

Level III (Grades 6-8)

Standard 1. Uses the general skills and strategies of the writing process

1. Prewriting: Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorms, builds background knowledge)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work)
4. Evaluates own and others' writing (e.g., applies criteria generated by self and others, uses self- assessment to set and achieve goals as a writer, participates in peer response groups)
5. Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)
6. Writes expository compositions (e.g., states a thesis or purpose; presents information that reflects knowledge about the topic of the report; organizes and presents information in a logical manner, including an introduction and conclusion; uses own words to develop ideas; uses common expository structures and features, such as compare-contrast or problem-solution)
7. Writes narrative accounts, such as short stories (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, persona, point of view, setting, conflict, and resolution; develops complex characters; creates an organizational structure that balances and unifies all narrative aspects of the story; uses a range of strategies and literary devices such as dialogue, tension, suspense, figurative language, and specific narrative action such as movement, gestures, and expressions; reveals a specific theme)
8. Writes compositions about autobiographical incidents (e.g., explores the significance and personal importance of the incident; uses details to provide a context for the incident; reveals personal attitude towards the incident; presents details in a logical manner)
9. Writes biographical sketches (e.g., illustrates the subject's character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background)

description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner)

10. Writes persuasive compositions (e.g., engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a judgment; creates and organizes a structure appropriate to the needs and interests of a specific audience; arranges details, reasons, examples, and/or anecdotes persuasively; excludes information and arguments that are irrelevant; anticipates and addresses reader concerns and counter arguments; supports arguments with detailed evidence, citing sources of information as appropriate)
11. Writes compositions that address problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons)
12. Writes in response to literature (e.g., responds to significant issues in a log or journal, answers discussion questions, anticipates and answers a reader's questions, writes a summary of a book, describes an initial impression of a text, connects knowledge from a text with personal knowledge, states an interpretive, evaluative, or reflective position; draws inferences about the effects of the work on an audience)
13. Writes business letters and letters of request and response (e.g., uses business letter format; states purpose of the letter; relates opinions, problems, requests, or compliments; uses precise vocabulary)
14. Writes technical text, such as bylaws for an organization (e.g., identifies essential steps in a logical sequence; lists materials or equipment needed; describes all factors and variables that need to be considered; uses appropriate formatting)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording)
2. Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs)
3. Uses a variety of sentence structures to expand and embed ideas (e.g., simple, compound, and complex sentences; parallel structure, such as similar grammatical forms or juxtaposed items)
4. Uses explicit transitional devices

Standard 3. Uses grammatical and mechanical conventions in written compositions

1. Uses pronouns in written compositions (e.g., uses relative, demonstrative, personal [i.e., possessive, subject, object] pronouns; uses pronouns that agree with their antecedent)
2. Uses nouns in written compositions (e.g., forms possessives of nouns; forms irregular plural nouns)
3. Uses verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms of regular and irregular verbs)
4. Uses adjectives in written compositions (e.g., pronominal, positive, comparative, superlative)
5. Uses adverbs in written compositions (e.g., chooses between forms of adverbs such as positive, comparative, superlative degrees)

6. Uses prepositions and coordinating conjunctions in written compositions (e.g., uses prepositional phrases, combines and embeds ideas using conjunctions)
7. Uses interjections in written compositions
8. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses common prefixes and suffixes as aids to spelling; applies rules for irregular structural changes)
9. Uses conventions of capitalization in written compositions (e.g., titles [books, stories, poems, magazines, newspapers, songs, works of art], proper nouns [team names, companies, schools and institutions, departments of government, religions, school subjects], proper adjectives, nationalities, brand names of products)
10. Uses conventions of punctuation in written compositions (e.g., uses colons, quotation marks, and dashes; uses apostrophes in contractions and possessives, commas with introductory phrases and dependant clauses, semi-colons or a comma and conjunction in compound sentences, commas in a series)
11. Uses appropriate format in written compositions (e.g., uses italics [for titles of books, magazines, plays, movies])

Standard 4. Gathers and uses information for research purposes

1. Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)
2. Uses library catalogs and periodical indexes to locate sources for research topics
3. Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs, technological sources)
4. Determines the appropriateness of an information source for a research topic
5. Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)
6. Writes research papers (e.g., asks research questions, defines a topic, organizes information into major components and examines relationships among these components, addresses different perspectives on a topic, achieves balance between research information and original ideas, integrates a variety of information into a whole, draws conclusions)
7. Uses appropriate methods to cite and document reference sources (e.g., footnotes, bibliography)

Standard 5. Uses the general skills and strategies of the reading process

1. Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts; to discover models for own writing)
2. Uses word origins and derivations to understand word meaning (e.g., Latin and Greek roots and affixes, meanings of foreign words frequently used in the English language, historical influences on English word meanings)
3. Uses a variety of strategies to extend reading vocabulary (e.g., uses analogies, idioms, similes, metaphors to infer the meaning of literal and figurative phrases; uses definition, restatement, example, comparison and contrast to verify word meanings; identifies shades of meaning; knows

- denotative and connotative meanings; knows vocabulary related to different content areas and current events; uses rhyming dictionaries, classification books, etymological dictionaries)
4. Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults another source, represents abstract information as mental pictures, draws upon background knowledge, asks for help)
 5. Understands specific devices an author uses to accomplish his or her purpose (e.g., persuasive techniques, style, word choice, language structure)
 6. Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

1. Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, drama)
2. Knows the defining characteristics of a variety of literary forms and genres (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, drama)
3. Understands complex elements of plot development (e.g., cause-and-effect relationships; use of subplots, parallel episodes, and climax; development of conflict and resolution)
4. Understands elements of character development (e.g., character traits and motivations; stereotypes; relationships between character and plot development; development of characters through their words, speech patterns, thoughts, actions, narrator's description, and interaction with other characters; how motivations are revealed)
5. Understands the use of specific literary devices (e.g., foreshadowing, flashback, progressive and digressive time, suspense)
6. Understands the use of language in literary works to convey mood, images, and meaning (e.g., dialect; dialogue; symbolism; irony; rhyme; voice; tone; sound; alliteration; assonance; consonance; onomatopoeia; figurative language such as similes, metaphors, personification, hyperbole, allusion; sentence structure; punctuation)
7. Understands the effects of an author's style (e.g., word choice, speaker, imagery, genre, perspective) on the reader
8. Understands point of view in a literary text (e.g., first and third person, limited and omniscient, subjective and objective)
9. Understands inferred and recurring themes in literary works (e.g., bravery, loyalty, friendship, good v. evil; historical, cultural, and social themes)
10. Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

1. Uses reading skills and strategies to understand a variety of informational texts (e.g., electronic texts; textbooks; biographical sketches; directions; essays; primary source historical documents, including letters and diaries; print media, including editorials, news stories, periodicals, and magazines; consumer, workplace, and public documents, including catalogs, technical directions, procedures, and bus routes)

2. Knows the defining characteristics of a variety of informational texts (e.g., electronic texts; textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents)
3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; preserves author's perspective and voice)
4. Uses new information to adjust and extend personal knowledge base
5. Draws conclusions and makes inferences based on explicit and implicit information in texts
6. Differentiates between fact and opinion in informational texts

Standard 8. Uses listening and speaking strategies for different purposes

1. Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)
2. Asks questions to seek elaboration and clarification of ideas
3. Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)
4. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)
5. Uses level-appropriate vocabulary in speech (e.g., metaphorical language, specialized language, sensory details)
6. Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; uses a clear point of view; uses evidence and arguments to support opinions; uses visual media)
7. Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., inflection/modulation of voice, tempo, word choice, grammar, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture)
8. Evaluates strategies used by speakers in oral presentations (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material)
9. Understands the ways in which language differs across a variety of social situations (e.g., formal and informal speech in different social situations, use of jargon by sports commentators to make listeners feel like insiders)
10. Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music; images and ideas conveyed by vocabulary)

Standard 9. Uses viewing skills and strategies to understand, interpret, and create media

1. Understands a variety of messages conveyed by media (e.g., main concept, details, themes or lessons, viewpoints)
2. Uses a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as web sites, documentaries, news programs; recognizes a range of viewpoints and arguments; establishes criteria for selecting or avoiding specific programs)
3. Knows typical genre of different media (e.g., TV, newspapers, websites, and advert.)
4. Understands how language choice is used to enhance media (e.g. the use of emotional or logical appeals in commercials)

5. Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed towards different classes, races, ages, genders)
6. Understands techniques used in visual media to influence or appeal to a particular audience (e.g., production techniques, such as designing a news program as entertainment; persuasive techniques, such as exaggerated claims, portrayal of appealing lifestyles, bandwagon, glittering generalities; narrative style)
7. Creates a media composition (e.g., Video, newspapers, websites, brochures, and adverts)