

ROCKY FORD CURRICULUM GUIDE 2015-2016

**SUBJECT: Reading/Writing/Comm
Quarter**

GRADE: 8

TIMELINE: 1st

| Grade Level Expectation | Evidence Outcome | Student-Friendly Learning Objective | Level of Thinking | Resource Correlation | Academic Vocabulary |
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| | <p>goals and deadlines, and define individual roles as needed. C</p> <p>iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. M</p> <p>iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. M</p> | <p>and deadlines, and define our individual roles.</p> <p>We will pose questions that connect the ideas of several speakers.</p> <p>We will respond to others questions and comments with evidence, observations, and ideas.</p> <p>We will acknowledge new information that is expressed by others, and justify our own views with the evidence presented.</p> | <p>Appl</p> <p>Analysis</p> | <p>Language Network book, section on Oral Communication pages 555-566</p> | |
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| | <p>text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. C</p> <p>iii. 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. M</p> | <p>We will determine the relationship between the theme and the characters, setting, and plot.</p> <p>We will provide an objective summary of the text.</p> <p>We will analyze how specific lines of dialogue or incidents propel the action, reveal character aspects, and provoke decisions.</p> | Analysis | Literature book, "The Elevator," pgs. 24-31 | |
| 1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment | <p>b. Use Craft and Structure to:</p> <p>i. 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</p> | <p>We will determine the meaning of words and phrases based on how they are used in a text.</p> <p>We will analyze the impact of specific word choice,</p> | Appl | Language Network book and teacher generated SmartBoard lesson | <p>Figurative</p> <p>Connotative</p> <p>Tone</p> <p>Analogies</p> <p>Allusions</p> <p>Point of View</p> <p>Irony</p> <p>Suspense</p> |

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| | <p>meaning and tone, including analogies or allusions to other texts. C</p> <p>ii. 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. M</p> | <p>meaning, and tone and include analogies/allusions to other texts.</p> <p>We will analyze how different points of view of characters and the audience create suspense and humor.</p> | Analysis | | |
| <p>2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment</p> | <p>iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. M</p> | <p>We will determine the author's point of view or purpose in a text.</p> <p>We will analyze how the author reacts to conflicting evidence and viewpoints.</p> | Appl | <p>Literature book, "One Last Time," pg. 816-825</p> | <p>Author's POV Conflict Interpretation Persuasion Self Monitor Self-Assessment Viewpoint</p> |

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| | <p>specific effects (such as tone, voice, and mood) M</p> <p>iv. 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. C</p> <p>v. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). M</p> <p>vi. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print</p> | <p>We will use context clues to determine the meaning of words or phrases.</p> <p>We will use common affixes and roots as clues to the meaning of a word.</p> <p>We will consult reference materials to find the meaning and pronunciation of a word and determine its meaning.</p> | <p>Appl</p> <p>Appl</p> <p>Appl</p> | <p>Language Network Grammar book Online resources</p> | |
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| | <p>and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. C</p> <p>vii. 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). C</p> | <p>We will verify the meaning of a word by checking the meaning in context or in a dictionary.</p> | <p>Appl</p> | | |
| <p>3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts</p> | <p>b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5) M</p> <p>i. Interpret figures of speech (e.g. verbal irony, puns) in context. C</p> | <p>We will interpret figures of speech in context.</p> | <p>Appl</p> <p>Comp</p> | <p>Literature book Poetry lesson SmartBoard</p> <p>Literature book Grammar book</p> | <p>Figurative-Language Nuance Irony Pun Metaphor Simile Hyperbole Personification Rhetoric Connotation</p> |

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| | ii. Use the relationship between particular words to better understand each of the words. M iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). C | We will use relationships between words to better understand their meaning. We will distinguish among the connotations of words with similar denotations. | Appl Comp | | Denotation |
| 3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts | c. 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. M | We will find and use grade-appropriate words and phrases and gather vocabulary knowledge when we are determining the importance of words or phrases. | Appl | Grammar book Literature book (writing workshop pgs. 1016-1019) | Academic-Language Domain-Language Comprehension Expression |
| 1. Stylistic devices and descriptive details in literary | a. Write narratives to develop real or imagined experiences | | Appl | Literature book Grammar book | Stylistic Device Audience |

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| <p>and narrative texts are organized for a variety of audiences and purposes and evaluated for quality</p> | <p>or events using effective technique, relevant descriptive details, and well-structured event sequences. C</p> <p>i. 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. C</p> <p>ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C</p> | <p>We will engage and orient the reader by establishing a point of view, introducing narrator and characters, and organizing event sequences.</p> <p>We will use dialogue, pacing, description, and reflection to develop experiences, events and characters.</p> | <p>Appl</p> <p>Appl</p> | <p>Literature book Grammar book</p> <p>Literature book</p> | <p>Purpose Evaluation Narrative Writing-Techniques Relevance Structure Sequence of Events Engagement Orientation</p> <p>Point of View Organization of Writing Narrator Characters Dialogue Pacing Description Reflection Transition-Words Phrase Clause Shift Setting</p> |
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| | <p>iii. 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. M</p> <p>iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. C</p> <p>v. Establish and maintain a controlling idea appropriate to audience and purpose M</p> | <p>We will use transition words, phrases, and clauses to convey sequence.</p> <p>We will use transition words to convey signal shifts from one time frame to another, and to show relationships between experiences and events.</p> <p>We will use exact words and phrases, descriptive details, and sensory language to capture action, experiences, and events.</p> <p>We will establish and maintain a controlling idea</p> | <p>Appl</p> <p>Appl</p> <p>Appl</p> | <p>SmartBoard lesson Literature book</p> <p>Language Network book (descriptive writing)</p> <p>Language Network book Grammar book</p> | <p>Relationships Sensory-Language Controlling Idea Integrate Chronology Foreshadowing Flashbacks Background-Information Poetic-Techniques Alliteration Onomatopoeia Simile</p> <p>Metaphor Personification Hyperbole Graphic-Elements Effect Voice Tone Reader's-Perception Sentence-Structure Mentor Text</p> |
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| | <p>vi. Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks) M</p> <p>vii. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect C</p> | <p>appropriate to audience and purpose.</p> <p>We will integrate organization techniques that break up chronology in a story.</p> <p>We will write using poetic techniques.</p> | <p>Synth</p> <p>Appl</p> | <p>Teacher Resources Literature book</p> | <p>Craft Conclusion</p> |
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| | <p>viii. Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details C</p> <p>ix. Use mentor text/authors to help craft appropriate technique M</p> <p>x. Provide a conclusion that follows from and reflects on the narrated experiences or events. C</p> | <p>We will express voice and tone to influence a readers' perception by varying vocabulary, sentence structure, and descriptive details.</p> <p>We will use mentor text/authors to help craft appropriate techniques.</p> <p>We will provide a precise conclusion that reflects on narrated experiences or events.</p> | <p>Appl</p> <p>Appl</p> <p>Appl</p> | <p>Grammar book</p> <p>Literature book Language Network book</p> <p>Writing Process SmartBoard Lesson (teacher generated)</p> | |
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| 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality | a. Write arguments to support claims with clear reasons and relevant evidence. C iii. Select and use appropriate rhetorical | We will write arguments to support claims with reason and relevant evidence. | Appl Appl | Writing Process Literature book | Claims Evidence Reasoning Relevance Rhetorical-Techniques |

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| | techniques (such as asking questions, using humor, etc.) for a variety of purposes I | We will find and use rhetorical techniques for a variety of purposes. | | | |
| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. M ii. Form and use verbs in the active and passive voice. M iii. Form and use verbs in the indicative, imperative, interrogative, | We will explain the function of verbals and determine their function in sentences. We will form and use verbs in the active and passive voice. We will form and use verbs in the indicative, imperative, | Appl Comp Appl Appl | Language Network book Language Network book Language Network book Language Network book | Conventions Edit Writing Traits Mechanics Gerunds Participles Infinitives Active Voice Passive Voice Indicative Imperative Interrogative Conditional-Mood Subjunctive-Mood Verb Voice-Shift Mood Shift Comparative-Adjective/Adverbs |

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| | conditional, and subjunctive mood. M | interrogative, conditional, and subjunctive mood. | | | |
| | iv. Recognize and correct inappropriate shifts in verb voice and mood. M | We will recognize and correct inappropriate shifts in verb voice and mood. | Appl | Language Network book | Superlative-Adjective/Adverbs Subordinate-Conjunctions Subject Verb-Agreement Phrase Main Clause Subordinate-Clause |
| | v. Use comparative and superlative adjectives and adverbs correctly in sentences M | We will use comparative and superlative adjectives and adverbs correctly. | Appl | Language Network book | |
| | vi. Combine sentences with subordinate conjunctions M | We will combine sentences with subordinate conjunctions. | Appl | Language Network book | |
| | vii. Use subject-verb agreement with intervening phrases and clauses M | We will use subject-verb agreement with intervening phrases and clauses. | Appl | Language Network book | |
| | viii. Identify main and subordinate clauses and | | Know | | |

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| | use that knowledge to write varied, strong, correct, complete sentences I | We will identify main and subordinate clauses and write varied, strong, correct, complete sentences. | | | |
| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | <p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. M</p> <p>ii. Format and punctuate dialogue correctly M</p> <p>iii. Use an ellipsis to indicate an omission. M</p> | <p>We will accurately use punctuation to indicate a pause or break.</p> <p>We will format and punctuate dialogue correctly.</p> <p>We will use an ellipsis to indicate an omission.</p> | <p>Appl</p> <p>Appl</p> <p>Appl</p> <p>Appl</p> | SmartBoard Lesson Language Network book | Mechanics Conventions Ellipsis Dash Formatting Dialogue Omission |

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| | iv. Spell correctly. C | We will spell correctly. | | | |
| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. C i. 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). M | We will use active and passive voice verbs to achieve a particular effect. We will use active and passive voice verbs in the conditional and subjunctive mood to achieve a particular effect. | Appl Appl | Language Network book Group Scoring | Active Voice Passive Voice Conditional Mood Subjunctive Mood Emphasize State Effect Contradiction |
| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. C | We will produce clear and coherent writing that is appropriate to task, purpose, and audience, using the writing process | Appl | Writing Process Language Network book Group Scoring | Editing Mechanics Traits Style Purpose Appropriateness |

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| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | e. 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. M | We will develop and strengthen our writing using guidance from peers and adults. We will plan, revise, edit, and rewrite our papers with a focus on how well purpose and audience have been addressed. | Appl | Language Network book | Peers Revising Approach |
| 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | f. 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. C | We will use technology to produce and publish writing. We will use technology to present the relationships between information and ideas, and to interact and collaborate with others. | Appl | Language Network book Online Resources | Technology Publish Efficient Collaborate |

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