

ROCKY FORD CURRICULUM GUIDE 2015-2016

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

GRADE: 8

TIMELINE: 2nd

Grade Level Expectation	Evidence Outcome	Student-Friendly Learning Objective	Level of Thinking	Resource Correlation	Academic Vocabulary
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2. A variety of response strategies clarifies meaning or messages	d. Paraphrase speaker's meaning M	We will paraphrase a speaker's meaning.	Comp	SmartBoard lesson (teacher generated) Language Network book	Paraphrase
2. A variety of response strategies clarifies meaning or messages	e. Ask questions to clarify inferences C	We will ask questions to clarify inferences.	Appl	Group discussion Literature book Language Network book	Inferences
1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	iii. 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	We will analyze how differences in characters point of view create suspense or humor. We will analyze how differences in the audience or readers' point of view create suspense or humor.	Analysis	Literature book Online Resources	Dramatic Irony Suspense Analyze Point of View
1. Quality comprehension and interpretation of literary texts demand	b. Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including	We will determine the meaning of words/phrases as they are used in text.	Appl	Literature book Language Network book	Comprehension Interpret Self Monitoring Self-Assessment

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self-monitoring and self-assessment	<p>figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. C</p> <p>ii. 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. M</p>	<p>We will analyze the impact of specific word choices on meaning and tone.</p> <p>We will compare and contrast the structure of two or more texts.</p> <p>We will analyze how the differing structure of two or more texts contributes to the meaning and style.</p>	Comp	Literature book Compare and Contrast writing	<p>Figurative-Meaning</p> <p>Connotative-Meaning</p> <p>Word Impact</p> <p>Analogy</p> <p>Allusion</p> <p>Compare & Contrast</p> <p>Contribute</p> <p>Style</p>
1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	<p>iv. 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</p>	<p>We will analyze how a modern work of fiction draws on themes, pattern of events, or character types.</p> <p>We will describe how this work of fiction is rendered new.</p>	Analysis	Literature book Novel study (<u>The Shack</u>) Group Discussion	<p>Fiction</p> <p>Theme</p> <p>Pattern of Events</p> <p>Myth</p> <p>Traditional-Story</p> <p>Render</p>

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	material is rendered new. M				
2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	<p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. C ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. C 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>We will cite evidence and draw inferences from the text that supports what the text says.</p> <p>We will determine a central idea of a text and analyze its development throughout the text.</p> <p>We will analyze how lines of dialogue in a story propel the action, reveal character aspects, or provoke decisions.</p>	<p>Comp</p> <p>Appl</p> <p>Analysis</p>	<p>Language Network book</p> <p>Literature book</p> <p>Literature book</p>	<p>Citation</p> <p>Explicit</p> <p>Inference</p> <p>Central Idea</p> <p>Dialogue</p> <p>Incident</p> <p>Propel Action</p> <p>Provocation</p> <p>Supporting Idea</p> <p>Objective-Summary</p>

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	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	We will use context clues to discover the meaning of a word or phrase.	Appl		
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		Appl	Persuasive writing Online Resources	Relevance Cause & Effect Personal-Interpretation Thesis Rhetorical-Techniques
	i. Develop texts that offer a comparison, show cause and effect, or support a point C	We will develop texts that offer a comparison, and show cause and effect.	Appl		Thesis Rhetorical-Techniques
	ii. Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion I	We will write and justify an interpretation of text that includes a thesis, supporting details from the literature, and a conclusion.	Appl	Literature book SmartBoard lesson	Context Clues Distinguish Credible Counterclaim Cohesion Formal Style
	iii. Select and use appropriate rhetorical techniques (such as asking questions, using	We will find and use rhetorical techniques for a variety of purposes.	Appl	Literature book	

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	humor, etc.) for a variety of purposes I iv. Use specific details and references to text or relevant citations to support focus or judgment M v. Use planning strategies to select and narrow topic M vi. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. C vii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C	We will use details and references to text to support focus or judgment. We will use planning strategies to select and narrow topics. We will introduce claims, acknowledge and distinguish the claims and organize the reasons and evidence logically. We will support claims with logical reasoning and evidence, using credible sources and an understanding of the topic or text.	Appl Appl Appl Eval	Literature book Online Resources Literature book Literature book	
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	<p>viii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. C</p> <p>ix. Establish and maintain a formal style. C</p>	<p>We will use words, phrases, and clauses to create cohesion.</p> <p>We will use words, phrases, and clauses to clarify relationships among claims, counterclaims, reasons, and evidence.</p> <p>We will establish and maintain a formal style.</p>	<p>Appl</p> <p>Appl</p>	<p>Language Network book</p> <p>Writing Process Language Network book</p> <p>Personal Writing</p>	
<p>2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality</p>	<p>b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C</p>		<p>Appl</p>		<p>Informative-Text Explanatory-Text</p> <p>Concept Relevant-Content Formatting Multimedia</p>

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	<p>i. 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. M</p> <p>ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. M</p> <p>iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. C</p> <p>iv. Use precise language and domain-specific vocabulary to</p>	<p>We will introduce a topic clearly, and organize ideas, concepts, and information into categories.</p> <p>We will use the categories of formatting, graphics, and multimedia to help with comprehension.</p> <p>We will develop a topic with relevant, well-chosen facts, definitions, concrete details, and quotations.</p> <p>We will use appropriate transitions to create cohesion and clarify relationships between ideas and concepts.</p> <p>We will use exact language and vocabulary to explain the topic.</p>	<p>Appl</p> <p>Appl</p> <p>Appl</p> <p>Appl</p>	<p>Writing Process Language Network book</p> <p>Online Resources</p> <p>Personal Writing</p> <p>Personal Writing Language Network book</p> <p>SmartBoard lesson (vocab)</p>	<p>Concrete-Details Transitions Cohesion Domain-Specific Vocab Formal Style Elaborate Add Depth Idea Flow</p>
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	<p>inform about or explain the topic. M</p> <p>iv. Establish and maintain a formal style. C</p> <p>v. Provide a concluding statement or section that follows from and supports the information or explanation presented. C</p> <p>vi. Elaborate to give detail, add depth, and continue the flow of an idea M</p>	<p>We will establish and maintain and formal style.</p> <p>We will provide a conclusion that supports the information being presented.</p> <p>We will elaborate to give detail, add depth, and continue the flow of an idea.</p>	<p>Appl</p> <p>Appl</p> <p>Appl</p>	<p>Literature book</p> <p>Writing Process Personal Writing</p> <p>Writing Process Personal Writing</p>	
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