

CAMBRIDGE PUBLIC SCHOOLS ELA LEARNING EXPECTATIONS

STRAND	STANDARD	Grade 6	Grade 7	Grade 8
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Language Strand	<p>Standard 1: Discussion Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p>	<p>The student will be able to: -Apply understanding of agreed-upon rules and individual roles in order to make decisions, individually or in groups.</p>	<p>The student will be able to: -Apply understanding of agreed-upon rules and individual roles in order to make decisions, individually or in groups. -Know and apply rules for formal discussions (<i>classroom, parliamentary, debate, town meeting rules</i>).</p>	<p>The student will be able to: -Apply understanding of agreed-upon rules and individual roles in order to make decisions, individually or in groups. -Know and apply rules for formal discussions (<i>classroom, parliamentary, debate, town meeting rules</i>).</p>
	<p>Standard 2: Questioning, Listening, & Contributing Students will pose questions, listen to ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.</p>	<p>The student will be able to: -Gather relevant information for research project or composition through interviews. -Continue practicing discussion and turn-taking routines in a group.</p>	<p>The student will be able to: -Gather relevant information for research project or composition through interviews. -Continue practicing discussion and turn-taking routines in a group. -Integrate relevant information gathered from group discussions and interviews for reports.</p>	<p>The student will be able to: -Gather relevant information for research project or composition through interviews. -Continue practicing discussion and turn-taking routines in a group. -Integrate relevant information gathered from group discussions and interviews for reports.</p>

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Language Strand (cont'd)	<p>Standard 3: Oral Presentation Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Give oral presentations for various purposes, making appropriate adaptations in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect. -Use teacher-developed assessment criteria to prepare presentations. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Give oral presentations for various purposes, making appropriate adaptations in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect. -Use teacher-developed assessment criteria to prepare presentations. -Present an organized interpretation of a literary work, film, or dramatic production. -Use appropriate techniques or oral persuasion. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Give oral presentations for various purposes, making appropriate adaptations in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect. -Use teacher-developed assessment criteria to prepare presentations. -Present an organized interpretation of a literary work, film, or dramatic production. -Use appropriate techniques or oral persuasion.
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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Language Strand (cont'd)	<p>Standard 4: Vocabulary & Concept Development Students will understand and acquire new vocabulary and use it correctly in reading and writing.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Determine the meaning of unfamiliar words using clues as well as knowledge of common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations, meanings, alternate word choices, and parts of speech using dictionaries and thesauruses. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Determine the meaning of unfamiliar words using clues (<i>contrast, cause and effect</i>) as well as knowledge of common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations, meanings, alternate word choices, parts of speech or etymologies of words using dictionaries and thesauruses. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Determine the meaning of unfamiliar words using clues (<i>contrast, cause and effect</i>) as well as knowledge of common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations, meanings, alternate word choices, parts of speech or etymologies of words using dictionaries and thesauruses.

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Language Strand (cont'd)	<p>Standard 5: Structure & Origins of Modern English Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify the following: <ul style="list-style-type: none"> *the eight basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>); *verb phrases and verb tenses; *simple and compound sentences; *correct mechanics (<i>apostrophes, quotation marks, comma use</i>); *correct sentence structure (<i>elimination of fragments and run-ons</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun</i>). -Distinguish phrases from clauses. -Identify past, present, and future verb tenses. -Identify prepositional phrases. -Identify simple, compound, and complex sentences. -Recognize appropriate use of pronoun reference. -Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>subject and verb agreement</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>). -Distinguish phrases from clauses. -Recognize the makeup and function of prepositional phrases. -Identify simple, compound, and complex sentences. -Recognize appropriate use of pronoun reference. -Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>). -Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. -Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.
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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Language Strand (cont'd)	<p>Standard 6: Formal & Informal English Students will describe, analyze, and use appropriately formal and informal English.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Demonstrate appropriate use of formal and informal language through role-playing and writing stories. -Identify formal and informal language (as well as dialect and conversational tones) in both oral and written language forms <i>(advertisements, folktales, stories, poems, plays).</i> 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify the language styles of different characters in literary works. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Analyze the language styles of different characters in literary works.
Reading & Literature Strand	<p>Standard 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Many students will have already met these standards by the end of Grade 4; however, teachers may need to continue addressing earlier standards as needed. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Many students will have already met these standards by the end of Grade 4; however, teachers may need to continue addressing earlier standards as needed. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Many students will have already met these standards by the end of Grade 4; however, teachers may need to continue addressing earlier standards as needed.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
<p>Reading & Literature Strand (cont'd)</p>	<p>Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze the following elements: Foreshadowing clues; sensory details; figurative language; the author’s use of dialogue and description; and the speaker of a poem or story. -Make judgments about setting, characters, and events and support them with evidence from the text. -Identify, distinguish, and analyze the following elements: *Organizational structures (chronological order, logical order, cause and effect, classification schemes); *main ideas; *supporting ideas and supporting details. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use knowledge of genre characteristics to analyze a text. -Interpret mood and give supporting evidence from the text. -Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes) and use of arguments for and against an issue. -Identify evidence used to support an argument. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use knowledge of genre characteristics to analyze a text. -Interpret mood and tone, and give supporting evidence from the text. -Interpret a character’s traits, emotions, or motivation and give supporting evidence from the text. -Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes) and use of arguments for and against an issue. -Identify evidence used to support an argument. -Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Reading and Literature Strand (cont'd)	Standard 9: Making Connections Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.	The student will be able to: -Identify similarities between characters and events in a literary work and the actual experiences in the author's life, the student's life, and/or the historical setting of the work (generally relating the literary work to information about its setting).	The student will be able to: -Identify similarities between characters and events in a literary work and the actual experiences in the author's life and the student's life. -Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	The student will be able to: -Identify similarities between characters and events in a literary work and the actual experiences in the author's life and the student's life. -Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
	Standard 10: Genre Students will identify, analyze, and apply knowledge of the characteristics of different genres.	The student will be able to: -Identify and analyze the characteristics of various genres (poetry, novel, short story, autobiography, personal/ persuasive/ expository essay, dramatic literature) as forms with distinct characteristics and purposes.	The student will be able to: -Identify how an author uses the characteristics of various genres (poetry, novel, short story, autobiography, personal/ persuasive/ expository essay, dramatic literature) to accomplish a purpose.	The student will be able to: -Identify and analyze the characteristics of various genres (poetry, novel, short story, autobiography, personal/ persuasive/ expository essay, dramatic literature) as forms chosen by an author to accomplish a purpose.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Reading and Literature Strand (cont'd)	Standard 11: Theme Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.	The student will be able to: -Continue to explore theme as lessons in folktales, fables, and Greek myths while also applying knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	The student will be able to: -Identify and supply evidence for a theme in a selection. -Begin to analyze and evaluate similar themes across a variety of selections (distinguishing theme from topic).	The student will be able to: -Analyze and evaluate similar themes across a variety of selections (distinguishing theme from topic).
	Standard 12: Fiction Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.	The student will be able to: -Identify and analyze the elements of setting, characterization, and plot (including conflict).	The student will be able to: -Analyze the connections among setting, characterization, conflict, plot and/or theme. - Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts. -Analyze the way characters change or interact with others over time and give supporting evidence from the text.	The student will be able to: -Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
<p>Reading and Literature Strand (cont'd)</p>	<p>Standard 13: Nonfiction Students will identify, analyze and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and use knowledge of: *common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, index</i>); *common graphic features (<i>charts, maps, diagrams, captions, illustrations</i>); *common organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>). -Identify main ideas, supporting ideas, and supporting details. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and use knowledge of: *common textual features (<i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i>); *common graphic features (<i>charts, maps, diagrams</i>); *common organizational structures (<i>logical order, comparison and contrast, cause and effect relationships</i>). -Identify evidence used to support an argument. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and use knowledge of: *common textual features (<i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i>); *common graphic features (<i>charts, maps, diagrams</i>); *common organizational structures (<i>logical order, comparison and contrast, cause and effect relationships</i>). -Recognize use of arguments for and against an issue. -Identify evidence used to support an argument. -Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.

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Reading and Literature Strand (cont'd)	<p>Standard 14: Poetry Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: *sound (<i>alliteration, onomatopoeia, rhyme scheme</i>) *figurative language (<i>personification, metaphor, simile, hyperbole</i>) *graphics (<i>capital letters, line length</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: *sound (<i>alliteration, onomatopoeia, rhyme scheme</i>) *figurative language (<i>personification, metaphor, simile, hyperbole</i>) *graphics (<i>capital letters, line length, word position</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: *sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>) *figurative language (<i>personification, metaphor, simile, hyperbole, and the beginnings of symbolism</i>) *graphics (<i>capital letters, line length, word position</i>).

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	<p>Standard 15: Style & Language Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify imagery, figurative language, rhythm, or flow when responding to literature. -Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze imagery and figurative language. -Identify and analyze how the author’s use of words creates mood. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze imagery and figurative language. -Identify and analyze how the author’s use of words creates tone and mood.
<p>Reading and Literature Strand (cont’d)</p>	<p>Standard 16: Myth, Traditional Narrative, & Classical Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Continue to identify phenomena explained in origin myths and acquire knowledge about culturally significant characters/ events while comparing traditional literature from different cultures and identifying common structures (<i>magic helper, rule of three, transformation</i>) and stylistic elements (<i>hyperbole, refrain, simile</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify conventions in epic tales (<i>extended simile, the hero’s tasks, special weapons or clothing, helpers</i>) -Identify and analyze similarities and differences in mythologies from different cultures (<i>ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify conventions in epic tales (<i>extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers</i>) -Identify and analyze similarities and differences in mythologies from different cultures (<i>ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>).

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	<p>Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze structural elements particular to dramatic literature (<i>scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write, and perform. -Identify and analyze the similarities and differences between a narrative text and its film or play version. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed: *Setting (<i>place, historical period, time of day</i>) *Plot (<i>exposition, conflict, rising action, falling action</i>) *Characterization (<i>character motivations, actions, thoughts, development</i>) -Identify and analyze similarities and differences in the presentation of setting, character, and plot in texts, plays, and films. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed: *Setting (<i>place, historical period, time of day</i>) *Plot (<i>exposition, conflict, rising action, falling action</i>) *Characterization (<i>character motivations, actions, thoughts, development</i>) -Identify and analyze similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
	<p>Standard 18: Dramatic Reading & Performance Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Continue to plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>), appropriate to the selection. -Develop characters through the use of basic skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>) and self-assess using teacher-developed assessment criteria before performing. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Develop and present characters through the use of basic acting skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>), explain the artistic choices made, and use a scoring guide with teacher-developed categories (<i>content, presentation style</i>) to create scoring criteria for assessment. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Develop and present characters through the use of basic acting skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>), explain the artistic choices made, and use a scoring guide with teacher-developed categories (<i>content, presentation style</i>) to create scoring criteria for assessment.

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Composition Strand	<p>Standard 19: Writing Students will write with a clear focus, coherent organization, and sufficient detail.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Write stories/scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear beginning, middle, and resolution</i>). -Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>). -Write the following: <ul style="list-style-type: none"> *brief research reports with clear focus and supporting details; *short explanations of a process that includes a topic statement, supporting details, and a conclusion; *formal letters to correspondents such as authors, newspapers, businesses, or government officials. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Write stories or scripts with well-developed characters, setting, dialogue, clear conflict/resolution, and sufficient descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>). -Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. -Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion. -Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Write stories or scripts with well-developed characters, setting, dialogue, clear conflict/resolution, and sufficient descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>). -Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. -Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion. -Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

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STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Composition Strand (cont'd)	<p>Standard 20: Consideration of Audience & Purpose Students will write for different audiences and purposes.</p>	<p>The student will be able to: -Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p>The student will be able to: -Select and use appropriate rhetorical techniques for a variety purposes, such as to convince or entertain the reader.</p>	<p>The student will be able to: -Select and use appropriate rhetorical techniques for a variety purposes, such as to convince or entertain the reader.</p>
	<p>Standard 21: Revising Students will demonstrate improvements in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>	<p>The student will be able to: -Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. -Improve word choice by using dictionaries and thesauruses.</p>	<p>The student will be able to: -Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. -Improve word choice by using a variety of references.</p>	<p>The student will be able to: -Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. -Improve word choice by using a variety of references</p>

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Composition Strand (cont'd)	<p>Standard 22: Standard English Conventions Students will use knowledge of standard English conventions in their writing, revising, and editing.</p>	<p>The student will be able to: -Use additional knowledge of correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>), correct sentence structure (<i>elimination of fragments and run-ons</i>), and correct standard English spelling (<i>commonly used homophones</i>) when writing, revising and editing.</p>	<p>The student will be able to: -Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing.</p>	<p>The student will be able to: -Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing</p>

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	<p>Standard 23: Organizing Ideas in Writing Students will organize ideas in writing in a way that makes sense for their purpose.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Decide on the placement of descriptive details about setting, characters, and events in stories. -Group related ideas and place them in logical order when writing summaries or reports. -Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Integrate the use of organizing techniques that break up strict chronological order in a story (<i>starting in the middle of the action, then filling in background information using flashbacks</i>). -Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. -Organize ideas for writing comparison-and-contrast essays. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Integrate the use of organizing techniques that break up strict chronological order in a story (<i>starting in the middle of the action, then filling in background information using flashbacks</i>). -Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. -Organize ideas for writing comparison-and-contrast essays.

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Composition Strand (cont'd)	<p>Standard 24: Research Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects: *Use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>); *Follow established criteria for evaluating information; *Locate specific information within resources by using indexes, tables of contents, electronic search key words; *Organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; *Provide appropriate documentation in a consistent format. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Apply steps for obtaining information from a variety of sources, organizing information, documenting sources and presenting research in individual and group projects: *Differentiate between primary and secondary source materials; *Differentiate between paraphrasing and using direct quotes in a report; *Organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing; *Document information and quotations and use a consistent format for footnotes or endnotes; *Use standard bibliographic format to document sources. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Apply steps for obtaining information from a variety of sources, organizing information, documenting sources and presenting research in individual and group projects: *Differentiate between primary and secondary source materials; *Differentiate between paraphrasing and using direct quotes in a report; *Organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing; *Document information and quotations and use a consistent format for footnotes or endnotes; *Use standard bibliographic format to document sources.

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Composition Strand (cont'd)	<p>Standard 25: Evaluating Writing & Presentations Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience. -Continue forming and explaining personal standards of judgments of quality. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

CAMBRIDGE PUBLIC SCHOOLS ELA LEARNING EXPECTATIONS

STRAND	STANDARD	Grade 6	Grade 7	Grade 8
Media Strand	<p>Standard 26: Analysis of Media Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify techniques used in educational references software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials. -Continue to compare stories in print with their filmed adaptations, describing similarities and differences. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Analyze the effect of text and images in print journalism (<i>images, sound, and text in electronic journalism</i>) on the reader's or viewer's emotions, distinguishing between techniques used in each to achieve certain effects. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Analyze the effect of text and images in print journalism (<i>images, sound, and text in electronic journalism</i>) on the reader's or viewer's emotions, distinguishing between techniques used in each to achieve certain effects.
	<p>Standard 27: Media Production Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose and medium.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Create a media production (<i>media including audio, video, computer technology</i>) using effective images, text, music, sound effects, or graphics. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Create media presentations and written reports on the same subject and compare the differences in the effects of the various mediums. -Use criteria to assess the effectiveness of media presentations. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Create media presentations and written reports on the same subject and compare the differences in the effects of the various mediums. -Use criteria to assess the effectiveness of media presentations.