

MPCS Language Arts Learning Goals for Grades 1 – 8

FIRST GRADE

LISTENING AND SPEAKING

1. **Retells stories including key details, characters, setting, and major events.**
2. **Demonstrates understanding of the story or lesson as exhibited in retelling and artistic work.**
3. **Memorizes and recites poems, verses, songs and rhymes with expression.**
4. **With prompting from adult, can recall and verbally describe information from an experience.**
5. **Can participate in a conversation by following the rules of taking turns and asking questions., building on another’s comments.**
6. **Can restate and follow two-step directions.**
7. **Speaks in complete sentences, with or without prompt.**
8. **Demonstrates command of conventions of standard English grammar and usage in speech.**
9. **Can distinguish meaning among verbs that are similar or vary in intensity (walk, march, strut/stare, glare, scowl). Can describe categories or attributes (a tiger is a large cat with stripes).**
10. **In speaking, has some familiarity with possessive nouns and pronouns, subject-verb agreement, the qualities of past, present and future, use of adjectives and conjunctions, mostly out of use in everyday speech and printed text written in class. Use of these will be mastered at various times in second, third and fourth grades.**
11. **Participates in collaborative conversations with diverse partners about grade 1 topics in class.**
12. **Asks questions to clear up any confusion about the topics under discussion.**

READING AND WRITING

1. **In writing, has correct posture, pencil grip, awareness of left to right and top to bottom orientation of text and page, general understanding of how text is organized with spaces, words and letters, consistent and proper formation of upper case letters. Lower case may be introduced at the end of the year.**
2. **Student can write own name, say sounds and names of all letters, and write all upper case letters with correct form.**
3. **Copies written words and sentences from known stories and verses with proper spacing, form, orientation on a page.**
4. **Introduced to basic punctuation to end sentences (continuing in second and third).**
5. **Writes words phonetically, drawing on phonemic awareness, with a letter or letters for most consonant and short vowel sounds.**
6. **Can read and write a few familiar sight words (e.g. a, and, the, an, of, to, one, two, three, she, he) and a simple sentence (e.g. My dog is big.).**



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- 7. Can blend and segment (isolate) sounds of single syllable words (CVC) when spoken. Is introduced to this in print.**
- 8. Knows sound of initial, medial and final consonants in words, is familiar with common consonant sounds for each consonant and has been introduced to all short and long vowel sounds.**
- 9. Is introduced to the spelling/sound correspondences for common consonant digraphs like th, ch and sh, and qu.**
- 10. Demonstrates understanding of words in categories, frequently used conjunctions, and shades of meaning among verbs.**
- 11. Short summaries or texts are written and read together and then individually during the second semester. Able to follow and track words left to right, top to bottom on a page when reading together.**

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SECOND GRADE

LISTENING AND SPEAKING

1. **Retells stories including key details, setting, meaning /lesson and major events.**
2. **Asks and answers questions of who, what, where, when, why, and how to demonstrate understanding of key details.**
3. **Describes how characters in a story respond to major events or challenges.**
4. **Demonstrates full engagement in content of story material through class reviewing/retelling, dramatization, and artistic projects.**
5. **Memorizes and recites poems, verses, songs, play lines, and rhymes with expression.**
6. **With prompting from adult, can recall and verbally describe information from an experience.**
7. **Can participate in a conversation by following the rules of taking turns, asking questions, and beginning to build on other's comments.**
8. **Can follow three and four-step directions in a timely way.**
9. **Speaks in complete sentences, with or without prompt.**
10. **Participates in collaborative conversations with diverse partners about grade 2 topics in class.**
11. **Demonstrates command of conventions of standard English grammar and usage in speech.**
12. **Can use collective nouns (e.g. group), irregular nouns (e.g. feet, children), reflexive pronouns (e.g. myself, ourselves), past tense of frequent irregular verbs (e.g. sat, hid, told), adjectives and adverbs.**
13. **Asks questions for clarification and further explanation that are relevant to the lesson.**

READING AND WRITING

1. **Developing skills in organization and writing of upper and lower case letters, words, and sentences in Main Lesson books.**
2. **Ability to write simple sentences from dictation.**
3. **Emerging memory of basic spelling of words.**
4. **Ability to compose self-generated simple sentences from stories heard or experiences, using phonetic spelling, with up to three to four sentences on a subject, capitals and end punctuation.**
5. **Knows the spelling/sound correspondences for common consonant digraphs like th, ch and sh, and qu.**
6. **Demonstrates a further developed understanding of words in categories, frequently used conjunctions, and shades of meaning among verbs beyond introduction in first grade.**



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7. Ability to write a retelling of a story including beginning, sequence of events with details and ending, using temporal words to signal event order.
8. Introduction to elements of grammar (E.g. noun, verb, adjective to be elaborated upon in 3rd grade).
9. Introduction to cursive writing.
10. Introduction to revising and editing written work as modeled by the teacher, with further development in 3rd grade.
11. Demonstrates skill in sound/symbol relationship with consonants, long and short vowels, and consonant blends. Increased understanding of word families.
12. Expanding sight word vocabulary.
13. Displays ability to blend and segment up to five phonetic sound/symbols, in words.
14. Can identify and use for meaning: frequent inflections, root words (e.g. add, adding), and affixes (e.g. -ed, un-), compound words, and word relationships (e.g. opposites, related verbs).
15. Ability to read aloud familiar materials like main lesson writing or known poems and appropriate level readers chorally, in small groups, and independently with ability levels varying according to the individual student.
16. Read emergent reader texts with understanding, varying levels for individual students. Uses context to self-correct.
17. Displays interest in books, stories, learning to read.

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THIRD GRADE

LISTENING AND SPEAKING

1. Can comprehend and recall story content from stories including key details, characters, setting, sequence, major events and main topic. Can identify who is telling a story in a text and can make predictions.
2. Demonstrate understanding of the meaning of a story including full engagement in content of story material through class discussion, dramatization, and artistic projects.
3. Memorize and recite poems, verses, songs, play lines, and rhymes with expression and understanding.
4. Can participate in a conversation by following the rules of taking turns, asking questions, building on another's comments.
5. Participates in collaborative conversations with diverse partners about grade 3 topics in class.
6. Actively engage in group reading activities with purpose and understanding.
7. Display an ability to listen and follow verbal directions in a timely way.
8. Demonstrates command of conventions of standard English grammar and usage in speech.
9. Can report on a topic or recount an experience, speaking clearly at an understandable pace.

READING AND WRITING

1. Displays an ease in printing upper and lower case letters, words and sentences in Main Lesson books, with mastery by the end of the year.
2. Emerging skill in writing in cursive, forming all letters correctly with proper spacing and reading of this.
3. Can write self-generated sentences with correct initial capital and end punctuation.
4. Able to write simple orally-dictated sentences with grade level accuracy of sight and phonetically-based words.
5. Emerging understanding of the 8 parts of speech.
6. Write short narratives, descriptions, and explanatory texts independently using complete sentences, with material from stories or more immediate personal experience (as much as four to eight sentences on a subject), with beginning, sequence of events, descriptive details, and concluding statement or closure.
7. Conduct short research project that builds knowledge about a topic e.g. a shelter
8. Use linking words and phrases in compositions.
9. Introduced to the dictionary and other reference materials.



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- 10. Demonstrate increased skill of conventions of English capitalization, punctuation, and spelling in writing.**
- 11. Display interest and engagement in books, stories, learning to read.**
- 12. Self-selects appropriate reading material.**
- 13. Emerging as a silent reader for a minimum of 15 minutes.**
- 14. Emerging as an oral reader (independent and/or choral) with accuracy and expression, after repetition, with comprehension of the text.**
- 15. Increased number of sight word vocabulary, read accurately regularly, including irregularly spelled words.**
- 16. Knows and applies grade-level phonics and word analysis skills in decoding words in isolation and in text.**
- 17. Able to decode multisyllabic words in grade level appropriate texts including ones with common prefixes and suffixes and understands word relationships.**
- 18. Reads poetry and prose orally with accuracy and expression with guidance and/or choral reading. Poetry would be texts that have been written of memorized speech work.**
- 19. Asks and answers questions to demonstrate understanding of a text including key details.**
- 20. Uses context to self-correct word recognition, as needed.**

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FOURTH GRADE

LISTENING AND SPEAKING

1. Can comprehend and recall story content from stories including key details, characters, setting, sequence, major events and main topic
2. Demonstrates understanding of the meaning of a story including full engagement in content of story material through class discussion, dramatization, and artistic projects.
3. Memorizes and recites poems, verses, songs and play lines with expression and understanding.
4. Can participate in a conversation by following the rules of taking turns, asking questions, building on another's comments with diverse partners on grade 4 topics.
5. Actively engages in group reading activities with purpose and understanding.
6. Displays an ability to listen and follow verbal directions in a timely way.
7. Demonstrates command of conventions of standard English grammar and usage in speech.
8. Can report on a topic or recount an experience, speaking clearly at an understandable pace in an organized manner.

READING AND WRITING

1. Displays an ease in writing in cursive horizontally on unlined paper.
2. Can write self-generated sentences with growing understanding of use of capitals letters and punctuation including capitals for proper nouns, apostrophes for contractions and possessives, commas, quotation marks, etc.
3. Exhibits growing ease with verbal dictations at grade level.
4. Identifies and understands the use of the 8 parts of speech.
5. Forms and uses regular and irregular plural nouns, regular and irregular verbs, verb tenses, pronoun agreement, superlative and comparative adjectives and adverbs, conjunctions, and prepositional phrases.
6. Writes narratives, informational, and explanatory texts to examine a topic or convey ideas and information clearly, in multiple paragraphs or sections that develop the topic with descriptive details and dialogue (as appropriate) in sequence including formatting (e.g. heading, title), illustrations, etc.
7. Introduction to writing opinion pieces on a topic or book, such as in a book report, stating an opinion with reasons, using linking words and phrases and reaching a concluding statement or section.
8. Conducts research from reading a number of books, taking notes, paraphrasing and then writing a written report with a list of sources (E.g. 4th grade zoology project) .
9. Writes friendly letter with greeting, closing, and correct format.



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10. Expands written expression by including simple and compound sentences, 4 types of sentences, topic sentences with supporting details, and sequential organization.
11. Demonstrates increased skill of conventions of English capitalization, punctuation, and spelling in writing from mastery of 1st-3rd grade skills.
12. Exhibits ease in spelling grade level words correctly, consulting references as needed.
13. Correctly uses frequently confused words e.g. too, two, to; their, there, they're
14. With guidance of peers and adults, emerging skill at developing writing through planning, revising, and editing.
15. Beginning to develop technique for editing including identifying misspelled words, missing capitals and punctuation, etc.
16. Emerging skill at acquiring and using grade-level vocabulary words related to a topic of study.
17. Displays reading approach skills: enthusiasm for story, skilled eye tracking, reading self-generated writing, etc.
18. Self-selects reading material and can read silently for a minimum of 25 minutes.
19. Fluency in oral reading is increasing; reads with inflection, purpose, and understanding of text.
20. Can read literature, poetry and drama at grade level with accuracy and expression by the end of the year.
21. Increased number of sight word vocabulary, read accurately regularly, including irregularly spelled words.
22. Knows and applies grade-level phonics and word analysis skills in decoding words.
23. Uses knowledge of letter-sound correspondences, syllabication and morphology (roots, affixes) to read accurately unfamiliar multisyllabic words in or out of context.
24. Refers to details in a text to demonstrate understanding and when drawing inferences. Can identify who is telling a story in a text and can make predictions.
25. Asks and answers questions to demonstrate understanding of a text including key details.
26. In speaking of a story or poem, can determine the theme, point of view, and summarize the text of a story, drama or poem. Identifies main topic/purpose and supporting details.
27. In short paragraph form (3-5 sentences), carefully describes a character, setting, event in a story or drama, drawing on details from the text.
28. In speaking and/or in short paragraph form, can compare and contrast elements of the text: experiences of the character, different versions of a story, settings, themes, plots.
29. Demonstrates an awareness of figurative language (e.g. similes and metaphors), and word relationships (e.g. synonyms, antonyms), leaving more complex figurative language for later grades.
30. Read and comprehend informational text on a topic at grade level, scaffolding as needed at the high end of the range.
31. Uses context to self-correct word recognition, as needed, and determine meaning of unknown words.

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FIFTH GRADE

LISTENING AND SPEAKING

1. Exhibits good listening, memory and comprehension of story material. Can comprehend and recall story content from stories including key details, characters, setting, sequence, major events and main topic. Can identify who is telling a story in a text and can make predictions. Demonstrates understanding of the message or lesson of a story.
2. Demonstrate full engagement in content of story material through class discussion, dramatization, and artistic projects.
3. Memorizes and recites poems, verses, songs, and play lines with expression and understanding.
4. Can participate in a conversation by following the rules of taking turns, asking questions, building on another's comments on grade 5 topics. Actively engages in group reading activities with purpose and understanding.
5. Displays an ability to listen and follow verbal directions in a timely way.
6. Demonstrates command of conventions of standard English grammar and usage and can adapt speech to a variety of contexts and tasks. using formal English when appropriate to situation.
7. Can use verb tense correctly, self correcting, as needed.
8. Can report on a topic, present an opinion, or recount an experience, speaking clearly at an understandable pace, using appropriate facts or details that support the main topic.

READING AND WRITING

1. Displays an ease in writing in cursive horizontally on unlined paper.
2. Can write self-generated sentences with increasing mastery and application of capital letters and punctuation including capitals for proper nouns, apostrophes for contractions and possessives, commas, quotation marks, etc.
3. Exhibits skill and accuracy with verbal dictations at grade level.
4. Identifies and understands the use of the 8 parts of speech.
5. Is familiar with use and form of active and passive voice.
6. Forms and uses regular and irregular plural nouns, regular and irregular verbs, verb tenses, pronoun agreement, superlative and comparative adjectives and adverbs, conjunctions, and prepositional phrases.
7. Writes *narratives, informational, and explanatory texts* to examine a topic or convey ideas and information clearly, in multiple paragraphs or sections that develop the topic with descriptive details and dialogue (as appropriate) in sequence including formatting (e.g. heading, title), illustrations, etc.



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8. Writes opinion pieces introducing a topic or book such as a book report, stating an opinion with reasons, using linking words and phrases, and reaching a concluding statement or section.
9. Conducts research from reading a number of books, taking notes, paraphrasing, and then writing a written report with a list of sources. Demonstrates an ability to *generate a report on a state or region in North America* that reflects age-appropriate research skills and expository writing including integrating information from several texts and listing sources.
10. Writes *friendly and business letters* with greeting, closing, and correct format.
11. Writes *compositions introducing a narrator and/or dialogue* to develop experiences or events.
12. Expands written expression by including simple and compound sentences, 4 types of sentences, topic sentences with supporting details, and sequential organization.
13. Emerging skill at acquiring and using grade-level vocabulary words related to a topic of study.
14. With guidance of peers and adults, emerging skill at developing writing through planning, revising, editing, rewriting, and trying a new approach. Has developed technique for editing including identifying misspelled words, missing capitals and punctuation, etc including the use of the dictionary and other references.
15. Demonstrates increased skill of conventions of English capitalization, punctuation, and spelling in writing from further development of 1st-4th grade skills.
16. Exhibits ease in spelling grade level words correctly, consulting references as needed.
17. Correctly uses frequently confused words e.g. too, two, to; their, there, they're.
18. Self-selects appropriate reading material and can read silently for a minimum of 30 minutes.
19. Fluent in oral and silent reading at grade level in literature, drama, informational text at grade level, and poetry with good comprehension and ability to recall details that contribute to inferences.
20. Asks and answers questions to demonstrate understanding of a text including key details.
21. Determines the theme, point of view, and summarizes the text of a story, drama or poem. Identifies main topic/purpose and supporting details. Describes in depth a character, setting, events in a story or drama, drawing on details from the text.
22. Can compare and contrast elements of the text: experiences of the character, different versions of a story, settings, themes, plots.
23. Draws on information from multiple sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
24. Demonstrates understanding of figurative language (e.g. similes and metaphors), word relationships (e.g. synonyms, antonyms), idioms, adages, and proverbs.
25. Refers to parts of a story, drama and poems when writing or speaking about a text using terms such as chapter, scene, stanza, describing how each part builds on earlier sections.
26. Knows and applies grade-level phonics and word analysis skills in decoding words.
27. Applies grade level Greek affixes and roots as clues to the meaning of a word.



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- 28. Consults reference materials to find pronunciation and determine or clarify the meaning of words.**
- 29. Uses context to determine meaning of unknown words including those that allude to significant characters found in mythology (e.g. Herculean).**
- 30. Comes to discussions prepared, having read material and can draw on that preparation to explore ideas under discussion.**

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SIXTH GRADE

LISTENING AND SPEAKING

1. Exhibits good listening, verbal memory and comprehension of story material including myths, historical accounts, and informational explanations. Can comprehend and recall story content from stories including key details, characters, setting, sequence, major events and main topic. Demonstrates understanding of multiple perspectives through reflection and paraphrasing.
2. Demonstrate full engagement in content of story material through class discussion, dramatization, and artistic projects.
3. Memorizes and recites poetry, prose, and play lines with good expression, rate, volume, diction, and cadence.
4. Can engage effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse partners on grade 6 topics, building on others' ideas and expressing their own clearly.
5. Displays an ability to listen and follow verbal directions in a timely way.
6. Demonstrates command of conventions of standard English grammar and usage and can adapt speech to a variety of contexts and tasks using formal English when appropriate to situation and, maintaining accuracy in pronouns, verb tenses, and conjunctions.
7. Can present on a topic (opinion, argument, narrative, informative/explanatory, response to literature), speaking clearly at an understandable pace, using appropriate facts or details that support the main topic, with multimedia components (graphs, illustrations, etc.) as appropriate.
8. Can interpret information presented in diverse media and formats (charts, diagrams, illustrations, etc.) and explain how it contributes to a topic.

READING AND WRITING

1. Exhibits skill and accuracy with verbal dictations at grade level.
2. Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. Establishes and maintains a formal style in writing. Varies sentences for audience and style for topic, yet maintains style and tone consistently within one piece.
4. Writes *arguments* to support claims with clear, organized reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic. Reaches a concluding statement or section.
5. Writes *narratives, informational, and explanatory texts* to examine a topic or convey ideas and information clearly, in multiple paragraphs or sections that develop the topic with descriptive details, facts, definitions, and dialogue (as



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appropriate) in sequence including formatting (e.g. heading, title), illustrations, etc.

6. Writes *opinion pieces introducing a topic or book*, stating an opinion with reasons, using linking words and phrases, and reaching a concluding statement or section.
7. Conducts research from reading a number of printed sources, assessing the credibility of each source, taking notes, paraphrasing or quoting and then writing *a written report* with a list of sources in a basic bibliography.
8. Writes *a topic or thesis statement* with introduction, organized ideas, and information, using strategies such as definition, classification, comparison/contrast, with formatting (e.g. heading), illustrations, etc. to aid comprehension.
9. Writes *friendly and business letters* with greeting, closing, and correct format.
10. Uses appropriate transitions (words, phrases, clauses) to clarify the relationships among ideas, precise language and topic specific vocabulary in writing and simple, compound, and complex sentences.
11. With guidance of peers and adults, develops and strengthens writing through planning, revising, editing, rewriting, and trying a new approach. Has developed technique for editing including identifying misspelled words, missing capitals and punctuation, etc including the use of the dictionary and other references.
12. Demonstrates mastery of conventions of English capitalization, punctuation, and spelling in writing from mastery of 1st-5th grade skills.
13. Can diagram simple sentences, identifying parts of speech.
14. Applies 6th grade standards to literature, literary nonfiction, and informational texts in writing (e.g. Compare and contrast genres, trace and evaluate the argument with claims supported or not, etc.)
15. Writes routinely over extended time frames (for research, reflection, revision) and shorter times frames (a single sitting or two) for a range of tasks, purposes, audiences.

**** Keyboarding introduced.**

16. Self-selects reading material and can read silently for a minimum of 30 minutes.
17. Fluent in oral and silent reading at grade level in literature, drama, informational text at grade level (scaffolding for grade 7-8 text), literary nonfiction and poetry with good comprehension, making connections between text and presentations of the text (oral, visual or quantitatively (graphs, charts, diagrams, time lines)).
18. Determines a theme and central idea of a text through details; provides a summary of the text without personal opinion or judgment, compare and contrast themes and topics (e.g. good and evil, the quest) in stories, myths, and traditional literature from different cultures and in the same and different genre.
19. Describes how a story's or drama's plot unfolds in a series of episodes, how characters respond or change as the plot moves toward resolution.
20. Explains major differences between poems, drama, prose and structural elements of them and how the sections fit together in the overall structure.
21. Analyzes how a key individual, event or idea is introduced, illustrated and elaborated in a text and the relationships or interactions between two or more individuals, events, ideas or concepts in a text. Analyzes how a sentence, paragraph, chapter, or section fits in the overall structure of a text and can



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- describe the overall structure (e.g. cause/effect, problem/solution, chronology) and compare and contrast to other texts.
22. Can compare and contrast point of view including first and third person narrations, how the author develops a point of view, and also firsthand and secondhand account of the same event.
 23. Demonstrates understanding of words with figurative and connotative meaning (similes, metaphors, personification, how words affect meaning and tone).
 24. Applies grade level Greek or Latin affixes and roots as clues to the meaning of a word.
 25. Consults reference materials to find pronunciation of a word or clarify its precise meaning or its part of speech.
 26. Uses context to determine meaning of unknown words including those that allude to significant characters found in mythology (e.g. Herculean). Compare and contrast the varieties of English used in text.
 27. Comes to discussions prepared, having read material and can draw on that preparation to explore ideas under discussion.

** See MPCS Grade Level Placement of Common Core standards document for standards in Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8 which are not specifically included here in the Language Arts standards, although there is overlap in the subject areas.*

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SEVENTH GRADE

LISTENING AND SPEAKING

1. Exhibits good listening, memory and comprehension of story material including historical accounts, poems, ballads, and informational explanations. Can comprehend and recall story content from stories including key details, characters, setting, sequence, major events and main topic. Demonstrates understanding of multiple perspectives through reflection and paraphrasing.
2. Demonstrate full engagement in content of story and informational material through class discussion, dramatization, written work and artistic projects.
3. Memorizes and recites poetry, prose, and play lines with good expression, rate, volume, diction and cadence.
4. Can engage effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse partners on grade 7 topics, building on others' ideas and expressing their own clearly, defining individual roles, and tracking progress toward deadlines.
5. Demonstrates command of conventions of standard English grammar and usage and can adapt speech to a variety of contexts and tasks using formal English when appropriate to situation and accuracy in pronouns, verb tenses, conjunctions,
6. Can present on a topic (opinion, argument, narrative, informative/explanatory, response to literature), speaking clearly at an understandable pace, using appropriate facts or details that support the main topic, with multimedia components (graphs, illustrations, etc.) as appropriate.
7. Can interpret information presented in diverse media and formats (charts, diagrams, illustrations, etc.) and explain how it contributes to a topic.
8. Comes to discussions prepared, having read material and can draw on that preparation to explore ideas under discussion.

READING AND WRITING

1. Expresses contrasting moods of wish, wonder, and surprise in poetry and literature through recitation, dramatization, composition, and poetry writing. Describes four elements of poetry.
2. Exhibits skill and accuracy with verbal dictations at grade level.
3. Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Establishes and maintains a formal style in writing. Varies sentences for audience and style for topic, yet maintains style and tone consistently within one piece.
5. Writes *arguments* to support claims with clear, organized reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic. Reaches a concluding statement or section.



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6. Writes *narratives, informational, and explanatory texts* to examine a topic or convey ideas and information clearly, in multiple paragraphs or sections that develop the topic with descriptive details, facts, definitions, dialogue (as appropriate) and conclusion in sequence including formatting (e.g. heading, title), illustrations, etc.
7. Writes *opinion pieces* introducing a topic or book, stating an opinion with reasons, using linking words and phrases, and reaching a concluding statement or section.
8. Conducts research from reading a number of printed sources, assessing the credibility of each source, taking notes, paraphrasing or quoting and then writing *a written report* with a list of sources in a basic bibliography.
9. Uses technology to produce and publish writing, linking to and citing sources, and presents the relationships between information and ideas efficiently in a way that also engages others.
10. Writes *a topic or thesis statement* with introduction, organized ideas and information, using strategies such as definition, classification, comparison/contrast, with formatting (e.g. heading), illustrations, etc. to aid comprehension.
11. Writes *friendly and business letters* with greeting, closing, and correct format.
12. Chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
13. With guidance of peers and adults, develops and strengthens writing through planning, revising, editing, rewriting, and trying a new approach. Has developed technique for editing including identifying misspelled words, missing capitals and punctuation, etc. including the use of the dictionary and other references.
14. Continues to develop grammar skills: phrases, clauses, pronouns, declension, active and passive voice, parenthetical expressions.
15. Uses appropriate transitions (words, phrases, clauses) to clarify the relationships among ideas, precise language, and topic-specific vocabulary in writing and simple, compound, and complex sentences.
16. Working knowledge of all parts of speech and sentence diagramming.
17. Applies 7th grade standards to literature, literary nonfiction, and informational texts in writing (e.g. compare and contrast genres, trace and evaluate arguments with claims supported or not, etc.)
18. Demonstrates mastery of conventions of English capitalization, punctuation, and spelling in writing from mastery of 1st-6th grade skills including homophones, homographs.
19. Writes routinely over extended time frames (for research, reflection, revision) and shorter times frames (a single sitting or two) for a range of tasks, purposes, audiences.
20. Self-selects reading material and can read silently for a minimum of 30 minutes.
21. Fluent in oral and silent reading at grade level in literature, drama, informational text at grade level (scaffolding for grade 8 text), literary nonfiction, and poetry with good comprehension, making connections between text and presentations of the text (oral, visual or quantitatively (graphs, charts, diagrams, time lines)).
22. Determines a theme and central idea of a text through details; provides a summary of the text. Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
23. Describes how a story's or drama's plot unfolds in a series of episodes, how characters respond or change as the plot moves toward resolution.



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24. Explains major differences between poems, drama, prose and structural elements of them and how the sections fit together in the overall structure. Analyze how the form contributes to its meaning.
25. Analyzes how a key individual, event or idea is introduced, illustrated and elaborated in a text and the relationships or interactions between two or more individuals, events, ideas or concepts in a text. Analyzes how a sentence, paragraph, chapter, or section fits in the overall structure of a text and can describe the overall structure (e.g. cause/effect, problem/solution, chronology) and compare and contrast to other texts.
26. Can compare and contrast point of view including first and third person narrations, how the author develops a point of view and firsthand and secondhand account of the same event.
27. Demonstrates understanding of how words with figurative and connotative meaning (similes, metaphors, personification) affect meaning and tone, including the impact of rhyme and alliteration within a specific verse, stanza or section of a story/drama/poem.
28. Applies grade level Greek or Latin affixes and roots as clues to the meaning of a word.
29. Consults reference materials to find the definition, pronunciation, and etymology of a word or to clarify its precise meaning or part of speech.
30. Uses context to determine meaning of unknown words and words with multiple meanings in grade 7 reading and content. Compares and contrasts the varieties of English used in text.
31. Analyzes the use of text features (e.g. graphics, headers, captions) in popular media.
32. Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

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MPCS Language Arts Learning Goals for Grades 1 – 8

EIGHTH GRADE

LISTENING AND SPEAKING

1. Exhibits good listening, memory and comprehension of material presented verbally including historical accounts, ballads and/or poems, and informational explanations. Can comprehend and recall content from stories including key details, characters, setting, sequence, major events and main topic. Demonstrates understanding of multiple perspectives through reflection and paraphrasing.
2. Demonstrates full engagement in content of story material through class discussion, written work, dramatization, and artistic projects.
3. Memorizes and recites poetry, prose, and play lines with good expression, rate, volume, diction and cadence. Engages actively in major drama production to the community.
4. Engages effectively in a range of collaborative discussions (one-on-one, groups, teacher-led) with diverse partners on grade 8 topics, building on others' ideas and expressing their own clearly, following rules for collegial discussion and decision-making, defining individual roles, and tracking progress toward deadlines. Poses questions that connect the ideas of several speakers and responds to others' questions and comments with relevant evidence, observations, and ideas. Acknowledges new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.
5. Demonstrates command of conventions of standard English grammar and usage and can adapt speech to a variety of contexts and tasks, maintaining using formal English when appropriate to situation and accuracy in pronouns, verb tenses, conjunctions.
6. Presents on a topic (opinion, argument, narrative, informative/explanatory, response to literature), speaking clearly at an understandable pace, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, well-chosen details using words that create cohesion, and a concluding statement; acknowledges counterarguments as appropriate; use appropriate eye contact and clear pronunciation with multimedia components (graphs, illustrations, etc.) as appropriate.
7. Analyzes the purpose of information presented in diverse media and formats (charts, diagrams, illustrations, etc.) and explain how it contributes to a topic.
8. Delineates a speaker's argument and specific claims, and attitude towards the subject, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
9. Comes to discussions prepared, having read or researched material under study, explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



MPCS Language Arts Learning Goals for Grades 1 – 8

READING AND WRITING

1. Exhibits skill and accuracy with verbal dictations at grade level.
2. Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
3. Establishes and maintains a formal style in writing. Varies sentences for audience and style for topic, yet maintains style and tone consistently within one piece.
4. Writes *arguments* to support claims with clear, organized reasons and relevant evidence, distinguishing the claim from alternate or opposing claims, using credible sources and demonstrating an understanding of the topic. Reaches a concluding statement or section. Uses words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
5. Writes *narratives, informational, and explanatory texts* to examine a topic or convey ideas and information clearly, in multiple paragraphs or sections that develop the topic with descriptive details, facts, definitions, dialogue (as appropriate) and conclusion in sequence including formatting (e.g. heading, title), illustrations, etc. With informational/explanatory tests, includes career development documents (e.g. business letter, job application).
6. Writes *opinion pieces* introducing a topic or book, stating an opinion with reasons, using linking words and phrases, and reaching a concluding statement or section.
7. Writes *a topic or thesis statement* previewing what is to follow, organize ideas and information, using strategies such as definition, classification, comparison/contrast, with formatting (e.g. heading), illustrations, etc. to aid comprehension.
8. Conducts *short research projects and one long project* to answer questions, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. The longer project will be presented in front of an audience.
9. Gathers relevant information from multiple print and digital sources, using search terms effectively, assessing the credibility of each source, quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draws evidence from literary or informational texts to support analysis, reflection, and research.
10. Uses technology, including the Internet, to produce and publish writing, linking to and citing sources, and presents the relationships between information and ideas efficiently in a way that also engages others.
11. With guidance of peers and adults, develops and strengthens writing through planning, revising, editing, rewriting, and trying a new approach. Has developed technique for editing including identifying misspelled words, missing capitals and punctuation, etc. including the use of the dictionary and other general and specialized reference materials (e.g. glossaries, thesauruses) both printed and digital.
12. Demonstrates mastery of conventions of English capitalization, punctuation, and spelling in writing from mastery of 1st-7th grade skills including punctuation to indicate a pause or break.



MPCS Language Arts Learning Goals for Grades 1 – 8

13. Continues to develop conventions of English: verbals (gerunds, participles, infinitives), active and passive voice, verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Working knowledge of all parts of speech and sentence diagramming.
14. Uses appropriate transitions (words, phrases, clauses) to clarify the relationships among ideas, precise language, and topic-specific vocabulary in writing and simple, compound, and complex sentences.
15. Applies 8th grade standards to literature, literary nonfiction, and informational texts in writing (e.g. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient).
16. Writes routinely over extended time frames (for research, reflection, revision) and shorter times frames.
17. Self-selects reading material and can read silently for a minimum of 30 minutes.
18. Fluent in oral and silent reading at grade level in literature, drama, informational text at grade level, literary nonfiction, and poetry with good comprehension, making connections between text and presentations of the text (oral, visual or quantitatively (graphs, charts, diagrams, time lines)).
19. Determines a theme and central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting, and plot and provides a summary of the text. Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
20. Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
21. Analyzes how a key individual, event or idea is introduced, illustrated and elaborated in a text and the relationships or interactions between two or more individuals, events, ideas or concepts in a text. Analyzes how a sentence, paragraph, chapter, or section fits in the overall structure of a text and can describe the overall structure (e.g. cause/effect, problem/solution, chronology).
22. Can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
23. Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.
24. Analyze the extent to which a filmed or live production or a story or drama stays faithful to or departs from the text or script, evaluation the choices made by the director or actors. Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting sound, color, or camera focus and angles).
25. Analyzes the use of text features (e.g. graphics, headers, captions) in popular media. Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
26. Demonstrates understanding of words with figurative and connotative meaning (similes, metaphors, personification, how words affect meaning and tone) including the impact of rhymes, alliterations on a specific verse or stanza or section of a story/drama.
27. Applies grade level Greek or Latin affixes and roots as clues to the meaning of a word.



MPCS Language Arts Learning Goals for Grades 1 – 8

- 28. Consults reference materials to find the definition, pronunciation, and etymology of a word or to clarify its precise meaning or part of speech.**
- 29. Uses context to determine meaning of unknown and multiple meaning words in grade 8 reading and content. Compares and contrasts the varieties of English used in text.**

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