

## **ELL Language Arts – ELA 8 (#1925) and ELL English – ELA 8 (#1930)**

**Description** ELL Language Arts – ELA 8 and ELL English – ELA 8 integrates reading, writing, speaking and listening, and language. 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.*

|   | <b>Essential Learning Objectives</b>  | <b>Performance Indicators</b>  | <b>Classroom Assessments</b>   |
|---|---|--|--|
| <b>Reading: Literature/Informational Text</b> | <p><b>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1, RI.8.1)</b></p>   | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. analyzes the meaning of a text and supports with explicit details. (L: 3/4/5)</li> <li>b. makes inferences. (L: 3/4/5)</li> <li>c. supports inferences with several pieces of textual evidence. (L: 4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Reading notebooks/response logs</li> <li>• Graphic organizer (I think, the text says, now what I do think)</li> <li>• Textual annotations</li> <li>• Literature-circle discussions</li> </ul>       |
|   | <p><b>2. Determine a theme or central idea from text and analyze its development over the course of a text including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.8.2)</b></p> <p><b>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 a text. (RI.8.2)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. objectively summarizes a text. (L: 3/4/5)</li> <li>b. identifies and explains how particular details work together over the course of a text to create theme or central idea. (L: 3/4/5)</li> <li>c. analyzes the development of a theme or central idea over the course of a text including its relationship to the characters, setting, and plot. (L: 4/5)</li> <li>d. objectively summarizes a text. (L: 3/4/5)</li> <li>e. identifies and explains the development of a central idea over the course of a text. (L: 3/4/5)</li> <li>f. explains the relationship between supporting ideas and central ideas. (L: 4/5)</li> <li>g. analyzes the development of a central idea over the course of a text. (L: 4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• 5 W's graphic organizer</li> <li>• Literature circle discussions</li> <li>• Journal entries</li> <li>• GIST (General Idea Surrounding Text)-notebook entry</li> <li>• Summary paragraphs</li> </ul> |

|  | Essential Learning Objectives  | Performance Indicators   | Classroom Assessments  |
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| Reading: Literature/Informational Text | <p><b>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)</b></p> <p><b>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies significant dialogues or events. (L: 3/4/5)</li> <li>b. analyzes how dialogue or events in a story or drama move the text forward. (L: 3/4/5)</li> <li>c. reveals aspects of a character. (L: 4/5)</li> <li>d. recognizes how an author makes connections among individuals, ideas, or events. (L: 3/4/5)</li> <li>e. understands that a text’s presentation of an individual event or idea also shapes a reader’s understanding of other perspectives and cultures. (L: 3/4/5)</li> <li>f. analyzes connections among and distinctions between individuals, ideas, or events in a text. (L: 4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• Plot diagram</li> <li>• Quick writes</li> <li>• Literature circle discussions</li> <li>• Literature circle discussion guides</li> <li>• Dialogue and written samples</li> </ul> |
|  | <p><b>4. Determine the meaning of words and phrases as they are used in a text. (RL.8.4/RI.8.4)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands that words and phrases can be used in multiple ways, including figurative, connotative, and technical meanings. (L: 3/4/5)</li> <li>b. identifies the use of analogies and allusions. (L: 3/4/5)</li> <li>c. understands and analyzes the author’s use of word choice, analogies, and allusions to create meaning and tone. (L: 4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary-graphic organizer</li> <li>• Vocabulary notebook</li> <li>• Group discussions</li> <li>• Vocabulary quiz</li> <li>• Conferences</li> <li>• Exit slip</li> </ul>      |

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|--|--|--|---|
| Reading: Literature/Informational Text | <p><b>5. Compare and contrast the structure of two or more texts and analyze how the differing structures of each text contributes to its meaning and style. (RL.8.5)</b></p> <p><b>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)</b></p>                                     | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and analyzes the form or structure of literature. (L: 3/4/5)</li> <li>b. compares and contrasts the form or structure of two or more texts. (L: 3/4/5)</li> <li>c. analyzes how differences in structure impact meaning and style using textual evidence. (L: 4/5)</li> <li>d. identifies and analyzes qualities of paragraphs. (L: 3/4/5)</li> <li>e. analyzes sentences within a paragraph; how they work together to develop or refine a concept. (L: 3/4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Text annotations</li> <li>• Graphic organizers/worksheet</li> <li>• Quick writes</li> <li>• Summary paragraph</li> <li>• Reading response logs</li> <li>• Create stores from different points of view</li> </ul> |
|  | <p><b>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)</b></p> <p><b>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or points of view. (RI.8.6)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands that an author selects and shapes a point of view to create an effect. (L: 3/4/5)</li> <li>b. defines suspense. (L: 3/4/5)</li> <li>c. analyzes the differences between point of view of characters and the audience or reader. (L: 3/4/5)</li> <li>d. defines dramatic irony. (L: 4/5)</li> <li>e. understands that an author selects and shapes a point of view or purpose. (L: 3/4/5)</li> <li>f. determines an author’s point of view or purpose. (L: 3/4/5)</li> <li>g. analyzes how the author acknowledges and responds to conflicting evidence. (L: 4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• GIST (General Idea Surrounding Text)-notebook entry</li> <li>• Quick writes</li> <li>• Summary paragraph</li> <li>• Reading response logs</li> <li>• Create stories from different points of view</li> </ul>     |

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| <b>Reading: Literature/Informational Text</b> | <p><b>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 choices made by the director or actors. (RL.8.7)</b></p> <p><b>Compare and 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)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <p>a. understands, analyzes, and evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. (L: 3/4/5)</p> <p>b. utilizes techniques to document the differences between filmed or live production or a story or drama and its written version. (L: 3/4/5)</p> <p>c. supports evidence with examples from the text. (L: 3/4/5)</p> <p>d. evaluates the advantages or disadvantages of using a specific medium to present a topic or idea. (L: 3/4/5)</p> | <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Viewing-response logs</li> <li>• Group discussions</li> <li>• Compare/contrast writing</li> </ul> |
|   | <p><b>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)</b></p>   | <p><b>Performance will be satisfactory when the student:</b></p> <p>a. uses techniques for outlining the argument and claims in a text. (L: 3/4/5)</p> <p>b. uses techniques for evaluating arguments and claims in a text. (L: 3/4/5)</p> <p>c. uses techniques for recognizing irrelevant evidence. (L: 3/4/5)</p> <p>d. assesses whether reasoning is sound. (L: 3/4/5)</p> <p>e. assesses whether evidence is relevant and sufficient. (L: 3/4/5)</p>  | <ul style="list-style-type: none"> <li>• Text annotations</li> <li>• Outlines</li> <li>• Note taking</li> </ul>  |

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| <b>Reading: Literature/Informational Text</b> | <p><b>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 the Bible, including describing how the material is rendered new. (RL.8.9)</b></p> <p><b>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. (RI.8.9)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <p>a. recognizes connections between a modern work of fiction and traditional text by commenting on:</p> <ul style="list-style-type: none"> <li>• theme,</li> <li>• pattern of events,</li> <li>• character types,</li> <li>• and how tradition material is rendered new. (L: 3/4/5)</li> </ul> <p>b. analyzes what connections between a modern work of fiction and traditional text by commenting on key textual elements (see above). (L: 4/5)</p> <p>c. recognizes conflicting information provided by two or more texts about the same topic. (L: 3/4/5)</p> <p>d. identifies the difference between fact and interpretations. (L: 3/4/5)</p> <p>e. analyzes conflicting information provided by two or more texts about the same topic. (L: 4/5)</p> | <ul style="list-style-type: none"> <li>•</li> </ul>  |
|   | <p><b>10. By the end of the year, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, 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)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <p>a. uses techniques for making meaning from appropriately complex stories, dramas, poems, and literary nonfiction. (L: 3/4/5)</p> <p>b. uses techniques for engaging with complex texts. (L: 3/4/5)</p> <p>c. uses techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers. (L: 3/4/5)</p> <p>d. understands that a reader’s understanding of a text grows through deep thinking and collaboration. (L: 3/4/5)</p>  | <ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Reading logs</li> <li>• Book reviews</li> <li>• Book presentations</li> <li>• Running records</li> <li>• Benchmarks</li> <li>• Reading conferences</li> </ul> |

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| <b>Writing</b> | <p><b>11. Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. identifies qualities of arguments. (L: 3/4/5)</li> <li>b. selects evidence that is accurate and credible to support their claim. (L: 3/4/5)</li> <li>c. knows arguments demonstrate an understanding of the topic and state and support a claim. (L: 3/4/5)</li> <li>d. understands what counterarguments are and how to identify and form them. (L: 3/4/5)</li> <li>e. uses techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (words and phrases). (L: 3/4/5)</li> <li>f. knows arguments follow a predictable structure (e.g., introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement). (L: 3/4/5)</li> <li>g. uses techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (clauses). (L: 4/5)</li> </ol> | <ul style="list-style-type: none"> <li>• Argumentative paragraph</li> <li>• Document-based essay or speech</li> <li>• Graphic organizer/outline</li> <li>• Rubric</li> <li>• Writer’s notebook</li> </ul> |

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| <b>Writing</b> | <p><b>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)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification and, comparison/contrast. (L: 3/4/5)</li> <li>b. includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (L: 3/4/5)</li> <li>c. develops the topic with relevant facts, definitions, concrete details, and quotations. (L: 3/4/5)</li> <li>d. uses appropriate transitions to create cohesion. (L: 3/4/5)</li> <li>e. uses precise language and domain-specific vocabulary to inform about or explain the topic. (L: 3/4/5)</li> <li>f. establishes and maintains an academic style. (L: 3/4/5)</li> <li>g. provides an appropriate concluding statement. (L: 3/4/5)</li> <li>h. understands that informative/explanatory writing conveys ideas, concepts, and information through cohesive ideas and details. (L: 3/4/5)</li> <li>i. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect. (L: 4/5)</li> <li>j. develops the topic with relevant facts, definitions, concrete details, quotations, and other information and examples. (L: 4/5)</li> <li>k. uses appropriate transitions to create cohesion and clarify the relationship among ideas and concepts. (L: 4/5)</li> <li>l. provides an appropriate concluding statement that follows from and supports the information or explanation presented. (L: 4/5)</li> </ol> | <ul style="list-style-type: none"> <li>• Public-service brochure</li> <li>• Public-service commercial</li> <li>• Rubric</li> <li>• Writing samples</li> <li>• Graphic organizer</li> <li>• Annotated bibliography</li> </ul> |

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| <b>Writing</b> | <p><b>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)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. writes a real or imagined narrative that spans one time frame and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, transition words, a sense of closure, and a conclusion that reveals something important about self. (L: 3/4/5)</li> <li>b. engages the reader by establishing a context and point of view and introducing a narrator and/or characters. (L: 3/4/5)</li> <li>c. uses narrative techniques, such as dialogue, and description, to develop experiences, events, and/or characters. (L: 3/4/5)</li> <li>d. uses a variety of transition words and phrases. (L: 3/4/5)</li> <li>e. uses precise words and phrases, and relevant descriptive details to capture the action and convey experiences and events. (L: 3/4/5)</li> <li>f. provides a conclusion. (L: 3/4/5)</li> <li>g. writes a real or imagined narrative which includes pacing, phrases, clauses, and a conclusion that reveals something important about self or life. (L: 4/5)</li> <li>h. engages the reader by establishing a context and point of view and introducing a narrator and/or characters, organizes an event sequence that unfolds naturally and logically. (L: 4/5)</li> <li>i. uses narrative techniques, such as dialogue and description, and reflection to develop experiences, events and/or characters. (L: 4/5)</li> <li>j. uses 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. (L: 4/5)</li> <li>k. uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (L: 4/5)</li> <li>l. provides a conclusion that follows from and reflects on the narrated experiences or events. (L: 4/5)</li> </ol> | <ul style="list-style-type: none"> <li>• Quick writes</li> <li>• Graphic organizers</li> <li>• Writer’s notebook</li> <li>• Personal narratives</li> <li>• Imagined narratives (Greek myth, creative stories)</li> <li>• Rubric</li> <li>• Checklist</li> </ul> |

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| <b>Writing</b> | <p><b>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.)</b><br/>                     (W.8.4 )</p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses development, organization, and style to produce clear and coherent writing appropriate to task, purpose, and audience. (L: 3/4/5)</li> <li>b. adapts writing to fulfill a specific purpose and meet the needs of an audience. (L: 3/4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing continuum</li> <li>• Writing samples</li> <li>• Rubric</li> <li>• Checklist</li> </ul>  |
|                | <p><b>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)</b></p>              | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. plans, revises, edits and rewrites. (L: 3/4/5)</li> <li>b. uses some adult and peer guidance and support to strengthen writing. (L: 3/4/5)</li> <li>c. tries a new approach to strengthening writing. (L: 3/4/5)</li> </ul>  | <ul style="list-style-type: none"> <li>• Self-edit checklist</li> <li>• Grade sheet</li> <li>• Teacher conference</li> </ul>   |
|                | <p><b>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)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses technology (including internet) to produce and publish writing. (L: 3/4/5)</li> <li>b. uses technology (including internet) to effectively present relationships between information and ideas. (L: 3/4/5)</li> <li>c. uses technology (including internet) to collaborate with others. (L: 3/4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• Works-cited page</li> <li>• Published writing</li> <li>• Google Docs</li> <li>• PowerPoint presentation</li> <li>• Photo story</li> </ul> |

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| <b>Writing</b> | <p><b>17. 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 further multiple avenues of exploration. (W.8.7)</b></p>   | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. develops a single research questions based on individual interests. (L: 3/4/5)</li> <li>b. uses multiple sources to answer research questions. (L: 3/4/5)</li> <li>c. uses a graphic organizer to record thoughts, and</li> <li>d. applies the steps in the research process (i.e. Big Six). (L: 3/4/5):                             <ul style="list-style-type: none"> <li>• task definition</li> <li>• information-seeking strategies</li> <li>• location and access</li> <li>• use of information</li> <li>• synthesis</li> <li>• evaluation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Checklist</li> <li>• Conferences</li> <li>• Works cited page</li> <li>• Writer’s notebook</li> <li>• Published writing</li> </ul>                        |
|                | <p><b>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 while following a standard format for citation. (W.8.8)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. locates and gathers relevant information from print and digital sources. (L: 3/4/5)</li> <li>b. uses search terms effectively. (L: 3/4/5)</li> <li>c. assesses credibility and accuracy of each source. (L: 3/4/5)</li> <li>d. takes notes on sources. (L: 3/4/5)</li> <li>e. quotes or paraphrases data and conclusions. (L: 3/4/5)</li> <li>f. avoids plagiarism. (L: 3/4/5)</li> <li>g. follows standard format for citing sources. (L: 3/4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Checklist</li> <li>• Conferences</li> <li>• Works-cited page</li> <li>• Writer’s notebook</li> <li>• Published writing</li> <li>• Note taking</li> </ul> |

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| <b>Writing</b> | <p><b>19. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> (W.8.9)</p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains how a modern work of fiction draws on themes, events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. (L: 3/4/5)</li> <li>b. composes a reflective or research-based piece in response to literature and literary nonfiction. (L: 3/4/5)</li> <li>c. analyzes a teacher-provided prompts or question about the text and supports ideas with evidence from a text. (L: 3/4/5)</li> <li>d. analyzes how a modern work of fiction draws on themes, pattern of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (L: 4/5)</li> <li>e. composes an analytical, reflective or research-based piece in response to literature and literary nonfiction. (L: 4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Graphic organizers</li> <li>• Writer’s notebook</li> <li>• Writing samples</li> <li>• Conferences</li> </ul>                             |
|                | <p><b>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.</b> (W.8.10)</p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. completes various pieces of writing over varying lengths of time based on task, audience, and purpose. (L: 3/4/5)</li> <li>b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings. (L: 3/4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing continuum</li> <li>• Writing samples</li> <li>• Rubric</li> <li>• Writer’s notebook</li> <li>• On-demand writing</li> <li>• Published writing</li> </ul> |

|                               | Essential Learning Objectives  | Performance Indicators   | Classroom Assessments  |
|-------------------------------|--|--|--|
| <b>Speaking and Listening</b> | <p><b>21. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.8.1)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. comes to discussions prepared, having read or researched material under study. (L: 3/4/5)</li> <li>b. explicitly draws on that preparation by referring to evidence on the topic, text, or issue to reflect on ideas under discussions. (L: 3/4/5)</li> <li>c. follows rules for collegial discussions, tracks progress toward specific goals, and deadlines, and defines individual roles as needed. (L: 3/4/5)</li> <li>d. responds to others’ questions and comments with relevant evidence, observations and ideas. (L: 3/4/5)</li> <li>e. acknowledges new information expressed by others. (L: 3/4/5)</li> <li>f. explicitly draws on that preparation by referring to evidence on the topic, text, or issue to <u>probe</u> and reflect on ideas under discussions. (L: 4/5)</li> <li>g. poses and responds to questions that connect the ideas of several speakers and respond’s to others’ questions and comments with relevant evidence, observations, and ideas. (L: 4/5)</li> <li>h. acknowledges new information expressed by others and, when warranted, qualify or justify their own views in light of evidence presented. (L: 4/5)</li> </ol> | <ul style="list-style-type: none"> <li>• Small-group discussion</li> <li>• Group-discussion guides</li> <li>• Reflections</li> <li>• Rubric</li> </ul> |
|                               | <p><b>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)</b></p>                  | <p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>a. understands information seen or heard in diverse media formats. (L: 3/4/5)</li> <li>b. evaluates the credibility and accuracy of information presented in diverse media formats. (L: 3/4/5)</li> <li>c. judges the motives (social, commercial, political) behind the presentations. (L: 4/5)</li> <li>d. analyzes information seen or heard in diverse media formats. (L: 4/5)</li> </ol>  | <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Group discussions</li> </ul>   |

|                               | <b>Essential Learning Objectives</b>  | <b>Performance Indicators</b>   | <b>Classroom Assessments</b>   |
|-------------------------------|---|---|--|
| <b>Speaking and Listening</b> | <b>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)</b>                                       | <b>Performance will be satisfactory when the student:</b><br>a. listens attentively to a speaker to identify and evaluate. (L: 3/4/5)<br>• main argument<br>• specific claims<br>• claims supported by evidence<br>• claims not supported by evidence<br>• reasoning and use of supporting evidence<br>b. evaluates main argument and relevance and sufficiency of evidence, and identifies where irrelevant evidence is introduced. (L: 4/5) | <ul style="list-style-type: none"> <li>• Exit slip</li> <li>• Reader/writer-response notebook</li> </ul>   |
|                               | <b>24. Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasons, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)</b> | <b>Performance will be satisfactory when the student:</b><br>a. orally presents claims and findings with relevant evidence and sound valid reasoning (L: 3/4/5)<br>b. uses appropriate eye contact, adequate volume, and clear pronunciation. (L: 3/4/5)<br>c. uses verbal and non-verbal techniques to emphasize key points. (L: 4/5)  | <ul style="list-style-type: none"> <li>• Speaking-presentation rubric</li> <li>• Presentation-graphic organizer</li> <li>• Individual/group presentations</li> </ul> |
|                               | <b>25. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</b>   | <b>Performance will be satisfactory when the student:</b><br>a. clarifies claims and findings. (L: 3/4/5)<br>b. emphasizes most important points in a presentation through the use of multimedia components and visual displays. (L: 3/4/5)   | <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Checklist</li> <li>• Individual/group presentation</li> </ul>   |
|                               | <b>26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.8.6)</b>   | <b>Performance will be satisfactory when the student:</b><br>a. adapts his or her speech appropriately to task and situation. (L: 3/4/5)<br>b. demonstrates a command of formal English when appropriate to task or situation. (L: 3/4/5)   | <ul style="list-style-type: none"> <li>• Checklist</li> <li>• Speaking-presentation rubric</li> </ul>  |

|                 | Essential Learning Objectives   | Performance Indicators   | Classroom Assessments   |
|-----------------|---|--|---|
| <b>Language</b> | <p><b>27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. applies conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. (L: 3/4/5)</li> <li>b. correctly forms verb tenses. (L: 3/4/5)</li> <li>c. uses verbs in the indicative, imperative, interrogative, and conditional mood. (L: 3/4/5)</li> <li>d. recognizes and corrects inappropriate shifts in verb tense. (L: 3/4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Checklist</li> <li>• Grammar worksheet</li> <li>• Quizzes</li> <li>• Conferences</li> </ul> |
|                 | <p><b>28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2)</b></p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use and ellipses to indicate and omission.</li> <li>c. Spell correctly.</li> </ul> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. applies conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience. (L: 3/4/5)</li> <li>b. uses punctuation to indicate pause or break. (L: 3/4/5)</li> <li>c. spells words correctly. (L: 3/4/5)</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Checklist</li> <li>• Quizzes</li> </ul>   |
|                 | <p><b>29. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.8.3)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and uses verbs in the active and passive voice. (L: 3/4/5)</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing revisions</li> <li>• Checklist</li> <li>• Writing conferences</li> </ul>                                       |

|                 | Essential Learning Objectives  | Performance Indicators  | Classroom Assessments   |
|-----------------|--|---|---|
| <b>Language</b> | <p><b>30. Determine or clarify the meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (L.8.4)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. determines the meaning of unknown words or phrases by drawing upon context clues. (L: 3/4/5)</li> <li>b. identifies and uses Greek and Latin affixes and roots as clues to the meaning of a word (precede, recede, secede). (L: 3/4/5)</li> <li>c. uses techniques to verify his/her preliminary determination of the meaning of a word. (L: 3/4/5)</li> <li>d. uses reference materials (e.g., dictionaries, glossaries, thesauruses) in print and digital format to ascertain or verify a word’s pronunciation, precise meaning, or part of speech. (L: 3/4/5)</li> <li>e. determines the meaning of unknown words or phrases by drawing upon context clues and a word’s position or function in a sentence. (L: 4/5)</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary journal</li> <li>• Quizzes</li> <li>• Sentence writing</li> <li>• Conferences</li> <li>• Posters</li> <li>• Reciprocal-peer teaching</li> </ul> |
|                 | <p><b>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5)</b></p>  | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies figurative language. (L: 3/4/5)</li> <li>b. uses the relationship between particular to better understand each of the words. (L: 3/4/5)</li> <li>c. distinguishes among the connotations (associations) of words with similar definitions. (L: 4/5)</li> <li>d. interprets figurative language in context. (L: 4/5)</li> </ul>  | <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Quizzes</li> <li>• Writing samples</li> <li>• Sentence writing</li> </ul>  |
|                 | <p><b>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)</b></p> | <p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. acquires and accurately uses grade-appropriate general words and phrases. (L: 3/4/5)</li> <li>b. acquires and accurately uses grade-appropriate academic words and phrases. (L: 3/4/5)</li> <li>c. identifies and investigates vocabulary important to comprehension and expression. (L: 3/4/5)</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary journal</li> <li>• Sentence writing</li> <li>• Conferences</li> <li>• Quizzes</li> <li>• Writing samples</li> </ul>                             |