ELL Center – ELA 8 (#1950)

Description ELL Center – ELA 8 integrates reading, writing, speaking and listening, and language for beginning level ELL students. The major focus is learning to comprehend text through a variety of reading skills and strategies. Students apply these skills and strategies in a variety of quality literature and informational text. The writing process and six-trait writing provide the foundation for writing instruction.

Credits

Prerequisites

Textbooks/Resources Instructional Framework- Common Core Curriculum Companion, CESA 7 (online)
Writing- *Prentice Hall Writing Coach*, 2012 (ISBN# 9780133203202- class set of 40; online)
Print and Digital Text- Variety of quality literature and informational text.

Required Assessments District-wide standards-based assessments identified

Board Approved April 14, 2014

Revised

* "L" refers to Wisconsin Department of Instruction's Language Proficiency Levels *

AASD Guiding Principles for Teaching and Learning for K-12 Students:
  ➢ *Every student has the right to learn.*
  ➢ *Instruction must be rigorous and relevant.*
  ➢ *Purposeful assessment drives instruction and affects learning.*
  ➢ *Learning is a collaborative responsibility.*
  ➢ *Students bring strengths and experiences to learning.*
  ➢ *Responsive environments engage learners.*

AASD English Language Learner Principles:
  ➢ *Language proficiency levels are as meaningful as grade levels.*
  ➢ *All four language domains (listening, speaking, reading, and writing) need to be overtly addressed.*
  ➢ *Culturally responsive practices lead to literacy development.*
  ➢ *All students bring linguistic, academic, and experiential knowledge to the classroom..*
  ➢ *Building background knowledge is foundational to good instruction.*

AASD Foundations for English Language Arts:
  ➢ *English Language Arts is an integrated discipline.*
  ➢ *English Language Arts instruction builds an understanding of the human experience.*
  ➢ *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
  ➢ *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
  ➢ *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:
  AASD students who are college and career ready in English Language Arts will…
  ➢ *Demonstrate independence.*
  ➢ *Build strong content knowledge.*
  ➢ *Respond to the varying demands of audience, task, purpose, and discipline.*
  ➢ *Comprehend as well as critique.*
  ➢ *Value evidence.*
  ➢ *Use technology and digital media strategically and capably.*
  ➢ *Come to understand other perspectives and cultures.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	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.** (RL.8.1, RI.8.1)	**Performance will be satisfactory when the student:** a. cites text to support inferences from stories and poems. (L: 1/2) b. cites text to support what is inferred versus what is stated explicitly in the text. (L: 2) c. cites text to support inferences from informational text. (L: 1/2) d. cites text to support analysis and inferences from informational text. (L: 2)	• Reading notebook • T-Chart – my thinking/evidence • Literature-circle discussions • Reading notebook • T-Chart – my thinking/evidence
	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.** (RL.8.2) **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..** (RI.8.2)	**Performance will be satisfactory when the student:** a. provides a summary of a familiar text. (L: 1/2) b. provides a summary of a text. (L: 2) c. provides a summary of a familiar informational text. (L: 1/2) d. provides a summary of an informational text. (L: 2)	• GIST (General Idea Surrounding Text)-notebook entry • Summary graphic organizer • Reading notebook • 5 W's graphic organizer • Literature-circle discussions

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Reading: Literature/Informational Text	**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.).** (RL.8.3) **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparison, analogies, or categories).** (RI.8.3)	**Performance will be satisfactory when the student:** a. identifies which incidents in a story or drama lead to subsequent action. (L: 1/2) b. explains how incidents in a story or drama lead to subsequent incidents. (L: 2) c. makes connections between key individuals of events in a text. (L: 1/2) d. makes connections and distinctions between key individuals and events in a text. (L: 2)	• Double Bubble graphic organizer – compare two story elements • Venn diagram • Plot diagram • Quick writes • Literature-circle discussions • Literature-circle discussion guides • Create a timeline of key events
	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 words choices on meaning and tone, including analogies or allusions to other texts. (RL.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.** (RI.8.4)	**Performance will be satisfactory when the student:** a. identifies multiple-meaning words in literature. (L: 1/2) b. determines meanings of words and phrases in literature including figurative language. (L: 2) c. identifies the meaning of multiple-meaning words as they are used in informational text. (L: 1/2) d. determines meanings of word and phrases in literature including figurative language. (L: 2)	• Reading notebook • T-Chart – my thinking/evidence • Literature-circle discussions • Exit slip • Vocabulary-graphic organizer • Vocabulary notebook • Group discussions • Vocabulary quiz • Word posters • Illustrate words with pictures and label in student book • Act out words • Label a picture, poster, or other visual media

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Reading: Literature/Informational Text	**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.** (RL.8.5) **Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.** (RI.8.5)	**Performance will be satisfactory when the student:** a. compares and contrasts the structure of two texts with obviously different structures. (L: 1/2) b. compares and contrasts the structure of two or more texts. (L: 2) c. determines the role of sentences in a paragraph (e.g., topic sentence, details, and examples). (L: 1/2) d. determines the topic sentence and two supporting details or examples. (L: 2)	• Venn diagram • Double Bubble-comparing two things • Predictable patterns with word cards • Graphic organizers/worksheets • Reading conferences • Poem book • Read article and highlight • T-Chart – differentiate between topic sentences and supporting details • GIST activity (General Idea Surrounding Text)-notebook entry
	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. (RL.8.6) **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.** (RI.8.6)	**Performance will be satisfactory when the student:** a. identifies the point of view of a character in a story that is humorous or suspenseful. (L: 1/2) b. determines a difference in the points of view of a character and the audience or reader in a text with suspense or humor. (L: 2) c. determines author's purpose or point of view. (L: 1/2) d. determines an author's purpose and point of view an identify an opposing point of view. (L: 2)	• Read story and highlight • Cartoon/speech bubble of each character's perspective • Reading notebook/response • Diary entries • T-Chart • Create script for scene from another character's point of view

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Reading: Literature/Informational Text	**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.** (RL.8.7) **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.** (RI.8.7)	**Performance will be satisfactory when the student:** a. compares and contrasts a scene from a filmed or live production of a story or drama to the text or script. (L: 1.2) b. compares and contrasts a filmed or live production of a story or drama to the text or script. (L: 2) c. selects medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea. (L: 1/2) d. uses the best media to create a project using a media source. (L: 2)	• T-chart - compare and contrast • Reading journal – write from story character's point of view • Watch video – respond in reading notebook • Venn diagram • Group discussions
	(Not applicable to literature) **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.** (RI.8.8)	**Performance will be satisfactory when the student:** a. determines whether claims in a text are fact or opinion. (L: 1/2) b. determines whether claims in a text are fact or opinion and identifies evidence to support facts. (L: 2)	• Reading journal • T-Chart – fact or opinion • Highlight fact or opinion in text

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Reading: Literature/Informational Text	9. **Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religions works such as the Bible including describing how the material is rendered new.** (RL.8.9)	**Performance will be satisfactory when the student:** a. compares and contrasts themes, patterns of events, or characters across two or more stories or dramas. (L: 1/2) b. compares and contrasts themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work. (L: 2)	• T-Chart – compare and contrast • Double Bubble – compare and contrast • Reading journal – write from different character type's point of view • Venn diagram
	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 interpretations. (RI.8.9)	c. compares and contrasts the key information in two different texts on the same topic. (L: 1/2) d. compares and contrasts the key information in more than two different texts on the same topic. (L: 2)	
	10. **By the end of the year, read and comprehend literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.** (RL.8.10, RI.8.10)	**Performance will be satisfactory when the student:** (Review all performance areas in reading.)	• Benchmarks • Running records • Book logs • Book presentations • Reading conferences

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Writing	**11. Write arguments to support claims with clear reasons and relevant evidence.** (W.8.1)	**Performance will be satisfactory when the student:** a. writes an argument to support claims with one clear reason or piece of evidence. (L: 1/2) b. writes an argument to support claims with clear reasons or evidences. (L: 2) c. uses words, phrases, and clauses to create cohesion and clarify the relationship among claims, reasons, and evidence. (L: 1/2) d. uses words, phrases, and clauses to clarify the relationship among claims, reasons, and evidence. (L: 2) e. establishes and maintains a formal style. (L: 1/2) f. provides a concluding statement or section that follows from the argument presented. (L: 1/2)	• Rubric • Sentence writing • Paragraph writing • Photo story • Poster • Argumentative paragraph • Document based on essay or speech • Graphic organizer-outline

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	12. **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** (W.8.2)	**Performance will be satisfactory when the student:** a. writes to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. (L: 1/2) b. writes to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. (L: 2) c. uses appropriate transitions to clarify the relationships among ideas and concepts. (L: 1/2) d. uses precise language and domain-specific vocabulary to inform about or explain the topic. (L: 1/2) e. establishes and maintains an academic style. (L: 2) f. provides a concluding statement or section that follows from the information or explanation presented. . (L: 1/2) g. provides a concluding statement or section that follows from the information or explanation presented. (L: 1/2)	• Rubric • Sentence writing • Paragraph writing • Photo story • Poster • Public-service brochure • Public-service commercial • Graphic organizer • Writing samples • Annotated bibliography

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Writing	**13. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** (W.8.3)	**Performance will be satisfactory when the student:** a. introduces to the experience or situation at least one character and two or more events in sequence. (L: 1/2) b. introduces to the experience or situation, multiple characters and multiple events in sequence. (L: 2) c. uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (L: 1/2) d. uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (L: 1/2) e. provides a conclusion that follows from the narrated experiences or events. (L: 1/2) f. provides a conclusion that follows from and reflects on the narrated experiences or events. (L: 2)	• Rubric • Writer's notebook • Small-moment story • Quick writes • Graphic organizers • Personal narratives • Imagined narratives (Greek myth, creative stories)

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Writing	**14. 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 ELOs 11-13 above.)** (W.8.4)	**Performance will be satisfactory when the student:** a. (with guidance and support) produces writing that is appropriate for the task, purpose, or audience. (L: 1/2) b. produces writing that is appropriate for the task, purpose, or audience. (L: 2)	• Rubric • Sentence writing • Paragraph writing • Write a letter • Write steps to science experience in log • Writing continuum • Writiing samples • Checklist
	15. 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.8.5)	**Performance will be satisfactory when the student:** a. (with guidance and support from adults and peers) plans by brainstorming and revises own writing by adding more information. (L: 1/2) b. plans by brainstorming and revises own writing by adding more information. (L: 2)	• Rubric • Use writing process • Self-edit checklist • Grade sheet • Teacher conference
	16. 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. (W.8.6)	**Performance will be satisfactory when the student:** a. uses technology, including the internet, to produce writing to interact and collaborate with others. (L: 1/2) b. uses technology, including the internet, to produce writing while interacting and collaborating with others. (L: 2)	• Record daily activities on a blog • Use technology to research • Use technology to write • Works-cited page • Published writing • Google Docs • PowerPoint presentation • Photo story

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Writing	**17. Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.** (W.8.7)	**Performance will be satisfactory when the student:** a. (with guidance and support) conducts short research projects to answer questions based on one source of information. (L: 1/2) b. conducts short research projects to answer and pose questions based on one source of information. (L: 2)	• Rubric – include several resources • Research project • Graphic organizer • Checklist • Conferences • Words-cited page • Writer's notebook • Published writing
	18. 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.8.8)	**Performance will be satisfactory when the student:** a. selects quotes from one of two print or digital sources that provide information about a topic. (L: 1/2) b. selects quotes from two or more print or digital sources that provide important information about a topic. (L: 2)	• Research project • Graphic organizer • Checklist • Conferences • Works-cited page • Writer's notebook • Published writing • Note taking

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**19. Draw evidence from literary or informational texts to support analysis, reflection, and research.** (W.8.9)	**Performance will be satisfactory when the student:** a. (with guidance and support from adults and peers) compares and contrasts themes, patterns of events, or characters across two or more stories or dramas. (L: 1/2) b. compares and contrasts themes, patterns of events, or characters across two or more stories or dramas."). (L: 2) c. (with guidance and support) determines whether claims in a text are fact or opinion."). (L: 1/2) d. determines whether claims in a text are fact or opinion. (L: 2)	• Venn diagram • Graphic organizer • Writer's notebook • Writing samples • Conferences • Writing continuum • Rubric • On-demand writing • Published writing
	20. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose and audiences. (W.8.10)	**Performance will be satisfactory when the student:** a. writes routinely for a variety of tasks, purposes, and audiences. (L: 1/2) b. writes routinely over extended time frames (research, reflection, and revision. (L: 2)	• Quick write • Journal • Writing continuum • Rubric • Writing samples • Writer's notebook • On-demand writing • Published writing

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	**21. 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.** (SL.8.1)	**Performance will be satisfactory when the student:** a. prepares for discussions. (L: 1/2) b. comes to discussions prepared to share information. (L: 2) c. follows simple rules and carries out assigned roles during discussions. (L: 1/2) d. follows simples rules and carries out roles during discussions. (L: 2) e. responds to others' questions and comments by answering questions regarding content. (L: 1/2) f. responds to others' questions and comments by asking and answering questions regarding content. (L: 2)	• Discussion rubric • Small-group discussions • Group-discussion guides/reflections
	22. 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. (SL.8.2)	**Performance will be satisfactory when the student:** a. describes the purpose of information presented in graphical, oral, visual, or multimodal formats. (L: 1/2) b. relates information to its purpose as presented in graphical, oral, visual, or multimodal formats. (L: 2)	• Response journal • Reflections • Group discussions

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	**23. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.** (SL.8.3)	**Performance will be satisfactory when the student:** a. identifies whether claims in an oral presentation are fact or opinion. (L: 1/2) b. determines which claims in an oral presentation are fact and which are opinion. (L: 2)	• Exit slip after presentation • Reader's /writer's-response notebook
	24. Present claims and findings, emphasizing salient points in a focused, coherent manner relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)	**Performance will be satisfactory when the student:** a. presents findings including relevant details. (L: 1/2) b. presents findings including relevant details to support claims. (L: 2)	• Speaking/presentation rubric • Presentation-graphic organizer • Individual/group presentations
	25. Include multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)	**Performance will be satisfactory when the student:** a. integrates multimedia and visual information into presentations. (L: 1/2) b. creates a presentation with multimedia and visual information integrated throughout. (L: 2)	• Create multi-media presentation to display main points. • Individual/group presentations • Rubric
	26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.8.6)	**Performance will be satisfactory when the student:** a. adapts communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. (L: 1/2). b. adapts communication to a variety of context and tasks using complete sentences when indicated for formal situations. (L: 2)	• Rubric - provide key points related to formal speaking skills in a presentation • Checklist

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Language	**27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** (L.8.1)	**Performance will be satisfactory when the student:** a. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons and correctly uses frequently-confused words (e.g., to, too, two, there, their). (L: 1/2) b. explains in general the sentence function of conjunctions, prepositions, and interjections in particular sentences. (L: 2) c. forms and uses the simple verb tenses *(e.g., I walked, I walk, I will walk).* (L: 1/2) d. forms and uses the simple verb regular verb tenses (*e.g., I eat, I ate, I am eating).* (L: 2) e. forms and uses verbs in the indicative, imperative, and interrogative moods with guidance. (L: 2) f. forms and uses verbs in the indicative, imperative, and interrogative moods independently, and forms the use verbs in the conditional and subjunctive moods with guidance . (L: 2) g. uses appropriate verbs to match nouns. (L: 1/2) h. shifts nouns and verbs to match as appropriate. (L: 2)	• Grammar journal or notebook • Rubric – writing/speaking/presenting • Writing samples • Checklist • Quizzes • Conference
	28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2)	**Performance will be satisfactory when the student:** a. uses end punctuation and capitalization when writing a sentence or question. (L: 1/2) b. uses end punctuation and capitalization when writing text with multiple sentences. (L: 2) c. spells words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. (L: 1/2) d. spells two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. (L: 2)	• Rubric • Writing sample • Reading/writing notebook • Checklist • Quizzes • Conference

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	29. **Use knowledge of language and its conventions when writing, speaking, reading, or listening**. (L.8.3)	**Performance will be satisfactory when the student:** a. uses to-be verbs *(am, are, is, was, and were)* accurately when writing and communicating. (L: 1/2) b. uses the verbs *(become and became)* accurately when writing and communicating. (L: 1/2) c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal language is appropriate. (L: 2)	• Writing journal • Writing revisions • Checklist • Writing conferences
	30. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies**. (L.8.4)	**Performance will be satisfactory when the student:** a. uses context to determine the meaning of a new word. (L: 1/2) (L: 2) b. uses context to identify which word in an array of content-related words is missing from a sentence. (L: 1/2) c. identifies basic affixes with guidance. (L: 1/2) d. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). (L: 1/2) e. demonstrates how to correctly use basic affixes in their writing. (L: 2) f. seeks clarification and meaning support when unfamiliar words are encountered while reading or communicating. (L: 1.2) g. consults reference materials (dictionaries, thesauruses, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. (L: 2) h. demonstrates understanding of how to use a dictionary in order to check the meaning of a word. (L: 1/2) i. uses context clues to determine the inferred meaning of a word and verify its meaning by using a dictionary. (L: 2)	• Reading or writing notebook • Vocabulary journal • Quizzes • Sentence writing • Conferences • Posters • Reciprocal-peer teaching

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Language	**31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** (L.8.5)	**Performance will be satisfactory when the student:** a. demonstrates understanding of figurative language and common idioms that include multiple-meaning words. (L: 1/2) b. demonstrates understanding of figurative language and the used of multiple-meaning words. (L: 2) c. uses knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). (L: 1/2) d. uses compound and complex words when writing and communicating. (L: 2) e. uses descriptive words to add meaning when writing and communicating. (L: 1/2) f. uses a variety of descriptive words to add meaning when writing and communicating. (L: 2)	• Reading or writing notebook • Quizzes • Writing samples • Sentence writing
	32. 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. (L.8.6)	**Performance will be satisfactory when the student:** a. acquires and uses domain-specific words and phrases. (L: 1/2) b. acquires and uses general academic and domain-specific words and phrases. (L: 2)	• Reading or writing notebook • Vocabulary journal • Quizzes • Sentence writing • Conferences • Writing samples