

## Alaska State Standards/KGBSD Student Performance Objectives

### 7<sup>th</sup> & 8<sup>th</sup> Grade

State Standards	Student Performance Objectives	Extended Learning	Assessment
<i>A. A student should be able to speak and write well for a variety of purposes and audiences</i>		<i>Options for students who have acquired basic language arts skills at grade level.</i>	

<p>W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion.</p> <p>W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences.</p>	<p><b>I. Use Analytical Structure</b></p> <ol style="list-style-type: none"> <li>1. Write clearly with a purpose, theme, or idea</li> <li>2. Define and give examples of a thesis</li> <li>3. Write a defensible thesis statement</li> <li>4. Write sentences that support the thesis statement</li> <li>5. Write a conclusion that either summarizes, evaluates, or synthesizes the thesis and supporting ideas</li> </ol> <p><b>II. Writing Fiction</b></p> <ol style="list-style-type: none"> <li>1. Write a short story with a plot, character description, setting, and resolution</li> <li>2. Write dialogue in a short story</li> <li>3. Write poetry using a variety of techniques</li> </ol> <p><b>III. Writing Nonfiction</b></p> <ol style="list-style-type: none"> <li>1. Write a 3-5 paragraph essay, descriptive, analytical</li> <li>2. Write short personal and business letters</li> <li>3. Write an expository or persuasive speech</li> </ol>	<p><b>I. Use Analytical Structure</b></p> <ol style="list-style-type: none"> <li>1. Evaluate thesis statements for effectiveness</li> <li>2. Use multiple resources as student develops thesis</li> <li>3. Incorporate quoted materials to support thesis</li> </ol> <p><b>II. Writing Fiction</b></p> <ol style="list-style-type: none"> <li>1. Write longer more complex pieces of fiction and nonfiction</li> <li>2. Use dialogue in writing projects</li> <li>3. Write using more challenging poetic forms (sonnets, ex.).</li> <li>4. Use famous quotations in writing</li> </ol>	<p><b><u>Assessment for Analytical Writing</u></b></p> <ol style="list-style-type: none"> <li>1. 6 trait rubric from Alaska State Writing Consortium</li> <li>2. Textbook based               <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Skill worksheets</li> <li>• Unit tests</li> </ul> </li> <li>3. Peer review</li> <li>4. Teacher review</li> </ol> <p><b>Assessment for fiction and nonfiction</b></p>
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<p>W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.</p>	<p>4. Write a personal narrative (3 paragraphs) based on a true incident with events in proper sequence                      5. Select an appropriate style and tone based on purpose and audience</p> <p><b>IV. Grammar</b>                      1. Review the eight parts of speech when writing and speaking                      2. Conjugate verbs correctly                      3. Introduce and use pronoun antecedents correctly                      4. Select prepositional phrases and objects from sentences                      5. Discriminate between coordinating, correlative and subordinating conjunctions</p> <p><b>V. Usage</b>                      1. Use subject and object pronouns correctly                      2. Distinguish between possessives and plural noun forms                      3. Apply correct usage of troublesome words (e.g., lie and lay)</p>	<p><b><u>Grammar, Usage, Mechanics</u></b>                      1. Pre-test grammar units to exempt students who demonstrate mastery                      2. Use adjective and adverb clauses correctly                      3. Diagram sentences</p>	<p><b><u>Grammar, Usage, Mechanics</u></b>                      Worksheets                      Tests                      Textbook exercises                      Peer revision                      Teacher editing                      Evaluation of changes from rough draft to final draft                      Writing workshop</p>

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	<p><b>VI. Mechanics</b></p> <ol style="list-style-type: none"> <li>1. Know rules of capitalization</li> <li>2. Use correct end punctuation, i.e. periods, question marks, exclamation points</li> <li>3. Use commas correctly, i.e. dates, greeting and closing of letters, locations</li> <li>4. Use indentations, italics, underlining, apostrophes, colons, semi-colons, hyphens, quotation marks</li> </ol> <p><b>VII. Spelling</b></p> <ol style="list-style-type: none"> <li>1. Use correct spelling on all documents</li> <li>2. Identify and correct misspelled words</li> <li>3. Use a variety of spelling strategies, depending on purpose: visual memory, structural analysis, phonetics</li> <li>4. Use prefixes, suffixes, roots and base words to assist with correct spelling</li> <li>5. Apply spelling rules: silent “e”; “I” before “e”, etc</li> <li>6. Abbreviate words correctly</li> </ol>	<p><b>Spelling Activities</b></p> <ol style="list-style-type: none"> <li>1. Alternate or student generated spelling lists</li> <li>2. District-wide spelling bee</li> </ol>	<p><b>Spelling Activities</b></p> <ol style="list-style-type: none"> <li>1. Unit tests</li> <li>2. Spelling games</li> <li>3. Competition</li> </ol>

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<p>W3.4a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose.</p>	<p><b>VIII. Pre-Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of methods to stimulate ideas for writing projects such as discussions, pictures, models, diagrams, lists</li> </ol> <p><b>IX. Writing Process</b></p> <ol style="list-style-type: none"> <li>1. Examine rubric where expectations are listed to understand how evaluation takes place</li> <li>2. Write a draft with a beginning, middle and end.</li> <li>3. Write clearly with a purpose, theme, or idea</li> <li>4. Give constructive criticism to a peer partner by identifying the best parts of a paper</li> <li>5. Give classmates useful suggestions for improvements.</li> <li>6. Revise rough drafts</li> <li>7. Revise rough drafts in response groups using a focused correction method</li> <li>8. Identify and delete extraneous sentences, phrases and words, i.e., sentence combining</li> <li>9. Recognize and delete run-on sentences</li> <li>10. Combine or eliminate sentence fragments</li> </ol>	<p><b><u>Pre-Writing Process</u></b></p> <ol style="list-style-type: none"> <li>1. Location and explanation of models of the particular writing project</li> </ol> <p><b><u>Writing Process</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher based editing suggestion that challenge advanced writers</li> <li>2. Alternative editing challenges (ex. complex sentences or sentence combining) with dependent clauses for example.</li> </ol>	<p><b><u>Pre-Writing Process</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher observation</li> <li>2. Student self-reflection project</li> </ol> <p><b><u>Writing Process</u></b></p> <ol style="list-style-type: none"> <li>1. 6 trait writing rubric from Alaska State Writing Consortium</li> <li>2. Textbook based worksheets, rubrics and tests</li> <li>3. Student-teacher conference</li> <li>4. Student portfolio</li> <li>5. Writing workshop</li> </ol>
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<p>W3.4b Form and explain own standards or judgments of quality writing.</p> <p>W3.5 List and document sources using a given format.</p> <p>W3.6 Compose and edit a composition with a word processing program.</p>	<p>11. Use dictionary, spell check, peers or teachers to correct spelling</p> <p>12. Edit by proofreading and correcting errors independently prior to handing in a final copy of a story or essay</p> <p><b>X. Publication Process</b></p> <p>1. Reflect on pieces of writing and add to portfolio</p> <p>2. Know definition of ‘publish’ (anytime a work is made public, e.g., hanging the work on a wall or entering it in a contest)</p> <p><b>XI. Evaluate Writing</b></p> <p>1. Develop a class rubric that evaluates specific qualities of effective writing</p> <p><b>XII. Research</b></p> <p>1. Use direct quotations and document the source</p> <p><b>XIII. Technology</b></p> <p>1. Compose and edit a composition with a word processing program</p>	<p><b>Publication Process</b></p> <p>1. Contest publications</p> <p><b>Evaluate Writing</b></p> <p>1. Panel presentations on quality of a given work</p> <p>2. Student generated “report cards” for evaluating a given work</p> <p><b>Research</b></p> <p>1. Locate thematic quotes using a source such as <u>Bartlett’s</u></p> <p><b>Technology</b></p> <p>1. Cut and paste from 2 documents</p>	<p><b>Publication Process</b></p> <p>1. Define and use portfolio</p> <p>2. Writing contests</p> <p>3. School literary magazine</p> <p><b>Evaluate Writing</b></p> <p>1. Teacher observation of discussion</p> <p>2. Projects such as booktalks, letters, reviews</p> <p>3. Writing workshop</p> <p><b>Research</b></p> <p>1. Worksheets</p> <p>2. Correct use of documentation format</p> <p><b>Technology</b></p> <p>1. Teacher observation during computer lab time</p>

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<p>A student should be able to listen, speak, &amp; write effectively in different situations for a variety of purposes &amp; audiences, incorporating appropriate elements of composition &amp; conventions of language.</p>	<p><b>XIV. Listening</b></p> <ol style="list-style-type: none"> <li>1. Listen quietly, attentively, &amp; politely, resisting common barriers to effective listening</li> <li>2. Listen with the eyes, as well as the ears to receive &amp; gain information</li> <li>3. Recognize the speaker's purpose &amp; choose a listening strategy that best fits that purpose</li> <li>4. Evaluate oral messages for accuracy &amp; significance</li> <li>5. Identify the main idea(s) &amp; supporting detail in oral communication</li> <li>6. Give appropriate feedback to the speaker</li> <li>7. Respect, while not necessarily agreeing with, the ideas, beliefs &amp; opinions of others</li> </ol> <p><b>XV. Speaking</b></p> <ol style="list-style-type: none"> <li>1. Write &amp; deliver speech to a specific audience</li> <li>2. Share &amp; support personal opinions using appropriate social skills</li> <li>3. Speak using a variety of sentences</li> <li>4. Give &amp; accept constructive criticism</li> </ol>	<p><b><u>Listening</u></b></p> <ol style="list-style-type: none"> <li>1. Lateral thinking problems</li> </ol> <p><b><u>Speaking</u></b></p> <ol style="list-style-type: none"> <li>1. More challenging roles during dramatic performance</li> <li>2. Facilitator for discussions</li> </ol>	<p><b><u>Listening</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher observation based on specific activity (ex. Following directions, peer reviews during writing workshop, student generated questions and responses)</li> </ol> <p><b><u>Speaking</u></b></p> <ol style="list-style-type: none"> <li>1. Rubric for evaluating performance in reader's theatre and play performances</li> <li>2. Teacher based rubrics for public speaking</li> <li>3. Questions and response</li> </ol>
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	5. Use appropriate conventions of English 6. Observe punctuation when reading aloud 7. Use clear & understandable speech 8. Exhibit proper posture & dress appropriate to the speaking situation 9. Express ideas orally in a logical & cohesive manner in a variety of situation, including formal and informal discussions 10. Use appropriate volume & intonations in order to be heard by the audience & to convey meaning—speak loudly, clearly, & slowly 11. Use proper nonverbal cues, body language, and eye contact during presentations		