

LANGUAGE ARTS CURRICULUM
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16
MIDDLE-JUNIOR HIGH SCHOOL 7-8

STATE GOAL 3: Write to communicate for a variety of purposes.

Learning Standard 3.A: Write to communicate for a variety of purposes.

Benchmarks	Seventh Grade	Eighth Grade
<p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative), • use transitional words and phrases within and between paragraphs, • proofread for correct English conventions, and • demonstrate appropriate use of the eight parts of speech. 	<p>Students will:</p> <ul style="list-style-type: none"> • develop compositions that include complete sentences and effective paragraphs, • use effective transition words and phrases within and between paragraphs, • use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory), and • proofread for correct English conventions.

Assessments: http://www.isbe.net/ils/ela/stage_G/assessment.htm

Resources: <http://www.isbe.net/ils/ela/resources.htm>

Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks	Seventh Grade	Eighth Grade
<p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use pre-writing strategies, • analyze audience and purpose for writing, and choose the appropriate form (e.g., letters, editorials, reviews, poems, reports, narratives), • begin to establish a personal voice and style, • use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison), • write using organization (i.e., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence, • use figurative language, and • use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices. 	<p>Students will:</p> <ul style="list-style-type: none"> • select and apply appropriate pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, research), • compose a clear thesis/claim that contains the main idea in an essay, • choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose, • use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison, classification), • write using organization (i.e., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence, • use figurative language, and • use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.
<p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • edit and revise to maintain a consistent tone and focus throughout a piece of writing, • select effective formats for publication of final product, and • use available technology (e.g., word processing, desktop publishing, electronic dictionary/ glossary, printing). 	<p>Students will:</p> <ul style="list-style-type: none"> • edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing, • select effective formats for publication of final product, and • use available technology (e.g., word processing, desktop publishing, electronic dictionary/ glossary, printing).

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Learning Standard 3.C: Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks	Seventh Grade	Eighth Grade
<p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter), • write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression, • develop a multi-paragraph piece of persuasive writing, • use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest), • write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial), and • compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support. 	<p>Students will:</p> <ul style="list-style-type: none"> • use appropriate language, details, and format for a specified audience, • write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial), • write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression, • compose a multi-paragraph piece of expository writing, and • compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
<p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works. 	<p>Students will:</p> <ul style="list-style-type: none"> • use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

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