of Anne Frank” or “Private Peaceful” and present the information to the class orally or via a computer presentation.</td>
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<td>elements of the story or literary work.</td>
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<td>Explain connections between a piece of</td>
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<td>Compare and contrast different perspectives</td>
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| **person’s life written by that person.**  
▶ A biography is a written account of someone else’s life. | (see standard 14.3).  
▶ Read a play then identify what the characters and their relationships are like through the characters’ words and actions (see standard 17.3) | ▶ Vary form to change tone from serious to comedic, etc. | |
| **Students will be able to DO:**  
▶ Identify genre of various works  
▶ Compare and contrast poetry.  
▶ Compare and contrast autobiographical selections. | | | |
| **Students will KNOW:**  
▶ Identify possible themes in literary works. | **Students will KNOW:**  
▶ That main idea and meaning of a selection relates to theme  
▶ Suggest possible themes to a story based on main idea | **Students will KNOW:**  
▶ Theme is the underlying message of a piece  
▶ Theme statements can generally be stated as “Life is” or “People can be”  
▶ The difference between moral (a lesson, generally stated at the end) and theme (a statement, generally not stated in the piece)  
▶ Identify theme and provide specific and relevant details and quotes to support the inference | **Students will KNOW:**  
▶ Topic is the subject matter. (e.g. War)  
▶ Theme is the author’s intended message about that subject. (e.g. War is futile)  
▶ Distinguish theme from topic across a variety of literary works. |
| **Students will be able to DO:**  
▶ Identify possible themes in literary works. | **Students will KNOW:**  
▶ The basic elements of fiction: setting, mood, characters, conflict, rising action, climax, falling action, resolution, denouement | **Students will KNOW:**  
▶ The qualities of an author’s characters will determine their range of choices in resolving conflict in the story. | |
| **Students will KNOW:**  
▶ How to identify setting, plot, and characters in literature  
▶ Characters are the people or animals in a story. | **Students will KNOW:**  
▶ How to identify the setting, characterization and plot of a passage or story  
▶ The main elements of a story are setting, mood, characters, conflict, rising action, climax, falling action, resolution, denouement | | |
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▶ The main elements of a story are setting, mood, characters, conflict, rising action, climax, falling action, resolution, denouement | | |
 Setting is the time and place in which a story occurs.
Plot is the sequence of events and often includes a problem and solution.
A plot can involve solving a problem by defining the problem, considering possible solutions, evaluating possible solutions, selecting the best solution then carrying it out.

**Students will be able to DO:**
- Summarize a character, setting, or plot
- Complete a Story Map to identify setting, characterization, conflict, and plot structure.
- Solve a problem along with a story character by identifying the problem, suggesting possible solutions, then evaluating the character’s solution

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Character, and the problem, resolution, and other events that make up the plot.
A plot can involve solving a problem by defining the problem, considering possible solutions, evaluating possible solutions, selecting the best solution then carrying it out.

**Students will be able to DO:**
- Analyze the setting, characterization and plot
- Analyze the structure of a story by completing a story map that identifies the setting, characters, and plot.
- Identify the problem that is central to the plot in a story.

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13.13 Identify and use knowledge of common textual features (for example, title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).

13.18 Identify and use knowledge of common textual features (for example, introduction, conclusion, transition words, concluding sentences).

13.18 Identify and use knowledge of common textual features (for example, introduction, conclusion, footnotes, index, bibliography).

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**Students will KNOW:**
- Use of title page, copyright page, table of contents, glossary, and index of a book.

**Students will be able to DO:**
- Demonstrate ability to use the title page, copyright page, table of contents, glossary, and index of a book by answering peer-developed questions about the text

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**Students will KNOW:**
- Recognizing organizational structures aids comprehension

**Students will be able to DO:**
- Dissect a non-fiction work into its basic components
- Analyze an author’s arguments and evaluate effectiveness
- Recognize an author’s purpose

---

**Students will KNOW:**
- The structure of nonfiction and informational materials is designed to make it easier for the reader to locate and retain specific information.

**Students will be able to DO:**
- Identify/locate textual features of nonfiction work and determine what specific pieces of information are contained therein. Evaluate the effectiveness of these structures in making information easy to acquire and retain.
### Grade 5

**13.14** Identify and use knowledge of common graphic features (for example, charts, graphs, maps, diagrams, captions, illustrations).

**Students will KNOW:**
- How to use common graphic features in text such as charts, graphs, maps, diagrams, captions, illustrations.
- How to interpret political and specialized maps. (see Social Studies, Concept/Skill # 4 and #6)
- Photographs and captions that accompany an article often give helpful information.
- Graphic aids make information easy to understand at a glance.

**Students will be able to DO:**
- Name and use of various graphic organizers and features
- Study the illustrations that accompany a written selection then describe to a partner how the illustrator conveyed suspense or danger.
- Write a short report about a sea creature, incorporating at least two graphic aids (see standard 16 under Life Science).

**Students will KNOW:**
- Charts, maps and graphs provide visual interpretations of text
- Reading charts, maps, graphs, and diagrams takes practice
- Dissecting a graph means breaking it down into its parts so that what it presents can be understood

**Students will be able to DO:**
- Dissect various graphs, charts, maps and diagrams by following key steps:
  1. Read the title first
  2. Read column and row headings, keys, etc.
  3. Interpret the data provided

**13.15** Identify common organizational structures (for example, chronological order, cause and effect).

**Students will KNOW:**
- Authors may organize the information in a nonfiction text by main idea and details.
- Common organizational structures
- Then and next are words that signal

**Students will KNOW:**
- There are three basic organizational structures: chronological, cause/effect, and

### Grade 6

**13.14** Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).

**Students will KNOW:**
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).

**Students will be able to DO:**
- Use various graphic organizers and features
- Study the illustrations that accompany a written selection then describe to a partner how the illustrator conveyed suspense or danger.
- Write a short report about a sea creature, incorporating at least two graphic aids (see standard 16 under Life Science).

**Students will KNOW:**
- Charts, maps and graphs provide visual interpretations of text
- Reading charts, maps, graphs, and diagrams takes practice
- Dissecting a graph means breaking it down into its parts so that what it presents can be understood

**Students will be able to DO:**
- Dissect various graphs, charts, maps and diagrams by following key steps:
  1. Read the title first
  2. Read column and row headings, keys, etc.
  3. Interpret the data provided

**13.15** Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).

**Students will KNOW:**
- Common organizational structures

**Students will KNOW:**
- There are three basic organizational structures: chronological, cause/effect, and

### Grade 7

**13.19** Identify and use knowledge of common graphic features to analyze nonfiction.

**Students will KNOW:**
- Name and use of various graphic organizers and features
- Study the illustrations that accompany a written selection then describe to a partner how the illustrator conveyed suspense or danger.
- Write a short report about a sea creature, incorporating at least two graphic aids (see standard 16 under Life Science).

**Students will be able to DO:**
- Dissect various graphs, charts, maps and diagrams by following key steps:
  1. Read the title first
  2. Read column and row headings, keys, etc.
  3. Interpret the data provided

**13.20** Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).

**Students will KNOW:**
- Organizing an argument/position according to a particular structure makes it

### Grade 8

**13.19** Identify and use knowledge of common graphic features (charts, maps, diagrams).

**Students will KNOW:**
- A picture is worth a thousand words.

**Students will be able to DO:**
- View charts, maps and diagrams and restate in words the authors’ intentions in adding these features to the work under study.
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<tr>
<td>sequence of events, or by cause and effect. Students will be able to DO:  ➤ Create a graphic organizer for a nonfiction selection to assist understanding of text is organization</td>
<td>sequential order. While is a word that signals events happening at the same time. Students will be able to DO:  ➤ Discuss and answer questions about various organizational structures of a story or given reading</td>
<td>compare contrast Students will be able to DO:  ➤ Dissect a non-fiction piece into its component parts ➤ Identify the structure of a non-fiction piece ➤ Theorize reasons for the author’s choice easier to persuade the reader. Students will be able to DO:  ➤ Write an essay or create a presentation using the organizational structures outlined in the standard.</td>
<td></td>
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<tr>
<td>Students will KNOW:  ➤ Details help readers visualize story</td>
<td>Students will KNOW:  ➤ How to locate main idea and details in text</td>
<td>Students will KNOW:  ➤ Evidence means specific and relevant</td>
<td>Students will KNOW:  ➤ Actual evidence for an argument is easier to persuade the reader.</td>
</tr>
<tr>
<td>13.16 Identify and analyze main ideas, supporting ideas, and supporting details.</td>
<td>13.16 Identify and analyze main ideas, supporting ideas, and supporting details.</td>
<td>13.22 Identify evidence in a text that supports an argument.</td>
<td>13.22 Identify evidence in a text that supports an argument.</td>
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Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework January 2009
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<tr>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;locate main idea and details in text&lt;br&gt;record details about factual events or characters in a story.</td>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;locate main idea and details in nonfiction and informational work&lt;br&gt;use headings and text to identify the main idea and details in a written passage that contains several paragraphs.&lt;br&gt;outline the main ideas, supporting ideas, and supporting details in a nonfiction or informational work.</td>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;find and reference specific and relevant information which supports or negates a premise&lt;br&gt;distinguish between relevant and irrelevant details&lt;br&gt;recognize seductive details and possess the ability to filter them out when necessary.</td>
<td>sometimes clear and sometimes ephemeral.</td>
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<td><strong>Students will know:</strong>&lt;br&gt;exposition attempts to persuade the reader through evidence and argument—“to tell.”&lt;br&gt;fiction tries to persuade the reader through story—“to show.”</td>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;compare the wikipedia article on the battle of ypres and the poem “grass” by carl sandberg and explain how each presents its viewpoint on the horrors of war.</td>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</td>
<td><strong>Students will be able to DO:</strong>&lt;br&gt;identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</td>
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<tr>
<td>• Elements of poetry</td>
<td>• How to analyze the effects of the sound, figurative language, and repetition in poetry (see standard 10.3).</td>
<td>• Poets create meaning through BOTH sound and sense (the meaning of a poem is deepened and clarified by its structure and devices)</td>
<td>• Poetry and poetic forms are linguistic creations intended to delight (and disturb?) the eye and ear and stimulate the mind in a unique way.</td>
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<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>• Interpret effects of sound, figurative language, and graphics in poetry to uncover meaning</td>
<td>• Identify examples of imagery, figurative language, rhyme, and repetition in poems</td>
<td>• Isolate forms and language</td>
<td>• Identify a variety of poetic elements (simile, metaphor, alliteration, lining, rhyme scheme etc.) and incorporate some of them into their own poetry.</td>
</tr>
<tr>
<td>• Recognize alliteration and rhyme scheme</td>
<td>• Recognize different forms utilized for varied effects (i.e., compare simile to metaphor, etc.)</td>
<td>• Analyze/Explain poetic meaning by dissecting form (i.e., draw conclusions regarding an author’s use of rhyme, rhythm, alliteration, etc.)</td>
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<tr>
<td>• Graphics using capital letters, line length, Repetition</td>
<td></td>
<td>• Recognize different forms utilized for varied effects (i.e., compare simile to metaphor, etc.)</td>
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15.3 Identify sensory details, figurative language, and rhythm or flow when responding to literature.

15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.

15.5 Identify and analyze imagery and figurative language.

15.5 Identify and analyze imagery and figurative language.

**Students will KNOW:**
• Imagery, figurative language, flow, and rhythm can effect the mood and meaning of written work
• How author’s words appeal to senses

**Students will be able to DO:**
• Provide evidence from text to support understanding of sensory details, mood, rhythm of author
• Identify and analyze the importance of

**Students will KNOW:**
• That imagery, figurative language, flow and rhythm can effect the mood and meaning of written work

**Students will be able to DO:**
• Discuss and evaluate how imagery, flow, figurative language and rhythm affect the mood and meaning of a given selection

**Students will KNOW:**
• Sensory details create images for readers
• Figurative language is not meant to be interpreted literally
• Figurative language requires inferential skills

**Students will be able to DO:**
• Explain the implied meaning behind figurative language
• Evaluate the effectiveness of a particular

**Students will KNOW:**
• Imagery and figurative language are intended to make the reader see things in new and interesting ways.

**Students will be able to DO:**
• Identify passages containing imagery and figurative language, restate the section in common prose and decide which they prefer and/or is more effective.
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<tr>
<td><strong>meaning in determining word choice by author to help set mood and tone.</strong></td>
<td>15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</td>
<td>15.6 Identify and analyze how an author’s use of words creates tone and mood.</td>
<td>15.6 Identify and analyze how an author’s use of words creates tone and mood.</td>
</tr>
</tbody>
</table>
| **No comparable standard in this grade** | **Students will KNOW:**  
- That word choice can effect the various shade of meaning in a selection  
**Students will be able to DO:**  
- Demonstrate the various appeal of words chosen and how the alteration of that word could alter the meaning. | **Students will KNOW:**  
- Mood and tone are created by word choice, figurative language, descriptive words, punctuation, and font  
**Students will be able to DO:**  
- Find textual evidence to identify the mood of a piece  
- Find textual evidence to identify the author’s tone | **Students will KNOW:**  
- Word choices create mood and tone and are deliberate attempts to influence the reader’s response to the author’s intended purpose.  
**Students will be able to DO:**  
- Read a cross section of poems and identify words/phrases that are specifically intended to create mood/tone and evaluate their effectiveness. |
| **16.7 Identify common stylistic elements in traditional literature (such as repeated refrains, similes, hyperbole).** | 16.7 Compare traditional literature from different cultures. | 16.10 Identify and analyze similarities and differences in mythologies from different cultures (for example, ideas of the afterlife, roles and characteristics of deities, types and purposes of myths). | 16.10 Identify and analyze similarities and differences in mythologies from different cultures (for example, ideas of the afterlife, roles and characteristics of deities, types and purposes of myths). |
| **Students will KNOW:**  
- Myths, folktales from various cultures  
**Students will be able to DO:**  
- Compare and contrast elements of myths, traditional narratives, and classical literature | **Students will KNOW:**  
- Characteristics/elements of myth include combining ordinary humans with characters with superhuman powers, combining realistic with fantasy events, characters facing a problem or challenge, and ends with learning a lesson or explaining how something came to be.  
- Types of myth are teaching a lesson about how humans ought to behave, how something in nature first came to be, or how a human skill or tradition came into being.  
**Students will be able to DO:**  
- Compare and contrast a myth from ancient Greece, Mali, and ancient Mexico. | **Students will KNOW:**  
- Stories have universal themes and appeals  
- Some stories (i.e. the Cinderella story) have been told from many cultural perspectives  
- Most Greek deities were adopted by the Romans  
**Students will be able to DO:**  
- Recognize the standard thematic elements of particular tales  
- Recognize some Roman versions of Greek deities | **Students will KNOW:**  
- Across cultures, myth usually deal with the common questions of origin, afterlife, gods/goddesses and proper human behavior.  
**Students will be able to DO:**  
- Read an assortment of myths (Greek, African, Native American) and identify how each culture answered the common questions. |
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<td>16.8 Identify common structures of traditional literature (for example, <em>that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, or elves</em>).</td>
<td>16.8 Identify common structures (<em>magic helper, rule of three, transformation</em>) and stylistic elements (<em>hyperbole, refrain, simile</em>) in traditional literature.</td>
<td>16.9 Identify conventions in epic tales (<em>extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers</em>).</td>
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<tr>
<td>❯ Folktales (“tall tale”) combine realistic with exaggerated actions or events and a character whose abilities, character traits, or deeds are exaggerated.</td>
<td>❯ Characteristics of a magic helper, transformation, rule of three and, hyperbole, refrain and simile in transitional literature.</td>
<td>❯ Epics tend to be structured as long narrative poems</td>
<td>❯ Epic tales are long-live and EPIC because of certain characteristics which appeal to humanity across cultures.</td>
</tr>
<tr>
<td>❯ Analyze the realistic and exaggerated characters, setting, and plot in a tall tale.</td>
<td>❯ Include stylistic elements such as magic helper, transformation, rule of three, hyperbole, refrain and simile within a writing assignment.</td>
<td>❯ Epics tend to follow a formulaic approach during which a hero’s resolve is tested</td>
<td>❯ Read a cross section of epic tales, identify common conventions and incorporate those conventions in their own epic tale.</td>
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<tr>
<td>❯ A play is a story written to be acted and tells the story mainly through the movements and dialogue of its characters.</td>
<td>❯ A play is a story written to be acted and tells the story mainly through the movements and dialogue of its characters.</td>
<td>❯ Plays contain the same elements of fiction found in short stories and novels</td>
<td>❯ Drama has structures similar to short story but with very different constraints on presenting that structure.</td>
</tr>
<tr>
<td>❯ A play includes character, setting, and plot.</td>
<td>❯ Plays can be differentiated from novels and stories through their use of dialogue.</td>
<td>❯ Setting (for example, <em>place, historical period, time of day</em>)</td>
<td>❯ Definition of setting, plot and</td>
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<td>❯ Plays can be differentiated from novels and stories through their use of dialogue.</td>
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<td>❯ Setting (for example, <em>place, historical period, time of day</em>)</td>
<td>❯ Plot (for example, <em>exposition, conflict, rising action, falling action</em>)</td>
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<td>❯ Characterization (for example, <em>character motivations, actions, thoughts, development</em>)</td>
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<tr>
<td>Identify and analyze structural elements unique to dramatic literature</td>
<td>Read a play then identify what the characters and their relationships are like through the characters’ words and actions (see standard 10.3)</td>
<td>Explain the significant role dialogue performs in plays</td>
<td>Identify in plays - setting, plot and characterization.</td>
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<tr>
<td>Analyze the use of humor and suspense in a play.</td>
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<td>Recognize how dialogue must subtly develop plot in a play.</td>
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<td>17.4 Identify and analyze the similarities and differences between a</td>
<td>17.4 Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.</td>
<td>17.6 Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.</td>
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<tr>
<td>narrative text and its film or play adaptation.</td>
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<td>Students will KNOW:</td>
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<tr>
<td>Differences between films and books adaptations</td>
<td>Differences and similarities between a narrative text and the film or dramatic play version.</td>
<td>Stories can be told through various media and genres</td>
<td>Differences and similarities between a narrative text and its film or</td>
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<tr>
<td>Plays are meant to be performed or read.</td>
<td></td>
<td>Writers select particular formats for a variety of reasons: audience, effectiveness of message, numbers to be reached, ability to master style, etc.</td>
<td>play adaptation.</td>
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<td>Students will be able to DO:</td>
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<tr>
<td>Identify and analyze narrative text and its film or play versions</td>
<td>Create a Venn diagram comparing a biography or autobiography to its play version. For example, The Diary of Anne Frank; Houghton MifflinTheme 2, pg. 218</td>
<td>Differentiate between key features of text, plays, and film (i.e. descriptive paragraphs, stage directions, camera angles, etc.)</td>
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<td>Compare and contrast the written and performed version of a play after</td>
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<td>Evaluate the effectiveness of one genre over another when experiencing the same story told through different modalities (i.e., reading a story/book and then seeing the film or particular scenes from a film)</td>
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<td>reading and watching the play.</td>
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<tr>
<td>18.3 Develop characters through the use of basic acting skills</td>
<td>18.3 Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing.</td>
<td>18.4 Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.</td>
<td>18.4 Develop and present characters through the use of basic acting skills</td>
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<tr>
<td>(memorization, sensory recall, concentration, diction, body alignment,</td>
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<td></td>
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### GRADE 5

**Students will KNOW:**
- The criteria for basic dramatic presentations

**Students will be able to DO:**
- Display the attributes of the character they are portraying.

### GRADE 6

**Students will KNOW:**
- Scripts consist of multiple roles
- How corporeal expression assists acting.
- Basic acting skills
- How to speak in a loud or soft voice.

**Students will be able to DO:**
- Participate in a skit or class play to demonstrate basic acting skills.
- Recognize their role and lines within the script.
- Memorize their lines.
- Self-assess their performance from the teacher’s rubric.

### GRADE 7

**Students will KNOW:**
- Basic acting skills include body language, voice volume, inflection, pacing, eye contact, etc.
- Memorization takes hours of practice and rehearsal
- Acting skills develop on the basis of a continuum from beginner to mastery of the form

**Students will be able to DO:**
- Vary their own vocal style to fit a character’s description
- Utilize authentic questions to develop a stronger sense of a character’s personality and motivations
- Identify strengths and weaknesses evident in one’s performance (and score using a rubric)
- Develop ability to both act and critique action
- Develop the physical manifestation of a fictional or historical character

### GRADE 8

**Students will KNOW:**
- It’s not as easy as it looks! Playwriting and performing require an understanding and commitment to the structure and incredible self-discipline.

**Students will be able to DO:**
- Write and present a one-act play on the school stage with a student-generated scoring rubric to evaluate the performance.

---

**COMPOSITION STRAND**

For imaginative/literary writing: 19.14 Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).

For imaginative/literary writing: 19.14 Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).

For imaginative/literary writing: 19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.

For imaginative/literary writing: 19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.

**Students will KNOW:**
- The writing process has five steps – prewriting, drafting, revising, proofreading, and publishing.
- A personal essay explains the writer’s opinion on a topic and gives reasons to support the opinion.

**Students will KNOW:**
- The writing process has five steps – prewriting, drafting, revising, proofreading, and publishing, HM, each theme.
- Important writing traits are ideas, organization, voice, word choice, sentence

**Students will KNOW:**
- The elements of fiction necessary to construct a story
- Some stories are cliffhangers: a concrete resolution, denouement, and falling action are not present
- Difference between fresh, interesting

**Students will be able to DO:**
- Write and present a one-act play on the school stage with a student-generated scoring rubric to evaluate the performance.
### Grade 5
- A character sketch creates a colorful and vivid picture of what a real or fictional character is like.
- Fiction stories include characters, dialogue, setting, and plot with a clear resolution.
- A play has the same elements as fiction.
- A persuasive essay is to convince the reader to think or act in a certain way.

**Students will be able to do:**
- Write stories, scripts, essays, or tall tales, containing basic elements of fiction (characters, dialogue, setting, plot with clear resolution) using five step writing process.

### Grade 6
- Fluency, conventions, and presentation are important traits for writing well.
- A plot can involve solving a problem by defining the problem, considering possible solutions, evaluating possible solutions, selecting the best solution then carrying it out.

**Students will be able to do:**
- Write a story that demonstrates use of ideas and word choice.
- Write a description that demonstrates use of organization and word choice.
- Write a story with a plot that demonstrates problem solving.
- Write a persuasive essay demonstrating use of voice and sentence fluency.
- Use all five steps of the writing process to write a response to a prompt.

### Grade 7
- Writing and “tired” old clichés: i.e., “and then they woke up” is a weak, overused ending.

**Students will be able to do:**
- Construct cohesive stories with strongly described settings, characters, and conflict.
- Use language to build excitement and reader anticipation.

### Grade 8
- Write a short story that contains the basic elements of the Standard and be able to identify them in the work.

---

**For imaginative/literary writing:**

19.15 Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).

**Students will know:**
- Basic poetry concepts (rhythm and rhyme).

**Students will be able to do:**
- Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).
- Write a poem using the techniques of repetition, rhythm, or rhyme.

---

**For imaginative/literary writing:**

19.15 Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).

19.20 Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).

**Students will know:**
- A variety of poetic forms: ballad, limerick, haiku, free verse, sonnet.
- The importance of combining sound and sense (meaning and sound devices).
- Figurative language enhances and deepens meaning.
- Graphic elements also contribute to a poem’s meaning.

**Students will be able to do:**
- Experiment with a variety of poetic forms.
- Successfully execute a poem with strong fluency, conventions, and presentation.

---

**Students will know:**
- It is nearly impossible to define poetry, but there are common elements that make the genre interesting and enjoyable. Students will know and use the poetic techniques, figurative language, and graphic elements stated in the standard.

**Students will be able to do:**
- Write poems that evidence understanding of the poetic techniques, figurative language, and graphic elements stated in the standard.
### GRADE 5

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<tr>
<th>Students will KNOW:</th>
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<tbody>
<tr>
<td>Five steps in the writing process (see standard 19.14)</td>
<td>Write brief research reports with clear focus and supporting detail.</td>
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<tr>
<td>A biography is a written account of someone else’s life.</td>
<td>Use the five-step writing process to write a description of a place or thing the student knows about, respond to a writing prompt, write a biography, personal narrative, or research report.</td>
</tr>
<tr>
<td>An autobiography is the factual story of a person’s life written by that person.</td>
<td>Use the five-step writing process to write a personal narrative that demonstrates use of voice and sentence fluency.</td>
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<td>A personal narrative is a first-person account of a true experience.</td>
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### GRADE 6

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<tr>
<td>Information/expository writing uses the same traits as imaginary writing traits - ideas, organization, voice, word choice, sentence fluency, conventions, and presentation are important traits for writing well.</td>
<td>Write a research report that focuses on organization, conventions, and presentation.</td>
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<td>Use the five-step writing process to write a personal narrative that demonstrates use of voice and sentence fluency.</td>
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### GRADE 7

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
<th>Students will be able to DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research papers assert an idea or thesis</td>
<td>Select an organizational structure which best suits his/her needs: three, four, or five paragraph</td>
</tr>
<tr>
<td>Specific and relevant details must be present to support the thesis statement</td>
<td>Construct a research report with a clearly focused and engaging thesis</td>
</tr>
<tr>
<td>The rules of quotation and citation</td>
<td>Connect solid supporting paragraphs with properly quoted specific and relevant details and appropriate transitions</td>
</tr>
<tr>
<td>Information/expository writing uses the same traits as imaginary writing traits - ideas, organization, voice, word choice, sentence fluency, conventions, and presentation are important traits for writing well.</td>
<td>Utilize proper citation for quoted reference material</td>
</tr>
<tr>
<td></td>
<td>Compose a closing which does more than simply reiterate beginning</td>
</tr>
</tbody>
</table>

### GRADE 8

<table>
<thead>
<tr>
<th>Students will KNOW:</th>
<th>Students will be able to DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research papers require strict adherence to an established format.</td>
<td>Use the elements of the standard in a research paper.</td>
</tr>
<tr>
<td>Be acquainted with MLA style sheet.</td>
<td></td>
</tr>
</tbody>
</table>

### DEVELOPED BASED ON JUNE 2001 MASSACHUSETTS ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK

January 2009
<table>
<thead>
<tr>
<th>GRADE 5</th>
<th>GRADE 6</th>
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</tr>
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<tbody>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will KNOW:</strong></td>
<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td>Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</td>
<td>Write a business letter using the five steps in the writing process.</td>
<td>Literary analysis must be supported with textual evidence</td>
<td>Quality writing requires focused interpretations of literary works and structured responses.</td>
</tr>
<tr>
<td>No comparable standard in this grade</td>
<td>No comparable standard in this grade</td>
<td>Some scholars do not encourage personal response</td>
<td>Students will be able to DO: Analyze and respond to literary works using “topic sentence/evidence/conclusion” structure.</td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
<td><strong>Students will KNOW:</strong></td>
<td>For informational/expository writing: 19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</td>
<td>For informational/expository writing: 19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</td>
</tr>
<tr>
<td>- An explanation can give the steps of a process, tell how something works, or tell about a subject’s importance.</td>
<td>For informational/expository writing: 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure</td>
<td><strong>Students will KNOW:</strong></td>
<td>Non-fiction writing must be just as well crafted as fiction if it is to hold the reader’s attention and inform/persuade.</td>
</tr>
<tr>
<td>- When reading instructions pay attention to numbers or order words such as first, next, or finally.</td>
<td>For informational/expository writing: 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure</td>
<td>Compositions are a basic writing format utilized in a variety of settings</td>
<td>Students will be able to DO: Write a multi-paragraph composition on</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td>Mastery of the composition requires strict attention to form and function</td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- Instructions that explain how to make or do something should be clear, complete, easy to follow, and in the correct order.</td>
<td>- Support that impression with specific and relevant details and quotations</td>
<td><strong>Students will KNOW:</strong></td>
<td>- Write a multi-paragraph composition on</td>
</tr>
<tr>
<td>- An explanation can tell who or what something is, its importance, how something works, the steps in a process, or</td>
<td>- An explanation can tell who or what something is, its importance, how something works, the steps in a process, or</td>
<td><strong>Students will KNOW:</strong></td>
<td>- Write a multi-paragraph composition on</td>
</tr>
</tbody>
</table>

Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework
January 2009
### GRADE 5

- Instructions that explain how to make or do something should be clear, complete, easy to follow, and in the correct order.
- A journal is a diary, notebook, or file for recording your thoughts, ideas, and experiences.

**Students will be able to DO:**
- Write a short sequential explanation of a process that includes a topic statement, supporting details, and a conclusion.

- Why something happens.

**Students will be able to DO:**
- Write instructions that use sequence words and phrases to help readers keep track of the order of steps.
- Write an explanation with a focus on eliminating unnecessary words.
- Write an explanation with a focus on writing clearly with pronouns.

- Compose a clear, engaging introduction.
- Connect solid supporting paragraphs with specific and relevant details and appropriate transitions.
- Compose a closing which does more than simply reiterate beginning.
- Select an organizational structure which best suits his/her needs: three, four, or five paragraph.
- Vary sentence structures for purposes of reader interest.

### GRADE 6

- Students will be able to DO:
  - Write a short sequential explanation of a process that includes a topic statement, supporting details, and a conclusion.

- Why something happens.

**Students will be able to DO:**
- Write instructions that use sequence words and phrases to help readers keep track of the order of steps.
- Write an explanation with a focus on eliminating unnecessary words.
- Write an explanation with a focus on writing clearly with pronouns.

- Compose a clear, engaging introduction.
- Connect solid supporting paragraphs with specific and relevant details and appropriate transitions.
- Compose a closing which does more than simply reiterate beginning.
- Select an organizational structure which best suits his/her needs: three, four, or five paragraph.
- Vary sentence structures for purposes of reader interest.

### GRADE 7

- Students will be able to DO:
  - Write a short sequential explanation of a process that includes a topic statement, supporting details, and a conclusion.

- Why something happens.

**Students will be able to DO:**
- Write instructions that use sequence words and phrases to help readers keep track of the order of steps.
- Write an explanation with a focus on eliminating unnecessary words.
- Write an explanation with a focus on writing clearly with pronouns.

- Compose a clear, engaging introduction.
- Connect solid supporting paragraphs with specific and relevant details and appropriate transitions.
- Compose a closing which does more than simply reiterate beginning.
- Select an organizational structure which best suits his/her needs: three, four, or five paragraph.
- Vary sentence structures for purposes of reader interest.

### GRADE 8

- Students will be able to DO:
  - Write a short sequential explanation of a process that includes a topic statement, supporting details, and a conclusion.

- Why something happens.

**Students will be able to DO:**
- Write instructions that use sequence words and phrases to help readers keep track of the order of steps.
- Write an explanation with a focus on eliminating unnecessary words.
- Write an explanation with a focus on writing clearly with pronouns.

- Compose a clear, engaging introduction.
- Connect solid supporting paragraphs with specific and relevant details and appropriate transitions.
- Compose a closing which does more than simply reiterate beginning.
- Select an organizational structure which best suits his/her needs: three, four, or five paragraph.
- Vary sentence structures for purposes of reader interest.

### 20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.

- Students will be able to DO:
  - Identify various genres throughout the literature series.
  - Complete a writing assignment for each genre depending upon the purpose.

- Students will KNOW:
  - Definition of each separate genre of literature before they write an assignment.

### 20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.

- Students will KNOW:
  - Different audiences appreciate and react differently to specific styles of speech and writing.
  - Consideration of one’s audience must aid in the decision making processes of writing and speech design.

- Students will be able to DO:
  - Vary sentences and word choice to appeal to varied audiences.
  - Successfully revise a piece to reach a different audience (i.e., a friendly letter to your grandmother into a business letter to her caretakers.)

### 21.4 Revise writing to improve level of detail and precision of language after

- 21.4 Revise writing to improve level of

### 21.6 Revise writing to improve

- 21.6 Revise writing to improve

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January 2009
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<tbody>
<tr>
<td>determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</td>
<td>detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</td>
<td>organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</td>
<td>organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</td>
</tr>
</tbody>
</table>
| **Students will KNOW:**  
▶ How to write complete paragraphs in compositions  
▶ Words that appeal to the five senses are called sensory words.  
▶ A composition can be improved by combining sentences.  
**Students will be able to DO:**  
▶ Revise writing to improve level of detail and precision of language. | **Students will KNOW:**  
▶ Revising written work is important for writing well.  
▶ Using precise details and exact words makes an author’s meaning clear.  
**Students will be able to DO:**  
▶ Revise their own written work after using a checklist to evaluate their first draft.  
▶ Revise a clarification composition (see standard 23.8) by using precise words and phrases. | **Students will KNOW:**  
▶ Revision is the fourth step in the writing process (brainstorming, organizing, fluency writing, REVISION, editing)  
▶ Revision is the process of modifying style, tone, word choices, sentence structure and length, etc.  
**Students will be able to DO:**  
▶ Revise a piece of writing to reflect greater consideration of audience and purpose. | **Students will KNOW:**  
▶ The first draft is NEVER the final copy.  
**Students will be able to DO:**  
▶ Restate their essay in a bare bones, schematic format to assess the organization of ideas.  
▶ Evaluate their own word choices and develop a sense of when “less is more.”  
▶ Edit each others’ essays with an idea toward making every word count and eliminating all unnecessary verbiage. |
| **Students will KNOW:**  
▶ Dictionaries, thesauruses, and peers can assist us with word choice decision  
▶ Word choice has an incredibly strong impact on how a thought, idea, etc. is received by its audience  
**Students will be able to DO:**  
▶ Revise word choice for varying effects  
▶ Experiment with different word choices and begin developing the ability to predict reader response | **Students will KNOW:**  
▶ Dictionaries, thesauruses, and peers can assist us with word choice decision  
▶ Word choice has an incredibly strong impact on how a thought, idea, etc. is received by its audience  
**Students will be able to DO:**  
▶ Revise word choice for varying effects  
▶ Experiment with different word choices and begin developing the ability to predict reader response | **Students will KNOW:**  
▶ English has the largest vocabulary of any language in the world and words that offer varied and subtle distinction in meaning that improves the written product. Dictionaries and thesauruses are the primary sources for alternate word choices.  
**Students will be able to DO:**  
▶ Revise an essay using a dictionary or thesaurus for alternate word choices and ask a partner to compare and evaluate the quality of the revised work vs. the original. | **Students will KNOW:**  
▶ Dictionaries, thesauruses, and peers can assist us with word choice decision  
▶ Word choice has an incredibly strong impact on how a thought, idea, etc. is received by its audience  
**Students will be able to DO:**  
▶ Revise word choice for varying effects  
▶ Experiment with different word choices and begin developing the ability to predict reader response |

21.5 Improve word choice by using dictionaries or thesauruses.  
21.5 Improve word choice by using dictionaries or thesauruses.  
21.7 Improve word choice by using a variety of references.  
21.7 Improve word choice by using a variety of references.  

22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks,  
22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks,  
22.8 Use knowledge of types of sentences (simple, compound, complex), correct  
22.8 Use knowledge of types of sentences (simple, compound, complex), correct  

Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework  
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## Gateway Regional School District

### VERTICAL ALIGNMENT OF ENGLISH LANGUAGE ARTS STANDARDS

**Grades 5 – 8**

<table>
<thead>
<tr>
<th>GRADE 5</th>
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<tr>
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</tr>
<tr>
<td>- comma use in compound sentences, paragraph indentations, correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</td>
<td>- comma use in compound sentences, paragraph indentations, correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</td>
<td>- mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</td>
<td>- mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
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<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</td>
<td>- Use knowledge of spelling along with sentence context to figure out which homophone to use in a sentence.</td>
<td>- How simple, compound, and complex sentences are structured and how to differentiate between the three&lt;br&gt;- Basic comma, end punctuation, quotation apostrophe rules&lt;br&gt;- The meaning of subject verb agreement&lt;br&gt;- Basic pronoun usage rules&lt;br&gt;- Basic spelling rules</td>
<td>- Knowing and properly using standard English conventions enhances the quality of their writing and its impact on the reader.</td>
</tr>
<tr>
<td><strong>23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.</strong></td>
<td><strong>23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.</strong></td>
<td><strong>23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</strong></td>
<td><strong>23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).</strong></td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
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<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td>- How to organize ideas in writing in a way that makes sense for their purpose</td>
<td>- A biography is a written account of someone else’s life that tells about important events, significant experiences, and why the person is considered important.</td>
<td>- Variety in organizational approaches creates fresher, more original text&lt;br&gt;- Good writers utilize advanced methodologies such as the flashback to attain and keep reader interest</td>
<td>- Knowing standard conventions (strict chronology) allows the secure writer to be more creative in varying (breaking) those conventions.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- Decide on the placement of descriptive details about setting, characters, and events in stories.</td>
<td>- Write a short biography that places details about the setting, people, and events.</td>
<td>- Experiment with a variety of organizational structures and</td>
<td>- Write short essays and stories that evidence understanding of the technique outlined in the standard.</td>
</tr>
</tbody>
</table>

Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework
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## Gateway Regional School District

**VERTICAL ALIGNMENT OF ENGLISH LANGUAGE ARTS STANDARDS**

**Grades 5 – 8**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>23.7 Group related ideas and place them in logical order when writing summaries or reports.</td>
<td>23.7 Group related ideas and place them in logical order when writing summaries or reports.</td>
<td>23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</td>
<td>23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</td>
</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
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<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td>- Purpose of story board is to put things in logical order.</td>
<td>- An outline is a useful tool for organizing a report.</td>
<td>- Essays and reports follow strict structural guidelines.</td>
<td>- Establishing the goal of the essay and gathering the supporting details in outline fashion is critical to achieving greater coherence and clarity.</td>
</tr>
<tr>
<td>- A news article is a factual report that answers Who, What, When, Where, Why, and How.</td>
<td>- An outline uses Roman numerals for main topics, capital letters for subtopics, etc.</td>
<td>- Essays and reports can be enhanced with multi-genre additions (i.e., including a poetic passage, figurative language, etc.)</td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- A paragraph of information gives facts.</td>
<td>- A summary is a brief account of a story or nonfiction selection.</td>
<td><strong>Students will be able to DO:</strong></td>
<td>- Identify the organizational structure in sample essays and accomplish the same in their own writing.</td>
</tr>
<tr>
<td>- A summary is a brief account of a story or nonfiction selection.</td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- Brainstorm ideas and place them in logical order when writing summaries or reports.</td>
<td>- Create an outline before drafting a research report (see standard 19.160.</td>
<td>- Compose a clear, engaging introduction/thesis.</td>
<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td>- Use the five steps in writing to write a paragraph of information.</td>
<td>- Summarize a story or nonfiction selection by placing main ideas, supporting ideas, and supporting details in a logical order.</td>
<td>- Connect solid supporting paragraphs with specific and relevant details and appropriate transitions.</td>
<td>- Creating category lists of information is the first step in creating a compare/contrast essay.</td>
</tr>
<tr>
<td>- Summarize a story or non-fiction selection by paraphrasing the information in the selection.</td>
<td><strong>Students will KNOW:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will able to DO:</strong></td>
</tr>
<tr>
<td>- The details of the Venn must be used to support the writer’s assertion.</td>
<td>- Venn diagrams provide a logical way to organize compare and contrast writings.</td>
<td>- The details of the Venn must be used to support the writer’s assertion.</td>
<td><strong>Students will KNOW:</strong></td>
</tr>
<tr>
<td>- Creating category lists of information is the first step in creating a compare/contrast essay.</td>
<td><strong>Students will KNOW:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
<td><strong>Students will be able to DO:</strong></td>
</tr>
<tr>
<td>- Creating category lists of information is the first step in creating a compare/contrast essay.</td>
<td>- Venn diagrams provide a logical way to organize compare and contrast writings.</td>
<td>- The details of the Venn must be used to support the writer’s assertion.</td>
<td><strong>Students will KNOW:</strong></td>
</tr>
</tbody>
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Developed based on June 2001 Massachusetts English Language Arts Curriculum Framework

January 2009
### Grade 5

- quotation or other statement, making its meaning clear.
- An opinion paragraph includes beliefs that may or may not have facts to support it.

**Students will be able to do:**
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- Write a clarification paragraph.
- Write a compare and contrast paragraph or essay with a focus.
- Write an opinion paragraph.

### Grade 6

- meaning clear.
- An informational paragraph includes facts that can be proven and avoids opinions.

**Students will be able to do:**
- Write a paragraph of information that includes a topic sentence and supporting details.
- Write a compare and contrast paragraph.
- Write a compare and contrast essay.
- Write a clarification paragraph.

### Grade 7

**Students will be able to do:**
- Differentiate between compare and contrast
- Provide specific and relevant details to support similarities and differences
- Draw a conclusion based on their findings

### Grade 8

- Recognize similar and different aspects of their topic and use the information to create an essay which evidences understanding the standard.

### 24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:
- use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);
- follow established criteria for evaluating information;
- locate specific information within resources by using indexes, tables of contents, electronic search key words;
- organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and
- provide appropriate documentation in a consistent format.

**Students will know:**
- How to gather information from a variety of sources, and use it to answer their own questions.
- Use a print encyclopedia by looking up a

### 24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:
- use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources);
- follow established criteria for evaluating information;
- locate specific information within resources by using indexes, tables of contents, electronic search key words;
- organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and
- provide appropriate documentation in a consistent format.

**Students will know:**
- The difference between primary and secondary sources. The difference between paraphrasing and direct quotation.
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<tbody>
<tr>
<td>▶ Use an electronic encyclopedia by using the Search feature built into it.</td>
<td>▶ Use an electronic encyclopedia by using the Search feature built into it.</td>
<td>▶ Students will be able to DO:</td>
<td>▶ How to document their research using established formats.</td>
</tr>
<tr>
<td>▶ All books, videotapes, and other materials in a library are listed in either a card catalog or an electronic catalog.</td>
<td>▶ Websites created by government departments, museums, research groups, colleges, and other well-respected organizations are reliable sources of information on the Internet.</td>
<td>▶ Begin to collect, organize, and present material in a cohesive manner.</td>
<td>▶ Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions. (This is a direct quote of the overall standard.)</td>
</tr>
<tr>
<td>▶ Each book has a call number on its spine which also appears in the library catalog.</td>
<td>▶ Write a research report that uses at least two print and two electronic sources of information (see standard 19.16).</td>
<td>▶ Vary the sources used for their research (text and media)</td>
<td></td>
</tr>
<tr>
<td>▶ Characteristics of telephone directory, thesaurus, dictionary, atlas, almanac, encyclopedia.</td>
<td>▶ Process for taking notes when gathering information for a research report (see standard 19.16)</td>
<td>▶ Create a simple bibliography which correctly cites sources</td>
<td></td>
</tr>
<tr>
<td>▶ Print and electronic versions of dictionaries, encyclopedias, atlases, and thesauruses are widely available.</td>
<td>▶ Sources of information for a research report are documented in a bibliography.</td>
<td>▶ Utilize quotation marks to identify “borrowed” material</td>
<td></td>
</tr>
<tr>
<td>▶ A primary source is an account of a period or event by someone who was there and a secondary source is by someone who was not there.</td>
<td>▶ A primary source is an account of a period or event by someone who was there and a secondary source is by someone who was not there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Libraries often have audio, video, and print versions of the same material.</td>
<td>▶ It is important to evaluate information for propaganda. Elements of propaganda are overgeneralization, testimonial, bandwagon, transfer, and faulty cause and effect to influence how people think or act.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ When you take notes, list important facts and details you want to remember about the topic.</td>
<td>▶ Students will be able to DO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Paraphrasing is restating in your own words what someone has written or said, without changing the meaning.</td>
<td>▶ Locate information on the Internet by using a search engine to do a keyword search.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ When evaluating a source of information consider accuracy, reliability, currency, and presence of author bias.</td>
<td>▶ Use print and electronic sources to answer questions developed by a peer using similar resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
<td>▶ Find answers to specific questions by consulting the appropriate print reference source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</td>
<td>▶ Visit at least four websites on one topic and write a brief description of each.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Use print and electronic encyclopedias to answer questions.</td>
<td>▶ Take notes for a research report then use</td>
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</tbody>
</table>
### Grade 5
- Use the catalog and call numbers in a library to find a book on a topic of interest.
- Find answers to specific questions by consulting the appropriate resource.
- Use multiple sources to research a topic.
- Determine whether several pieces of information are primary or secondary sources.
- Take notes on a nonfiction selection and organize them under topic headings.
- Take notes by paraphrasing a paragraph.
- Evaluate selections in the reading book and a newspaper editorial for accuracy and bias.

### Grade 6
- An outline (see standard 23.7) to organize them.
- Record all source information necessary for a bibliography.
- Compare and evaluate information from a variety of primary and secondary sources.
- Distinguish between statements included in propaganda that are supported by facts and statements that are not supported by facts.

### Grade 7
- 25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.
- Students will KNOW: A rubric can be made for self-evaluation
- Students will be able to DO: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.
- Use the HM writing traits scoring rubric to evaluate their own personal essay (see standard 19.14).
- Use the HM writing traits scoring rubric to evaluate their own original story (see standard 19.14).
- Use the HM writing traits scoring rubric to evaluate their own personal narrative (see standard 19.6).
- Use the HM writing traits scoring rubric to evaluate their own research report (see standard 19.6). Theme 5, 494 – 495H

### Grade 8
- 25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.
- Students will KNOW: Scoring rubrics can be used to guide and organize one’s projects
- Scoring rubrics provide a range of attainable goals
- Students will be able to DO: Use rubrics to evaluate writing and presentations
- Create rubrics to evaluate writing and presentations
- Show evidence of internalizing rubric standards

### Standards
- 25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.
- 25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

### Additional Notes
- Students will KNOW:
  - Important writing traits are ideas, organization, voice, word choice, sentence fluency, conventions, and presentation (see standard 19.14 and 19.16).

- Students will be able to DO:
  - Use the HM writing traits scoring rubric to evaluate their own work. - research report, personal essay, persuasive essay.
# Gateway Regional School District

**VERTICAL ALIGNMENT OF ENGLISH LANGUAGE ARTS STANDARDS**

**Grades 5 – 8**

<table>
<thead>
<tr>
<th>GRADE 5</th>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
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</thead>
<tbody>
<tr>
<td>Use the HM writing traits scoring rubric to evaluate their own persuasive essay (see standard 19.14). Theme 6, 625H</td>
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</table>

## MEDIA STRAND

| 26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials. | 26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials. | 26.4 Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. | 26.4 Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. |
| Students will KNOW: | Students will KNOW: | Students will KNOW: | Students will KNOW: |
| Media utilizes a multi-modal approach | Kinesthetic, audio, and visual techniques used in websites and software. | Media utilizes a multi-modal approach to reach views and listeners | The creator of a given work is knowledgeable of and uses all the tools at his/her disposal to persuade the audience to agree with his/her point of view. |
| Students will be able to DO: | Students will be able to DO: | Students will be able to DO: | Students will be able to DO: |
| Identify different types of media | Debate the effectiveness of using different techniques for different media resources. | Begin to identify specific techniques used by the media to reach and manipulate audiences’ reactions and emotions (i.e., sound effects, advertising appeals, musical scores, etc.) | Analyze print and electronic journalism and identify individual methods used to influence the reader. |
| Students will KNOW: | Students will KNOW: | Students will KNOW: | Students will KNOW: |
| Computer vocabulary | Same as standard 27.3 | Same as standard 27.3 | Same as standard 27.3 |
| Students will be able to DO: | Students will be able to DO: | Students will be able to DO: | Students will be able to DO: |
| Create presentations using computer technology. | Create a slideshow presentation for an audience using programs such as iMovie. | Create a slideshow presentation for an audience using programs such as iMovie. | Create a slideshow presentation for an audience using programs such as iMovie. |

27.2 Create presentations using computer technology.

27.2 Create presentations using computer technology.

No comparable standard in this grade

No comparable standard in this grade

Students will KNOW:

- Computer vocabulary

Students will be able to DO:

- Create presentations using computer technology.
<table>
<thead>
<tr>
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<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
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<tbody>
<tr>
<td>27.3 Create a media production using effective images, text, music, sound effects, or graphics.</td>
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<td>27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</td>
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</tr>
<tr>
<td><strong>Students will KNOW:</strong></td>
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</tr>
<tr>
<td>▶ Media affords creative application unavailable in print.</td>
<td>▶ How to enter information electronically or digitally onto a computer.</td>
<td>▶ Media affords creative applications unavailable in print (sound, light, color, etc.)</td>
<td>▶ Different media require different skills and tools. Different media affect different target audiences differently.</td>
</tr>
<tr>
<td><strong>Students will be able to DO:</strong></td>
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<tr>
<td>▶ Design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</td>
<td>▶ Create a slideshow presentation for an audience using programs such as iMovie as in standard 27.2</td>
<td>▶ Apply creative applications to media presentations with reasonable predictability regarding audience reaction</td>
<td>▶ Understand and use the tools necessary to create a successful product in media and in the written word.</td>
</tr>
<tr>
<td>▶ Students will KNOW:</td>
<td>▶ Students will be able to DO:</td>
<td>▶ Students will KNOW:</td>
<td>▶ Students will KNOW:</td>
</tr>
<tr>
<td>▶ Pre-developed criteria provides useful parameters for media projects</td>
<td>▶ Create a criteria by which to assess media</td>
<td>▶ The presenter’s goal is to persuade. The listener’s goal is to “be(a)ware.”</td>
<td></td>
</tr>
<tr>
<td>▶ One’s original criteria may be varied from if deemed necessary or useful</td>
<td>▶ Utilize a criteria to assess media</td>
<td></td>
<td></td>
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<tr>
<td>▶ Students will be able to DO:</td>
<td>▶ Simultaneously maintain an openness to variety and change</td>
<td>▶ Be aware of and able to discuss the emotional responses media presentations are evoking in the viewer.</td>
<td></td>
</tr>
<tr>
<td><strong>No comparable standard in this grade</strong></td>
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<td>27.5 Use criteria to assess the effectiveness of media presentations.</td>
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<td></td>
<td></td>
<td><strong>Students will KNOW:</strong></td>
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<td>▶ Pre-developed criteria provides useful parameters for media projects</td>
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<td>▶ One’s original criteria may be varied from if deemed necessary or useful</td>
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<td><strong>Students will be able to DO:</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>▶ Create a criteria by which to assess media presentations (coordinates with Standard 3.13)</td>
<td>▶ Be aware of and able to discuss the emotional responses media presentations are evoking in the viewer.</td>
</tr>
</tbody>
</table>