

Paulsboro Schools



Curriculum

Language Arts Literacy

Grade 8

2011 - 2012

*** For adoption by all regular education programs
Board Approved: April 2012
as specified and for adoption or adaptation by**

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Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy:

Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

Educational Goals: <Language Arts Literacy
Students will be able to

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages form various formats.
3. Investigate, research, and synthesize information from various media sources.

Educational Goals (taken from NJCCCS)

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey State Department of Education Core Curriculum Content Standards. The page is titled "Academic Standards" and "2009 New Jersey Core Curriculum Content Standards". The search criteria section includes options for format (Standards or Learning Progressions/Horizontal Matrix), content area (Science), grade level (Preschool through 9-12), and standard selection (All, 5.1- Science Practices, 5.2- Physical Science, 5.3- Life Science, 5.4- Earth Systems Science). There are also buttons for "Search" and "Clear Search". A "Keyword Site Search" section is located at the bottom. A "Download Options" box on the right lists "21st Century Units" and "Classroom Application Documents (CADs)".

Callouts:

- Pick your content area
- Select the grade level you're working on here
- Select all to see all the standards that apply
- Click search to start process
- Find CPI's, assessments, and resources here

Page Elements:

- STATE OF NEW JERSEY DEPARTMENT OF EDUCATION
- Search [input field]
- NJ Home | Services A to Z | Departments/Agencies | FAQs
- NJDOE Home | Help | Walk-Through
- PREVIOUS HOME SEARCH
- Standards Search Criteria
- Select Format Option: Standards Learning Progressions/Horizontal Matrix
- Select Content Area: Science
- Select Grade(s): Preschool through 9 - 12
- Select Standard(s): All 5.1- Science Practices 5.3- Life Science 5.2- Physical Science 5.4- Earth Systems Science
- Select Strand(s):
- Search Clear Search
- Keyword Site Search
- Keyword: Search
- Download Options
 - 21st Century Units
 - Classroom Application Documents (CADs)
 - * Content Area selection required. All options are not applicable to Units or CADs at this time.
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New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

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<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

| Content Area | | Science | |
|---|---|--|---|
| Standard Enduring understanding | | 5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science. | |
| Strand Essential Question | | A. Understand Scientific Explanations : Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world. Educational goal | |
| end of grade | Content Statement | CPI# | Cumulative Progress Indicator (CPI) |
| P | Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry. | 5.1.P.A.1 Conceptual understanding | Display curiosity about science objects, materials, activities, and longer-term investigations in progress. |
| 4 | Fundamental scientific concepts and principles and the links between them are more useful than discrete facts. | 5.1.4.A.1 | Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences. |

Scope and Sequence Map

Quarter 1

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Quarter 2

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Scope and Sequence Map

Quarter 3

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

Quarter 4

Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.5. 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.</p> <p>RL.8.6. 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.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>,</p> | Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach</p> | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do you use text evidence to support analysis? 2. What is the theme or central idea of the text by analyzing the development? 3. How does the text’s form/structure contribute to its meaning? 4. How did the author develop and contrast different characters’ point of views? 5. What do you do when you do not know the meaning of a word or words? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 3. Good readers gather and critique information | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Reader response journal -Guided reading -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall -Sustained Silent Reading -Literature Circles/ Socratic Seminar <p>Assessment Models:</p> <p>Formative: Guided reading/ Conferencing Reading Response Journal Teacher Observation</p> <p>Summative: Glencoe unit test MAP Test (Lexile) benchmark NJ ASK</p> | |

choosing flexibly from a range of strategies.

L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

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|---|---|---|
| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.a.Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.b.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.c.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.d.Establish and maintain a formal style.</p> <p>W.8.1.e.Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured</p> | Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -Glencoe Literature: Reading With Purpose (2007) -Library - NJ Holistic Scoring Rubric -Literacy Coach -Netbook computers -Writing With Spice (Mike Devono 2008) | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why use clear reasons and relevant evidence to support claims in arguments? 2. How can we write a detailed story using well-structured event sequence? 3. How do you write a report drawing on several sources to answer a question? 4. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources? 5. What evidence can you find in the text to support your analysis, reflection, or research? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 2. Good writers gather and critique information from | <p>Sample Learning Activities:</p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p> |

event sequences.

W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information

different sources for specific purposes on similar subjects.

3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9.b. Apply *grade 8 Reading standards* to literary nonfiction (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; recognize when irrelevant evidence is introduced”).

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.a.Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1.b.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.c.Pose questions that connect the ideas of several speakers and respond to others'</p> | Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature – Research Project (1) 4. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach -NJ Holistic Rubric for Speaking</p> | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the rules for discussion followed? 2. Why do we vary sentence structure when in a conversation? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers | <p>Sample Learning Activities: Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view</p> <p>Assessment Models: Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> |

questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d.Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.a.Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.b.Form and use verbs in the active and passive voice.

L.8.1.c.Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d.Recognize and correct inappropriate shifts in verb voice and mood.*

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | | |
| <p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message. | | |
| | Goals: | | |
| | <table border="1"> <tr> <td data-bbox="611 375 2062 573"> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. </td> </tr> </table> | | <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. |
| | <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | | |
| <p>Suggested Readings- Theme: Literature</p> <p>1. Literature (3-5) 2. Informational Text (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources:</p> <p>-Glencoe: Reading With Purpose (2007) -Library -Dictionary -Literacy Coach -Listening Station (CD player and/or IPod) - Netbook computers/ printer -Compass Odyssey</p> | | | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does technology assist you during the writing process? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Messages are delivered through a variety of print and non-print mediums. 2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons). 3. A strategic reader uses all presented graphics/images to enhance the intended message. | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio -Movie/Video related to topic <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> -conference <p>Summative:</p> <ul style="list-style-type: none"> -rubric scores of published pieces | | |

present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

NJ ASK

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|--|--|---|
| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.a.Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2.b.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.c.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.d.Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.e.Establish and maintain a formal style.</p> <p>W.8.2.f.Provide a concluding statement or section that follows from</p> | Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -Glencoe Literature: Reading With Purpose (2007) -Library - NJ Holistic Scoring Rubric -Literacy Coach -Netbook computers -Writing With Spice (Mike Devono 2008) | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you clearly examine text through selection, organization, and analysis of relevant content when writing? 2. How would you describe the writing process? 3. Why is planning, revising, and editing important to the writing process? 4. What is the purpose of using capitalization, punctuation, and spelling when writing? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 2. Good writers gather and critique information from different sources for specific purposes on similar subjects. | <p>Sample Learning Activities:</p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p> |

and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a. Apply *grade 8 Reading*

3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9.b. Apply *grade 8 Reading standards* to literary nonfiction (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; recognize when irrelevant evidence is introduced”).

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.b. Use an ellipsis to indicate an omission.

L.8.2.c. Spell correctly.

| | | |
|--|---|--|
| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction | Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature – Research Project (1) 1.Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary</p> <ul style="list-style-type: none"> - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach -NJ Holistic Rubric for Speaking | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you interpret information presented in diverse media by explaining how it clarifies a topic, text or issue? 2. How do you know when a speaker has supported an argument with relevant information? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. <p>-</p> | <p>Sample Learning Activities:</p> <p>Oral presentations Reader’s Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modifications | |

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message. | |
| | Goals: <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | Suggested Readings- Theme: Literature 1. Literature (3-5) 2. Informational Text (1-2) 3. Extended Text- Literature (1) Additional Resources: -Glencoe: Reading With Purpose (2007) -Library -Dictionary -Literacy Coach -Listening Station (CD player and/or IPod) - Netbook computers/ printer -Compass Odyssey | |
| | Essential Questions: 1. How does technology assist you during the writing process? Enduring Understanding: 2. Messages are delivered through a variety of print and non-print mediums. 3. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons). 4. A strategic reader uses all presented graphics/images to enhance the intended message. | Sample Learning Activities: -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio -Movie/Video related to topic Assessment Models: Formative: -conference Summative: -rubric scores of published pieces |

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as</p> | Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary</p> <ul style="list-style-type: none"> - Glencoe Literature: Reading With Purpose (2007) - Literacy Coach - Library | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 4. How do story elements shape the others? 5. How does figurative language and connotative meanings affect meaning of words or phrases? 6. How is the text you read similar and different to the same story when you listen or watch the story? 7. How is an historical fiction compared to a factual account of the same time period? 8. What is an example of figurative language? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 4. Good readers gather and critique information | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Reader response journal -Guided reading -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall -Sustained Silent Reading -Literature Circles/ Socratic Seminar <p>Assessment Models:</p> <p>Formative: Guided reading/ Conferencing Reading Response Journal Teacher Observation</p> <p>Summative: Glencoe unit test MAP Test (Lexile) benchmark NJ ASK</p> |

the Bible, including describing how the material is rendered new.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a. Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b. Use the relationship between particular words to better understand each of the words.

L.8.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 3</p> <p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.e. Establish and maintain a formal style.</p> | Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> - Glencoe Literature: Reading With Purpose (2007) - Library - NJ Holistic Scoring Rubric - Literacy Coach - Netbook computers - Writing With Spice (Mike Devono 2008) | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you clearly examine text through selection, organization, and analysis of relevant content when writing? 2. How can we write a detailed story using well-structured event sequence? 3. How would you describe the writing process? 4. Why is planning, revising, and editing important to the writing process? 5. Why do we vary sentence structure when in a conversation? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 9. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> Writing journal Conference with teacher <p>Summative:</p> <ul style="list-style-type: none"> Rubric assessments of published pieces Portfolio Pre/post district writing samples | |

W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

10. Good writers gather and critique information from different sources for specific purposes on similar subjects.

11. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9.b. Apply *grade 8 Reading standards* to literary nonfiction (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; recognize when irrelevant evidence is introduced”).

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.b. Form and use verbs in the active and passive voice.

L.8.1.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.*

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction/Leveled Readers | Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature – Research Project (1) 1.Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach -NJ Holistic Rubric for Speaking</p> | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can you accentuate main ideas/themes by presenting claims/findings, sequencing ideas logically and using pertinent descriptions, facts, and details? 2. How can you clarify information with multimedia components and visual displays? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. | <p>Sample Learning Activities: Oral presentations Reader’s Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL: -levelled readers -after school support (tier 3) -classroom modifications</p> |

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | | |
| <p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> | Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency. | | |
| | Goals: | | |
| | <table border="1"> <tr> <td data-bbox="611 370 2060 565"> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. </td> </tr> </table> | | <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. |
| | <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | | |
| <p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach</p> | | | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are key individuals, events, or ideas presented in the text? 2. How does figurative language and connotative meanings affect meaning of words or phrases? 3. Why did two texts about the same topic present key information and interpret facts differently? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 3. Good readers gather and critique information from different sources for specific purposes on similar subjects. | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Reader response journal -Guided reading -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall -Sustained Silent Reading -Literature Circles/ Socratic Seminar <p>Assessment Models:</p> <p>Formative: Guided reading/ Conferencing Reading Response Journal Teacher Observation</p> <p>Summative: Glencoe unit test MAP Test (Lexile) benchmark</p> | | |

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

NJ ASK

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.a.Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.b.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.c.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.d.Establish and maintain a formal style.</p> <p>W.8.1.e.Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.7. Conduct short research</p> | Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Writing about Text: Focus on Arguments (4-6 analyses)</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> -Glencoe Literature: Reading With Purpose (2007) -Library - NJ Holistic Scoring Rubric -Literacy Coach -Netbook computers -Writing With Spice (Mike Devono 2008) | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why use clear reasons and relevant evidence to support claims in arguments? 2. How do you write a report drawing on several sources to answer a question? 3. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources? 4. What evidence can you find in the text to support your analysis, reflection, or research? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful. 2. Good writers gather and critique information from different sources for specific purposes on similar subjects. | <p>Sample Learning Activities:</p> <p>Writer's Workshop</p> <p>Peer and teacher conferences</p> <p>Guided writing</p> <p>Teacher model writing process</p> <p>Student directed word wall</p> <p>Assessment Models:</p> <p>Formative:</p> <p>Writing journal</p> <p>Conference with teacher</p> <p>Summative:</p> <p>Rubric assessments of published pieces</p> <p>Portfolio</p> <p>Pre/post district writing samples</p> |

projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9.b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the

3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

ELL:

- after school support (tier 3)
- classroom modifications

evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | | |
| <p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning. | | |
| | Goals: | | |
| | <table border="1"> <tr> <td> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. </td> </tr> </table> | | 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. |
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| <p>Suggested Readings- Theme: Literature – Research Project (1) 1. Literature (2-3) 2. Informational (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources: -dictionary - Glencoe Literature: Reading With Purpose (2007) - Library - Literacy Coach -NJ Holistic Rubric for Speaking</p> | | | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When do you use formal and informal English? 2. How can you speak using words and phrases while gathering vocabulary knowledge? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - BSI/ Resource Push In Support (tier 2) - Small Group Instruction | <p>Sample Learning Activities: Oral presentations Reader’s Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL: -after school support (tier 3) -classroom modifications</p> | | |

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| Subject/ Grade level: LAL 7 | Suggested days of instruction: 45 | |
| <p>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message. | |
| | <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. | |
| | <p>Suggested Readings- Theme: Literature 1. Literature (3-5) 2. Informational Text (1-2) 3. Extended Text- Literature (1)</p> <p>Additional Resources:</p> <p>-Glencoe: Reading With Purpose (2007) -Library -Dictionary -Literacy Coach -Listening Station (CD player and/or IPod) - Netbook computers/ printer -Compass Odyssey</p> | |
| | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does technology assist you during the writing process? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Messages are delivered through a variety of print and non-print mediums. 2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons). 3. A strategic reader uses all presented graphics/images to enhance the intended message. | <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio -Movie/Video related to topic <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> -conference <p>Summative:</p> <ul style="list-style-type: none"> -rubric scores of published pieces |

Eighth Grade Benchmarks

Reading Benchmarks

- Recognize central idea or theme
 - Recognize supporting detail
 - Connect with prior knowledge
 - Determine author or reader's purpose
 - Using appropriate reading strategies
- Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization
 - Form opinions and conclusions
- Self-assess one's own reading strategies and responses to text
 - Make inferences and predict
 - Understand new vocabulary
- Recognize persuasion
 - Use context clues to enhance comprehension
 - Extrapolate information
 - Ask relevant questions to enhance comprehension
- Distinguish information as relevant/irrelevant/fact/opinion
 - Interpret literary devices
 - Collect, organize, and discuss favorite writing samples and save into a portfolio

Writing Benchmarks

- Develop introductory paragraph that includes an interesting hook
 - Establish purpose and show awareness of audience
 - Write a clear thesis statement
- Organize events in logical sequence with transitions
 - Show evidence of pre-writing
- Elaborate and develop topic with appropriate supporting details
- Maintain a single focus and sense of unity; stays on topic
 - Develop a closing paragraph that restates thesis and summarizes
- Leave reader with a sense of resolution on issue or topic
 - Apply literary elements, figurative language, sensory imagery, and poetic devices (where appropriate)
 - Use correct verb tense, consistent point of view, descriptive and varied word choice
- Vary sentence beginnings, structure, length, and type
 - Expand use of compound complex sentences
 - Use dialogue appropriately
 - Format paragraphs correctly
- Incorporate conventions of standard English