

## SIXTH, SEVENTH AND EIGHTH GRADE CURRICULUM OBJECTIVES

### ENGLISH/LANGUAGE ARTS

#### State Standard 1B

The learner will apply reading strategies to improve understanding and fluency.

#### The Learner Will...

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> grade
<ul style="list-style-type: none"> <li>• establish purposes before reading and during reading.</li> <li>• identify story elements (e.g., characters, setting, plot, theme, climax, point of view) in a variety of text.</li> <li>• apply survey strategies (e.g., use of bold print, organization of content, key words, graphics, illustrations).</li> <li>• make judgments based on prior knowledge during reading.</li> <li>• distinguish between major and minor details.</li> <li>• clarify and extend ideas through written response, activities, and discussion in various classroom groupings (e.g., partners, small group, interest level).</li> <li>• identify organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, list/sequence, classification) of text to improve comprehension.</li> <li>• demonstrate an understanding of structure through the use of outlining and/or graphic organizers (e.g. mapping, time lines, Venn diagrams) .</li> <li>• apply self-monitoring and self-correcting strategies (e.g. reread, read ahead, use visual and context clues, question, retell, clarify terminology, seek additional information, skim, scan).</li> <li>• engage in oral reading to improve fluency and accuracy.</li> <li>• demonstrate appropriate silent reading skills.</li> <li>• connect literary selections and informational text to self, world, and other text.</li> <li>• recognize text structure and identify literary forms.</li> <li>• recognize and understand the author's purpose for writing a selection (i.e., persuade, entertain, inform).</li> </ul>	<ul style="list-style-type: none"> <li>• establish purposes before reading and during reading.</li> <li>• identify story elements (e.g., characters, setting, plot, theme, climax, point of view) in a variety of text.</li> <li>• apply survey strategies (e.g., use of bold print, organization of content, key words, graphics, illustrations).</li> <li>• distinguish between major and minor details.</li> <li>• clarify and extend ideas through written response, activities, and discussion in various classroom groupings (e.g., partners, small group, interest level).</li> <li>• recognize that different content areas require different organizational structures.(e.g. list/sequence, compare/contrast, cause/effect, problem/solution, classification)</li> <li>• demonstrate an understanding of structure through the use of outlining and/or graphic organizers (e.g., mapping, time lines, Venn diagrams).</li> <li>• apply self-monitoring and self-correcting strategies to clarify understanding, including adjusting rate according to text.</li> <li>• use skimming to preview reading materials and scanning to detect major visual patterns and to identify text structure before reading.</li> <li>• demonstrate fluency and accuracy by reading aloud a variety of materials.</li> <li>• demonstrate appropriate silent reading skills.</li> <li>• connect literary selections and informational text to self, world, and other text.</li> <li>• identify literary forms and analyze how structure contributes to the understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>• establish purposes before reading and during reading.</li> <li>• identify story elements (e.g., characters, setting, plot, theme, climax, point of view) in a variety of text.</li> <li>• apply survey strategies (e.g., use of bold print, organization of content, key words, graphics, illustrations).</li> <li>• distinguish between major and minor details.</li> <li>• clarify and extend ideas through written response, activities, and discussion in various classroom groupings (e.g., partners, small group, interest level).</li> <li>• recognize that different content areas require different organizational structures (e.g., list/sequence, compare/contrast, cause/effect, problem/solution, classification).</li> <li>• demonstrate an understanding of structure through the use of outlining and/or graphic organizers (e.g., mapping, time lines, Venn diagrams).</li> <li>• apply self-monitoring and self-correcting strategies to clarify understanding, including adjusting rate according to text.</li> <li>• use skimming to preview reading materials and scanning to detect major visual patterns and to identify text structure before reading.</li> <li>• demonstrate fluency and accuracy by reading aloud a variety of materials.</li> <li>• demonstrate appropriate silent reading skills.</li> <li>• connect literary selections and informational text to self, world, and other text.</li> <li>• to the analyze how structure contributes to the understanding of text.</li> </ul>