

# 7<sup>th</sup>-8<sup>th</sup> Grade Academic Content Standards for English Language Arts

<u>Standard:</u> <b>Writing Applications</b>			
Organizer	Grade Level Indicator	Class Code	Implementation Plan
	<p>1. Write narratives that:</p> <p>a. Sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</p> <p>b. use literary devices to enhance style and tone; and</p> <p>c. create complex characters in a believable setting.</p>		<ul style="list-style-type: none"> <li>• Create a plot outline and character web to enhance and organize a narrative short story.</li> <li>• Make a list of devices to use in narrative, focus on including when appropriate.</li> </ul>
	<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and prior knowledge.</p>		<ul style="list-style-type: none"> <li>• Write a 5 paragraph character analysis essay based on one of the “coming of age” novels or a short story read during the school year. Show the development and evolution of the character and impact on the novel</li> </ul>
	<p><b>2a. WRITE LITERARY ANALYSIS THAT FOCUS ON THEME, AUTHOR’S INTENT, AND USE OF LITERARY DEVICES TO DEVELOP THEME AND CHARACTERIZATION</b></p>		<ul style="list-style-type: none"> <li>• Use at least three direct quotes from the text for support with correct MLA citation.</li> <li>• If in the library, use note taking guides to vary ideas: summary, paraphrase, direct quote</li> </ul>

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	<p>3. Write business letters, letters to the editor and job applications that:</p> <p>a. address audience needs, stated purpose and context in a clear and efficient manner;</p> <p>b. follow the conventional style appropriate to the text using proper technical terms;</p> <p>c. include appropriate facts and details;</p> <p>d. exclude extraneous details and inconsistencies; and</p> <p>e. provide a sense of closure to the writing.</p>		<ul style="list-style-type: none"> <li>• Use rubrics to evaluate finished project, edit, and refine final copy.</li> <li>• Rubrics generated by teacher, students, district or state guidelines.</li> </ul>
	<p>4. Write informational essays or reports, including research, that:</p> <p>a. pose relevant and tightly drawn questions that engage the reader;</p> <p>b. provide a clear and accurate perspective on the subject;</p> <p>c. create an organizing structure appropriate to the purpose, audience and context;</p> <p>d. support the main ideas with facts, details, examples and explanations from sources; and</p> <p>e. document sources and include bibliographies. <b>IF MLA, THEN USE A WORKS CITED PAGE.</b></p>		<ul style="list-style-type: none"> <li>• Follow suggested portfolio guidelines for each semester to create specific assignments.</li> <li>• Write an introduction that interests the reader. Choose from multiple introductory methods: anecdote, questions, summary of information, interesting or startling fact, or an interesting quote.</li> <li>• Write a clear thesis statement that organizes the paper and makes a supportable statement.</li> <li>• Develop a sentence or topic outline that organizes the topic.</li> <li>• Write body paragraphs that explicate the thesis statement and show understanding of acquired information and terms used in paper.</li> <li>• Use MLA citation in “Writer’s Inc” or “Warriner’s Grammar” or “Write Source” for assistance.</li> </ul>

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	5. Write persuasive compositions that: <ol style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ol>		<ul style="list-style-type: none"> <li>• Perhaps begin with simple, own opinionated five paragraph essays on favorite topics.</li> <li>• Build to a more complex literary analysis in which students use a book as a source</li> <li>• Finally, assign a research component in which a student has to find supportive information from another source.</li> <li>• MLA citation is required.</li> </ul>
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes..		<ul style="list-style-type: none"> <li>• Maintain a writing portfolio containing the current year's work.</li> <li>• Review periodically to improve in weak areas and provide ideas for future writing</li> </ul>
	<b>7. KEEP WRITING PORTFOLIO CONTAINING CURRENT YEAR'S WORK. REVIEW PERIODICALLY TO IMPROVE WEAK AREAS.</b>		<ul style="list-style-type: none"> <li>• Students should maintain, organize and evaluate.</li> </ul>
	<b>8. WRITE REFLECTIVE ESSAYS BASED ON PROGRESS DURING THE YEAR AS A DEVELOPING READER, WRITER, AND THINKER</b>		<ul style="list-style-type: none"> <li>• Use as an end of semester reflection from the portfolio.</li> </ul>