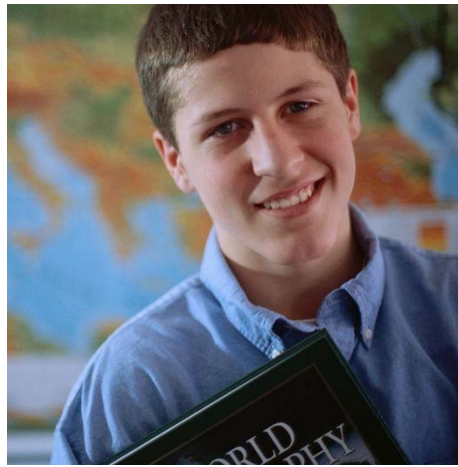


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middle school - sixth
- eighth - seventh



Curriculum
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Sixth Grade: Literature

Essential Questions

How can I read, appreciate, understand, and analyze (grade-appropriate) literature?

How can I consider point of view and identify how it affects meaning?

➤ *The bulleted language is to guide instruction*

Grade 6 Literature	Student Friendly
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ➤ Demonstrate “summary” using specific details from text ➤ Practice “inference”— drawing meaning that is not clearly stated 	<p>After discussing a passage, I can</p> <ol style="list-style-type: none"> 1. Summarize the passage in my own words, referring to specific events and details. 2. Read a specific section and infer meaning that is not explicitly stated
<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> ➤ Define “theme” ➤ Compare and contrast “personal bias” with “objectivity” 	<p>After discussing a passage, I can</p> <ol style="list-style-type: none"> 1. Determine the theme or lesson the author intended for the reader 2. Give an objective summary of the text, free from personal opinions or judgments
<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> ➤ Review Narrative Structure: Exposition (Setting), Rising Action, Climax, Resolution, Falling Action ➤ Identify Characterization methods: We learn about characters through their actions, their words, or the words and reactions of other characters 	<p>After discussing a story or play, I can</p> <ol style="list-style-type: none"> 1. Trace the events of the story as they lead toward resolution 2. Show how the characters respond to specific events 3. Explain how the characters changed as a result of certain events
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <ul style="list-style-type: none"> ➤ Define “figurative language” ➤ Define “metaphor” and “simile” ➤ Contrast “connotation” and “denotation” ➤ Compare and contrast “meaning” and “tone” 	<p>After discussing a short passage, I can</p> <ol style="list-style-type: none"> 1. Accurately define the meaning of a word or phrase based on the context 2. Locate metaphors and similes, and compose other examples 3. Give connotative meaning of words 4. Explain the impact of word choice on meaning and tone
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <ul style="list-style-type: none"> ➤ Define “key passage” 	<p>After discussing the selection, I can</p> <ol style="list-style-type: none"> 1. Accurately identify the key passages that help to develop the main ideas 2. Explain how a particular passage contributes to the development of theme or setting.

Grade 6 Literature	Student Friendly
<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <ul style="list-style-type: none"> ➤ Define “Narrator” ➤ Define “First Person Point of View” ➤ Define “Third Person Point of View” 	<p>After discussing the story, I can</p> <ol style="list-style-type: none"> 1. Determine if the story is told from a character’s point of view or a narrator outside the story 2. Determine if the story is told from a first person or third person point of view.
<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <ul style="list-style-type: none"> ➤ Define “media” ➤ Compare and contrast novels, plays, poems and film 	<p>After reading a text, then listening to or viewing an audio, video or live version I can</p> <ol style="list-style-type: none"> 1. Tell three details that changed from the text version to the media version 2. Explain how the images they perceived while reading only were different or similar to the media version.
<p>8. (Not applicable to literature)</p>	<p><i>None at this level</i></p>
<p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> ➤ Define “genre” ➤ Compare and contrast “story”, “poem”, “play”, “historical fiction”, “fantasy” 	<p>After reading selections in various genres on the same topic, I can</p> <ol style="list-style-type: none"> 1. Correctly identify a story, poem, play, historical fiction, and fantasy 2. Compare and contrast each genre’s approach to a similar theme or topic
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> ➤ Decode independently ➤ Demonstrate fluent reading 	<p>After reading material at the high end of 6th grade text complexity, I can read with fluency and understanding.</p>

Sixth Grade: Informational Text

Essential Questions

How can I draw accurate meaning from informational text?

When does the author’s point of view and purpose bring deeper meaning to the text?

➤ *The bulleted language is to guide instruction*

Grade 6 Informational Text	Student Friendly
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ➤ Review “summary”, “evidence”, “inference”	After discussing the selection, I can 1. Give an accurate summary of the text using specific details to support my findings 2. Accurately infer meaning that is not explicitly stated
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ➤ Review “central idea”, “supporting details” ➤ Compare and contrast “personal bias” and “objectivity”	After discussing the selection, I can 1. Provide an accurate, objective summary that is free of personal opinion or judgment
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ➤ Define “example”, “anecdote” “illustration” ➤ Review “key idea”	After discussing the selection, I can 1. Identify how a key individual, event, or idea is introduced, illustrated, and elaborated on. 2. Identify an example and an anecdote
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ➤ Review “figurative”, “denotative”, “connotative”, and “technical” meaning	After discussing a short passage, I can 1. Accurately define the meaning of a word or phrase based on the context 2. Locate metaphors and similes, and compose other examples 3. Give connotative meaning of words 4. Explain the impact of word choice on meaning and tone
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ➤ Review “main idea” and “supporting details”	After discussing the selection, I can 1. Accurately identify the main idea 2. Accurately identify the key passages that help to develop the main idea
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. ➤ Define “purpose” and “audience” ➤ Define “fact”, “opinion”, “persuasion”	After discussing the selection, I can analyze the author’s point of view by determining 1. If he or she is directly involved 2. If he or she is a direct observer 3. If he or she is writing as an objective third party

Sixth Grade	Student Friendly
<i>(continued)</i> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	I can identify the author’s purpose by reader to take action
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Determine various media formats: “film documentary”, “news report”, “print media”	After discussing material presented in various media and formats and including visual and textual, I can <ol style="list-style-type: none"> 1. cite accurate facts about the topic 2. draw conclusions using each form read or viewed
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. <ul style="list-style-type: none"> ➤ Define “argument”, “claim”, “validity”, “evidence” 	After reading a piece of opinion or persuasive writing, I can <ol style="list-style-type: none"> 1. accurately determine the author’s argument or claim 2. find the reasons and evidence that support the author’s argument/claim 3. identify claims that are not supported by reasons or evidence
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). <ul style="list-style-type: none"> ➤ Compare and contrast various info. text genre: “memoir”, “biography”, “autobiography”, “report” 	After discussing two different author’s presentations of the same event, I can <ol style="list-style-type: none"> 1. accurately identify how the two presentations are similar 2. identify differences in the two presentations
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. <ul style="list-style-type: none"> ➤ Decode independently ➤ Demonstrate fluency 	I can read informational text at the high end of 6 th grade complexity band with fluency and understanding.

Sixth Grade: Writing

Essential Questions

How can I organize my writing so that my point is clear and well supported?

How does a writer maintain a writing style that is effective and appropriate for the intended purpose and audience?

➤ *The bulleted language is to guide instruction*

Grade 6 Writing	Student Friendly
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> ➤ Define writing terms: “argument”, “claim”, “relevance” ➤ Discuss “reliable” and “unreliable” sources ➤ Define transition words and phrases such as “Therefore”, “Furthermore”, “As a result” ➤ Compare and contrast “formal” and “casual” writing styles ➤ Demonstrate effective conclusions in writing 	<p>In my opinion and persuasive writing, I can</p> <ol style="list-style-type: none"> 1. argue my claim with clear reasons, and use evidence that relates to my topic 2. identify and use reliable sources to support my points. 3. choose words and phrases such as “therefore” and “as a result” that show how my ideas are related. 4. consistently maintain a formal style in my writing. 5. write an effective conclusion to summarize my points.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> ➤ Review paragraph and essay organization (<i>continued</i>) 	<p>When writing an informative text such as a researched report I can:</p> <ol style="list-style-type: none"> 1. clearly introduce my topic 2. organize my ideas 3. use strategies such as definition, classification, comparison/contrast, and cause and effect 4. use formatting such as headings, tables, and charts when useful 5. write an effective conclusion <p>I can develop my topic by:</p> <ol style="list-style-type: none"> 1. using relevant facts, concrete details, quotations, and examples.

Grade 6 Writing	Student Friendly
<ul style="list-style-type: none"> ➤ Compare “relevant” and “irrelevant” details ➤ Compare “concrete” and “abstract or vague” details ➤ Review “definition”, “classification”, “comparison/contrast”, “cause and effect” ➤ Demonstrate formatting techniques such as headings, subheadings, graphs, and charts ➤ Demonstrate effective conclusions in writing ➤ Define transition words and phrases such as “Therefore”, “Furthermore”, “As a result” ➤ Compare and contrast “formal” and “casual” writing styles 	<ol style="list-style-type: none"> 2. using appropriate transition words and phrases to show how my ideas are related. 3. using precise language and terms that are specific to my topic. <p>I can consistently maintain a formal style of writing.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. <ul style="list-style-type: none"> ➤ Review setting, narrator, characters ➤ Demonstrate logical sequencing ➤ Demonstrate transition words for signals in shift of time and/or place ➤ Demonstrate use of sensory details by appealing to the five senses ➤ Compare and contrast “showing” vs. “telling” in writing ➤ Demonstrate conclusion writing for narratives 	<p>When writing narratives, real or imagined, I can</p> <ol style="list-style-type: none"> 1. establish narrator, location, and who was involved 2. organize the events in a logical sequence 3. use dialogue and description 4. use transition words and phrases such as “then”, “meanwhile”, and “later on” to establish shifts in time and setting 5. use precise words, relevant details, and sensory language to convey the event 6. write a conclusion that effectively brings the narrative to a close.
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</i></p> <ul style="list-style-type: none"> ➤ Compare and contrast various purposes in writing ➤ Compare and contrast various audiences in writing ➤ Demonstrate “coherence” ➤ Determine how style is affected based on the purpose and audience 	<p>I can write essays, reports, and narratives that are organized, coherent, and written in a style that is appropriate for my purpose and audience.</p>

Grade 6 Writing	Student Friendly
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <i>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</i></p> <ul style="list-style-type: none"> ➤ Create brainstorming and planning activities when approaching a writing task ➤ Differentiate “draft”, “revision” and “editing ➤ Demonstrate effective peer-revision technique 	<p>I can use a process approach to writing by brainstorming, planning or prewriting, drafting, revising, and editing.</p> <p>I can accept feedback from peers and adult through my writing process.</p> <p>I can make editing corrections appropriate for my grade level.</p>
<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"> ➤ Demonstrate software and internet media to aid in writing and collaboration ➤ Practice frequent word processing 	<p>I can make effective use of technology to produce and publish my writing.</p> <p>I can interact and collaborate with other using technology.</p> <p>I can use my keyboard skills to type at an appropriate level and rate.</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <ul style="list-style-type: none"> ➤ Review reliable sources ➤ Demonstrate consistent focus in writing 	<p>When producing short research projects, I can:</p> <ol style="list-style-type: none"> 1. Clearly answer a key question with consistent focus 2. Use several sources
<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <ul style="list-style-type: none"> ➤ Review credible sources ➤ Define “plagiarism” ➤ Demonstrate proper use of direct quotes and paraphrase with proper citations ➤ Follow proper format for bibliography and works cited 	<p>I can effectively use a variety of credible print and digital sources in my writing.</p> <p>I can use direct quotes and paraphrases properly, by citing my sources and avoiding plagiarism.</p> <p>I can provide bibliographic information</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <ul style="list-style-type: none"> ➤ Demonstrate the use of cross-referencing text when writing. 	<p>I can make references to texts that I have read to support my writing.</p>

Grade 6 Writing	Student Friendly
<ul style="list-style-type: none"> ➤ <i>(continued)</i> Compare and contrast points in personal writing with those of a published writer. 	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ➤ Practice various writing tasks for a range of purposes and audiences. 	<p>I can write continuously and frequently, drawing from personal experience or my research.</p>

Sixth Grade: Speaking and Listening

Essential Questions

How do I effectively participate in a group discussion and/or project?

How can I effectively listen in order to draw accurate conclusions on what I've heard?

How can I speak confidently and effectively in order to relay important information?

➤ *The bulleted language is to guide instruction*

Grade 6 Speaking and Listening	Student Friendly
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <ul style="list-style-type: none"> ➤ Demonstrate effective group-process protocol (taking turns speaking, allowing others to have equal input) ➤ Define roles in group process ➤ Practice reflection and paraphrasing 	<p>I can effectively participate in a discussion with peers and adults by</p> <ol style="list-style-type: none"> 1. Completing the necessary background reading 2. Using evidence from the reading during discussion 3. Following effective group-work protocol 4. Helping to define goals, deadlines, and individual roles 5. Making comments that contribute to the topic at hand 6. Reflecting on and paraphrasing what others have said
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <ul style="list-style-type: none"> ➤ Practice listening to various media, then paraphrasing the main idea ➤ Relate what students listened to with topic of study 	<p>I can view or listen to a variety of media and formats, then explain how it contributes to a topic I am studying.</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <ul style="list-style-type: none"> ➤ Demonstrate effective listening techniques ➤ Review "argument" and "claim" ➤ Review "reasonable" and "unreasonable" evidence 	<p>I can listen to a speaker and identify his or her argument and claims.</p> <p>I can determine whether or not the claims are supported with reasonable evidence.</p>
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> ➤ Practice organizing information for oral presentations ➤ Compare and Contrast oral and written presentations ➤ Rehearse oral presentations so the proper eye contact is maintained 	<p>When making an oral presentation, I can</p> <ol style="list-style-type: none"> 1. organize my ideas logically 2. support my main ideas with pertinent facts and details 3. use appropriate eye contact, adequate volume, and clear pronunciation

Grade 6 Speaking and Listening	Student Friendly
<ul style="list-style-type: none"> ➤ <i>(continued)</i> Practice speaking at an appropriate volume in order to be heard comfortably ➤ Pronounce words clearly, and at an acceptable rate of speed. 	
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <ul style="list-style-type: none"> ➤ Compare and contrast proper use and overuse of multimedia effects 	<p>I can include multimedia such as visual displays and sound to clarify information in my oral presentations.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <ul style="list-style-type: none"> ➤ Compare and contrast various speaking styles specific to audience 	<p>I can adjust my speech appropriately for my audience.</p>

Sixth Grade: Language

Essential Questions

How can I use conventional English appropriate for my audience and purpose?

How can I maintain proper and clear pronoun usage?

How can I use a word effective from a choice of words that have similar meaning?

➤ **The bulleted language is to guide instruction**

Grade 6 Language	Student Friendly
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <ul style="list-style-type: none"> ➤ Define Pronoun Case: subject, objective, and possessive Ex. "I, me, my" ➤ Define intensive pronouns ➤ Identify incorrect pronoun shifts in number and person e.g.. "The <u>dogs</u> went to <u>its</u> house."(plural to singular) "The student said <u>he</u> brought <u>my</u> homework." (third person to first person) ➤ Demonstrate clear pronoun reference. Ex. "The researchers indicated..." instead of "They say that..." ➤ Identify dialects, colloquialisms, abbreviated forms and contrast these with standard English 	<p>I can use conventional English when speaking and writing.</p> <p>I can identify the difference between subjective, objective, and possessive pronoun case.</p> <p>I can use intensive pronouns.</p> <p>I can use pronouns without inappropriate shift in number and person.</p> <p>I make clear pronoun reference.</p> <p>I can identify use of substandard English.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. <ul style="list-style-type: none"> ➤ Define and demonstrate use of commas, parentheses, and dashes to set off nonessential information ➤ Practice spelling grade-appropriate words 	<p>I can use proper capitalization, punctuation and spelling in my writing.</p> <p>I can use parentheses, commas, and dashes set off secondary information in my writing.</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	<p>I use conventional English to be understood in my speaking and writing, and to understand while I am reading or listening.</p> <p>I can use appropriate sentence patterns</p>

Grade 6 Language	Student Friendly
<ul style="list-style-type: none"> ➤ Demonstrate differences in style, pacing, sentence patterns, and tone. ➤ Demonstrate proper adjustments in style, pacing, sentence patterns and tone according to purpose and audience. 	<p>in order to engage my reader or listener I can vary my style and tone according to my purpose and audience</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> ➤ Practice using context to define a word’s meaning ➤ Classify groups of words based on their roots e.g. “terra-earth. Terrain, terrarium” ➤ Demonstrate the use of dictionaries, glossaries, and thesauruses, both print and digital 	<p>I can determine the meaning of a word based on context.</p> <p>I can use common roots as clues to the meaning of words.</p> <p>I can use reference material to determine the definition, pronunciation, or precise meaning of a word or its part of speech.</p> <p>I can predict the meaning of an unknown word through inference or context.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <ul style="list-style-type: none"> ➤ Review figurative, denotative, and connotative meaning ➤ Review cause/effect, part/whole, item/category word relationships 	<p>I can identify when words are used figuratively instead of by their denotative or dictionary definitions.</p> <p>I can identify the relationship between words, ex., when a word is a part of a whole, or an item in a category.</p> <p>I can determine the connotation of words that have similar, but not the same meaning.</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ➤ Demonstrate proper use of terms associated with various academic disciplines 	<p>I can use terms that are associated with specific areas of my academic study such as geometry, geography, literary, or scientific terms.</p>

Seventh Grade: Literature

Essential Questions:

How can I identify and analyze the literary elements in a story, novel, or play?

What are the differences in various literary genre?

➤ *The bulleted language is to guide instruction.*

Grade 7 Literature	Student Friendly
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ➤ Summarize main events ➤ Review “inference”	After discussing the text, I can <ol style="list-style-type: none"> 1. determine the main events of the story 2. infer meaning that is not explicitly stated
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text ➤ Review “Major Conflict” ➤ Define “protagonist”, “antagonist” ➤ Define “types of conflict” <ul style="list-style-type: none"> • person vs. person • person vs. nature • person vs. supernatural • person vs. self ➤ Define “theme” (lesson learned)	After discussing the selection, I can identify <ol style="list-style-type: none"> 1. the major conflict 2. the protagonist and the antagonist 3. the type of conflict <ul style="list-style-type: none"> • person vs. person • person vs. nature • person vs. supernatural • person vs. self 4. the lesson the protagonist learned 5. the main events that led to the lesson learned 6. the theme or lesson to be learned by the reader
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ➤ Review “setting” ➤ Review “characterization” ➤ Review “narrative structure”: Exposition (Setting), Rising Action, Climax, Resolution, Falling Action ➤ Parallel how setting affects plot and character	After discussing the selection, I can <ol style="list-style-type: none"> 1. describe the traits of several main characters 2. describe the details of the setting 3. explain how the setting affects the characters 4. explain how the setting affects the plot
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ➤ Review “context clues” ➤ Review “metaphor” and “simile” ➤ Identify “rhyme”, “repetition”, “alliteration” and their effect on meaning	After discussing a short passage, I can <ol style="list-style-type: none"> 1. accurately define the meaning of a word or phrase by using context clues 2. locate metaphors and similes, and compose other examples 3. locate rhyme, repetition of sounds including alliteration, and explain the effect it has on

Grade 7 Literature	Student Friendly
<ul style="list-style-type: none"> ➤ Review “connotation” ➤ Model word choice and its effect on meaning 	<p>meaning</p> <ol style="list-style-type: none"> 4. explain the connotative meaning of words 5. explain the impact word choice has on meaning
<p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <ul style="list-style-type: none"> ➤ Demonstrate types of poetry: “lyric”, “narrative”, “ballad”, “sonnet”, “ode” ➤ Demonstrate types of plays: “comedy”, “tragedy”, “satire”, “farce” ➤ Link the type of play or poem to its effectiveness in bringing out meaning 	<p>After discussing a poem or play, I can analyze its structure, and explain how the structure enhances meaning</p>
<p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> ➤ Review “Point of View” (1st person, 3rd person) ➤ Compare and contrast points of view of two or more characters 	<p>After discussing a narrative, I can</p> <ol style="list-style-type: none"> 1. explain the differences in point of view among two or more characters 2. analyze how the author contrasts these points of view to enhance the meaning
<p>5. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <ul style="list-style-type: none"> ➤ Compare and contrast features of film, stage, and multimedia versions with that of text versions of literature ➤ Identify how the features affect meaning 	<p>After discussing a film, stage, or multimedia version of a literary text, students will</p> <ol style="list-style-type: none"> 1. compare and contrast the two versions by identifying two similarities and two differences 2. analyze the effects of lighting, sound, color, camera focus and/or angle.
<p>6. (Not applicable to literature)</p>	<p>CC8 N/A</p>
<p>7. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <ul style="list-style-type: none"> ➤ Compare and contrast “fictional” and “historical” portrayals 	<p>After discussing both a historical and a fictional portrayal of a time, place, or character, I can</p> <ol style="list-style-type: none"> 1. identify at least three similarities of both accounts 2. identify at least three ways the author of the fictional account departed from the historical account
<p>8. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> ➤ Decode independently ➤ Read fluently at grade level 	<p>I can read material at the high end of 7th grade text complexity with fluency and understanding.</p>

Seventh Grade: Informational Text

Essential Questions

How can I identify differences in writers' points of view, interpretations, positions, and purposes on a common topic?

How can I determine when an argument is sufficiently supported?

➤ *The bulleted language is to guide instruction.*

Grade 7 Informational Text	Student Friendly
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> ➤ Review “main idea” ➤ Review “inference” 	After discussing the text I can <ol style="list-style-type: none"> 1. that is not explicitly stated use evidence from the text to identify the main idea 2. infer meaning
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <ul style="list-style-type: none"> ➤ Compare “Topic” and “Subtopic” ➤ Review “personal bias” and “objectivity” 	After discussing the text I can <ol style="list-style-type: none"> 1. determine the main idea and subtopics 2. give an objective summary of the text
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <ul style="list-style-type: none"> ➤ Define “interactions” and “influence” ➤ Demonstrate how individuals, events, ideas have influence on each other 	After discussing the text I can <ol style="list-style-type: none"> 1. show how events and ideas can influence individuals 2. show how individuals can influence events and idea
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 a specific word choice on meaning and tone. <ul style="list-style-type: none"> ➤ Review “figurative”, “connotative” and “technical” meaning ➤ Review “tone” and how word choice impacts tone and meaning 	After discussing a passage I can determine if a word or phrase is used <ol style="list-style-type: none"> 1. figuratively 2. connotatively 3. technically I can identify how word choice impacts meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <ul style="list-style-type: none"> ➤ Review main topic and subtopics ➤ Identify text features such as bold face, bullets, font size as indicators for text organization 	After discussing an article or chapter, I can <ol style="list-style-type: none"> 1. determine the main topic 2. determine the subtopics 3. show how the subtopics contribute to the main topic

Grade 7 Informational Text	Student Friendly
<p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <ul style="list-style-type: none"> ➤ Review point of view ➤ Model “position” or “stance” in writing ➤ Review “purpose” 	<p>After discussing an article, I can</p> <ol style="list-style-type: none"> 1. determine the author’s position or point of view on the topic 2. compare his/her position with that of others on the same topic 3. determine the author’s purpose
<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <ul style="list-style-type: none"> ➤ Compare and contrast text format with media format ➤ Delineate features of speech that affect meaning 	<p>After reading a passage of text, then listening or viewing an audio or other media version I can</p> <ol style="list-style-type: none"> 1. compare and contrast the two portrayals 2. identify the speech qualities that affect meaning
<p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> ➤ Review “argument”, “claim”, “validity”, “evidence” ➤ Contrast “sufficiently supported claims” with “insufficiently supported claims” 	<p>After reading a piece of persuasive or opinion writing I can</p> <ol style="list-style-type: none"> 1. identify the writer’s argument and claims 2. determine if his/her reasoning is valid 3. determine if his/her evidence is sufficient to support the his/her claims
<p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <ul style="list-style-type: none"> ➤ Compare and contrast authors’ positions ➤ Compare and contrast how different writers interpret facts ➤ Compare and contrast evidence used by different authors on the same topic 	<p>After reading two articles on the same topic, but by different authors, I can</p> <ol style="list-style-type: none"> 1. determine each author’s position 2. compare and contrast the evidence each author emphasizes 3. compare and contrast each author’s interpretation of the facts
<p>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.</p> <ul style="list-style-type: none"> ➤ Decode independently ➤ Demonstrate fluency 	<p>I can read informational text at the high end of the 7th grade complexity band with fluency and understanding.</p>

Seventh Grade: Writing

Essential Questions

How do I make my sentences and paragraphs easy to follow?

How do I make sure my ideas related directly to my topic?

What formats are proper for research and writing?

➤ *The bulleted language is to guide instruction.*

Grade 7 Writing	Student Friendly
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <ul style="list-style-type: none"> ➤ Review writing terms “argument”, “claim”, “relevance” ➤ Discuss concept of “opposing view” ➤ Demonstrate organized writing structure ➤ Define “cohesion” ➤ Review “transition words” ➤ Review “formal” and “informal” writing styles 	<p>In my opinion and persuasive writing, I can</p> <ol style="list-style-type: none"> argue my claims with clear, organized reasoning, and with an effective conclusion anticipate and address the opposing view write with cohesion, so that all my reasoning relates to the topic use words and phrases such as “therefore,” “thus,” and “in support of” to show how my ideas are related. maintain a formal style appropriate for my audience and purpose.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison / contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <ul style="list-style-type: none"> ➤ Review organization “introduction” and “conclusion” ➤ Review definition, classification, comparison/contrast, and 	<p>When I write informative or explanatory texts, I can</p> <ol style="list-style-type: none"> introduce my topic and preview the ideas that will follow select an organizational format that will meet my purposes such as definition, classification, comparison/contrast, and cause/effect use text formatting to aid understanding develop my topic by using relevant facts, definitions, concrete details, quotations, and examples use transition words and phrases such as “overall”, “within”, “an example of” to show how my ideas are related choose precise language and vocabulary that is related to the topic maintain a formal style appropriate

Grade 7 Writing	Student Friendly
<p>cause/effect</p> <ul style="list-style-type: none"> ➤ Review text formatting techniques such as bold face, font size, bulleting, charts and graphs ➤ Review “relevant” vs. “irrelevant” support, “concrete details” ➤ Review “transition words” such as “overall”, “within”, “an example of” ➤ Review “formal” vs. “informal” writing style 	<p>for my audience and purpose.</p> <p>8. provide a conclusion that effectively summarizes what I presented.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <ul style="list-style-type: none"> ➤ Review setting, narrator, characters, ➤ Compare and contrast narrator “points of view” ➤ Demonstrate logical sequencing ➤ Demonstrate transition words for signals in shift of time and/or place ➤ Demonstrate use of sensory details by appealing to the five senses ➤ Compare and contrast “showing” vs. “telling” in writing ➤ Demonstrate conclusion writing for narratives 	<p>When writing narratives, real or imagined, I can</p> <ol style="list-style-type: none"> 1. determine and establish point of view of the narrator, location, and who was involved 2. organize the events in a logical sequence 3. use dialogue and description 4. use transition words and phrases such as “then,” “meanwhile,” and “later on” to establish shifts in time and setting 5. use precise words, relevant details, and sensory language to convey the event 6. write a conclusion that effectively brings the narrative to a close.
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> ➤ Review various purposes in writing ➤ Review various audiences in writing ➤ Demonstrate “coherence” ➤ Review how style is affected based on the purpose and audience 	<p>I can write essays, reports, and narratives that are organized, coherent, and written in a style that is appropriate for my purpose and audience.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3).</p> <ul style="list-style-type: none"> ➤ Create brainstorming and planning activities when approaching a writing task ➤ Review “draft”, “revision” and “editing” ➤ Demonstrate effective peer-revision technique 	<p>I can use a process approach to writing by brainstorming, planning or prewriting, drafting, revising, and editing.</p> <p>I can accept feedback from peers and adults through my writing process.</p> <p>I can make editing corrections appropriate for my grade level.</p>

Grade 7 Writing	Student Friendly
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <ul style="list-style-type: none"> ➤ Demonstrate methods for producing and publishing writing using technology ➤ Demonstrate interacting and collaborating on writing with others using technology ➤ Review methods for properly citing technology sources 	<p>I can make effective use of technology to produce and publish my writing.</p> <p>I can interact and collaborate with other using technology.</p> <p>I can properly cite the sources I obtain through technology.</p>
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <ul style="list-style-type: none"> ➤ Review reliable sources ➤ Review consistent focus ➤ Develop focused questions 	<p>When producing short research projects I can</p> <ol style="list-style-type: none"> 1. clearly answer a question, using several sources 2. generate additional, focused questions related to the topic for further investigation
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> ➤ Demonstrate effective search terms for digital research ➤ Review “credible” and “accurate” sources ➤ Review “plagiarism” ➤ Review proper citation format 	<p>When gathering relevant information, I can</p> <ol style="list-style-type: none"> 1. use both print and digital sources 2. use effective search terms 3. evaluate my sources for credibility and accuracy 4. properly cite any quotes or paraphrases in my writing to avoid plagiarism
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature(e.g., “Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <ul style="list-style-type: none"> ➤ Review the use of cross-referencing text when writing. ➤ Review comparing and contrasting points in personal writing with those of a published writer 	<p>I can make references to grade level texts that I have read to support my writing.</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ➤ Practice various writing tasks for a range of purposes and audiences 	<p>I can write continuously and frequently, drawing from personal experience or my research.</p>

Seventh Grade: Speaking and Listening

Essential Questions

How do I evaluate a live or media presentation for main ideas and validity?

How do I effectively express points in an oral presentation?

What are key ways to contribute to group work and how do I encourage my group?

➤ *The bulleted language is a guide to instruction*

Grade 7 Speaking and Listening	Student Friendly
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <ul style="list-style-type: none"> ➤ Demonstrate how to problem solve through research ➤ Review effective group protocol ➤ Demonstrate effective questioning ex. "Open Questions" vs. "Closed Questions" and "Leading questions" ➤ Demonstrate effective time management 	<p>I can effectively participate in a discussion with peers and adults by</p> <ol style="list-style-type: none"> 1. completing the necessary background research 2. drawing on my research during discussion 3. following effective group-work protocol 4. helping to define goals, individual roles, track progress, and meet deadlines 5. posing questions that help others elaborate on the discussion 6. making relevant observations and comments 7. acknowledging new information brought up by others, even when it differs from my view.
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <ul style="list-style-type: none"> ➤ Review effective listening techniques ➤ Review "main idea" and "supporting details" ➤ Review "cross-referencing" a presentation with a text version. 	<p>I can view or listen to a variety of media and formats, then identify the main ideas and supporting details.</p> <p>I can explain how the presentation supports or clarifies a particular topic or issue.</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <ul style="list-style-type: none"> ➤ Review effective listening techniques ➤ Review "argument" and "claim" ➤ Review "reasonable" and "unreasonable" evidence 	<p>After listening to an oral presentation, I can</p> <ol style="list-style-type: none"> 1. determine the speaker's argument and claims 2. evaluate if his/her argument was sound and sufficiently supported 3. determine if his/her evidence was relevant

Grade 7 Speaking and Listening	Student Friendly
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> ➤ Review oral presentation organization ➤ Demonstrate techniques for variety and emphasis ➤ Review proper eye contact, enunciations, volume, and rate of speech 	<p>When making an oral presentation, I can</p> <ol style="list-style-type: none"> 1. present my ideas in an organized, coherent, and logical way 2. emphasize notable points effectively 3. use appropriate eye contact, adequate volume, and clear pronunciation
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <ul style="list-style-type: none"> ➤ Review proper use and overuse of multimedia effects 	<p>I can include multimedia components to clarify information and emphasize key points in my oral presentations</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <ul style="list-style-type: none"> ➤ Review various speaking styles and audience types 	<p>I can adjust my speech appropriately for my audience and purpose.</p>

Seventh Grade: Language

Essential Questions

How do I articulate myself clearly and get my points across?

How do I advance my vocabulary using root word and context clues? When I do not know the meaning of a word, what clues do I look for to help figure out its meaning?

➤ *The bulleted language is to guide instruction*

Grade 7 Language	Student Friendly
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <ul style="list-style-type: none"> ➤ Define “phrase” and “clause” ➤ Define “simple”, “compound”, “complex”, and “compound-complex” sentences. ➤ Identify and correct misplace and dangling modifiers 	<p>I can use conventional English when speaking and writing.</p> <p>I can identify a phrase and a clause, and how each functions in a sentence.</p> <p>I can identify a simple, compound, complex, and compound-complex sentence.</p> <p>I can correctly use phrases and clauses within sentences.</p> <p>I can correct misplaced and dangling modifiers.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly. <ul style="list-style-type: none"> ➤ Define “coordinate adjectives” ➤ Demonstrate comma use with coordinate adjectives ➤ Practice spelling grade-appropriate words 	<p>I can use proper capitalization, punctuation and spelling in my writing.</p> <p>I can use commas to separate coordinate adjectives.</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <ul style="list-style-type: none"> ➤ Define and correct “wordiness” ➤ Define and correct “redundancy” 	<p>I can use conventional English to be understood in my speaking and writing, and to understand while I am reading or listening.</p> <p>I can articulate myself by eliminating wordiness and redundancy in my writing and speaking.</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., 	<p>I can determine the meaning of a word based on context.</p> <p>I can use common roots as clues to the meaning of words</p> <p>I can use reference material to determine the definition, pronunciation, or precise meaning of a</p>

Grade 7 Language	Student Friendly
<p><i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> ➤ Review use of context clues to define a word’s meaning ➤ Classify groups of words based on their roots Ex. “omni- all, omnipotent, omnipresent” ➤ Demonstrate the use of dictionaries, glossaries, and thesauruses, both print and digital 	<p>word or its part of speech</p> <p>I can predict the meaning of an unknown word through inference or context.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <ul style="list-style-type: none"> ➤ Review “metaphor”, “simile” ➤ Review “synonym”, “antonym” ➤ Review “connotation” and “denotation” ➤ Define “nuance” and “allusion” ➤ Demonstrate “analogies” 	<p>I can identify figurative language including nuances and allusions.</p> <p>I can identify the relationship between words such as synonyms, antonyms, and analogies</p> <p>I can distinguish the difference between connotations and denotations of words.</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ➤ Demonstrate proper use of terms associated with various grade level academic disciplines 	<p>I can use terms that are associated with specific areas of my academic studies such as algebraic, governmental, literary, or scientific terms.</p>

Eighth Grade: Literature

Essential Questions

How can I correctly use literary terms to analyze a literary text?

What literary devices can I identify as I read?

How do I analyze various versions of the same story or theme?

➤ *The bulleted language is to guide instruction.*

Grade 8 Literature	Student Friendly Language
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ➤ Review “summary” and “evidence” ➤ Review “inference” 	<p>After discussing the text, I can</p> <ol style="list-style-type: none"> 1. use specific evidence to determine the main events of the story 2. infer meaning that is not explicitly stated
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <ul style="list-style-type: none"> ➤ Review “Major Conflict” ➤ Review “protagonist”, “antagonist” ➤ Review “types of conflict” including: <i>Person vs. person, Person vs. nature</i> <i>Person vs. supernatural, Person vs. self</i> ➤ Review “narrative structure”: Exposition (Setting), Rising Action, Climax, Resolution, Falling Action ➤ Review “theme” (lesson learned) ➤ Determine how setting, character and plot contribute to theme ➤ Review “objective summarizing” 	<p>After discussing a text, I can</p> <ol style="list-style-type: none"> 1. summarize the plot and major conflict, using narrative structure and literary terms. 2. analyze how the theme is emphasized through the characters, setting and plot. 3. give an objective summary of the text
<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <ul style="list-style-type: none"> ➤ Demonstrate dialogue techniques and format ➤ Analyze characters’ key lines 	<p>After discussing a text, I can explain how key pieces of dialogue</p> <ol style="list-style-type: none"> 1. propel action or decision-making 2. reveal character traits
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p> <ul style="list-style-type: none"> ➤ Review “context clues” ➤ Review “metaphor”, “simile”, and “allusion” ➤ Review “rhyme”, “repetition”, “alliteration” and their effect on meaning ➤ Review “connotation” ➤ Model word choice and its effect on meaning 	<p>After discussing a short passage, I can</p> <ol style="list-style-type: none"> 1. accurately define the meaning of a word or phrase by using context clues 2. locate metaphors and similes, and compose other examples 3. locate rhyme, repetition of sounds including alliteration, and explain the effect it has on meaning 4. explain the connotative meaning of words 5. explain the impact word choice has on meaning

Grade 8 Literature	Student Friendly Language
<p>6. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <ul style="list-style-type: none"> ➤ Review types of poetry: “lyric”, “narrative”, “ballad”, “sonnet”, “ode” ➤ Review types of plays: “comedy”, “tragedy”, “satire”, “farce” ➤ Review types of fictional text: mystery, realistic, fantasy ➤ connect the genre of literature to its purpose effectiveness in bringing out meaning 	<p>After discussing two different genre of literature I can</p> <ol style="list-style-type: none"> 1. compare and contrast the structure of each 2. explain why the particular genre is effective for the author’s purpose
<p>7. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <ul style="list-style-type: none"> ➤ Review “Point of View” (1st person, 3rd person limited, 3rd person omniscient) ➤ Define “dramatic irony” ➤ Define “suspense” ➤ Analyze how dramatic irony can create suspense or humor. 	<p>After discussing the text I can</p> <ol style="list-style-type: none"> 1. analyze the points of view of several characters 2. explain how the various points of view create effects such as suspense or irony 3. analyze the effect of dramatic irony
<p>8. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <ul style="list-style-type: none"> ➤ Compare and contrast features of film, stage, and multimedia versions with that of text versions of literature ➤ Review how these features affect meaning ➤ Analyze choices made when converting a text version to a film or live portrayal 	<p>After watching a filmed or live version of a text I have read and discussed, I can</p> <ol style="list-style-type: none"> 1. analyze the extent to which the production stayed faithful or departed from the original text. 2. evaluate the choices made in the production
<p>9. (Not applicable to literature)</p>	<p>CC8 N/A</p>
<p>10. 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.</p> <ul style="list-style-type: none"> ➤ Define “myth”, “traditional story”, “religious works” ➤ Define “archetype” ➤ Give examples of archetypes found in modern works 	<p>After reading a modern work of fiction, I can</p> <ol style="list-style-type: none"> 1. identify themes, patterns of events, or character types that are found in myths, traditional stories, and religious works. 2. analyze how the author updated these archetypes.
<p>11. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ➤ Decode independently ➤ Read fluently at grade level 	<p>I can read material at the high end of 8th grade text complexity with fluency and understanding.</p>

Eighth Grade: Informational Text

Essential Question

How do writers address a view that is in opposition with their own?

What type of media is most advantageous for a particular presentation?

➤ *The bulleted language is to guide instruction.*

Grade 8 Informational Text	Student Friendly
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. <ul style="list-style-type: none"> ➤ Review “summary” and “evidence” ➤ Review “inference” 	After discussing the text, I can <ol style="list-style-type: none"> 1. use specific evidence to determine the main events of the story 2. infer meaning that is not explicitly stated
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. <ul style="list-style-type: none"> ➤ Define central idea ➤ Point out development of supporting ideas ➤ Review “objectivity” vs. “personal bias” 	After discussing the text, I can <ol style="list-style-type: none"> 1. determine the central idea 2. trace how the idea is developed 3. locate the supporting ideas 4. give an objective summary of the text
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <ul style="list-style-type: none"> ➤ Review “compare and contrast” ➤ Define “distinctions” ➤ Demonstrate finding distinctions between ideas and/or events 	After discussing the text I can <ol style="list-style-type: none"> 1. compare and contrast individuals 2. show distinctions between ideas and/or events
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. <ul style="list-style-type: none"> ➤ Review “figurative”, “connotative” and “technical” meaning ➤ Review “tone” and how word choice impacts tone and meaning ➤ Demonstrate use of analogies ➤ Identify allusions 	After discussing a passage I can determine if a word or phrase is used <ol style="list-style-type: none"> 1. figuratively 2. connotatively 3. technically I can identify how word choice impacts meaning and tone. I can identify and write analogies. I can identify allusions to other texts.
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. <ul style="list-style-type: none"> ➤ Review the parts of a paragraph ➤ Trace development of a central idea in a paragraph 	After discussing a specific paragraph, I can <ol style="list-style-type: none"> 1. Analyze it in detail by explaining the purpose of each sentence 2. explain how particular sentences refine a key concept

Grade 8 Informational Text	Student Friendly
<p>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.</p> <ul style="list-style-type: none"> ➤ Review “Point of View” and “Purpose” ➤ Define “Opposing View” and “conflicting evidence ➤ Demonstrate how to address the opposing view 	<p>After discussing a passage I can</p> <ol style="list-style-type: none"> 1. determine the author’s point of view and purpose 2. point out how the author addresses the opposing view and conflicting evidence.
<p>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.</p> <ul style="list-style-type: none"> ➤ Review features of “print”, “digital text”, “video”, “interactive”, “documentary” and other media forms ➤ Analyze advantages and disadvantages of various media 	<p>After experiencing a variety of media presentations on a particular topic I can identify and explain the advantages and disadvantages of each.</p>
<p>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.</p> <ul style="list-style-type: none"> ➤ Review “argument”, “claim”, “validity”, “evidence” ➤ Contrast “sufficiently supported claims” with “insufficiently supported claims” ➤ Define “relevance” and “irrelevance” 	<p>After reading a piece of persuasive or opinion writing I can</p> <ol style="list-style-type: none"> 1. identify the writer’s argument and claims 2. determine if his/her reasoning is valid 3. determine if his/her evidence is sufficient to support the his/her claims 4. point out irrelevant evidence
<p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <ul style="list-style-type: none"> ➤ Compare and contrast statements of fact that appear to be in conflict ➤ Define “interpretation” ➤ Show examples of different interpretations of the same fact. 	<p>After reading two texts on the same topic that contain conflicting information, I can</p> <ol style="list-style-type: none"> 1. identify the “facts” that appear to be in conflict 2. point out differences in interpretation.
<p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grade 8 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> ➤ Decode independently ➤ Demonstrate fluency 	<p>I can read informational text at the high end of the 8th grade complexity band with fluency and understanding.</p>

Eighth Grade: Writing

Essential Questions

What can I do to clearly state my position, and argue my claims?

When writing, how can I anticipate and address the opposing views?

➤ *The bulleted language is to guide instruction.*

Grade 8 Writing	Student Friendly
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <ul style="list-style-type: none"> ➤ Review writing terms “argument”, “claim”, “relevance” ➤ Review the concept of the “opposing view” ➤ Review organized writing structure ➤ Review “cohesion” ➤ Review “transition words” ➤ Review “formal” and “informal” writing styles 	<p>In my opinion and persuasive writing, I can</p> <ol style="list-style-type: none"> argue my claims with clear, organized reasoning, and with an effective conclusion distinguish my claim from opposing views anticipate and address opposing views write with cohesion, so that all my reasoning relates to the topic use words and phrases such as “therefore”, “thus”, and “in support of” to show how my ideas are related maintain a formal style appropriate for my audience and purpose.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>When I write informative or explanatory texts, I can</p> <ol style="list-style-type: none"> introduce my topic and preview the ideas that will follow select an organizational format that will meet my purposes such as definition, classification, comparison/contrast, and cause/effect use text formatting to aid understanding develop my topic by using relevant facts, definitions, concrete details, quotations, and examples use transition words and phrases such as “overall”, “within”, “an example of” to show how my ideas are related

Grade 8 Writing	Student Friendly
<ul style="list-style-type: none"> ➤ Review organization “introduction” and “conclusion” ➤ Review definition, classification, comparison/contrast, and cause/effect ➤ Review text formatting techniques such as bold face, font size, bulleting, charts and graphs ➤ Review “relevant” vs. “irrelevant” support, “concrete details” ➤ Review “transition words” such as “overall”, “within”, “an example of” ➤ Review “formal” vs. “informal” writing ➤ Demonstrate various approaches to writing conclusions 	<ol style="list-style-type: none"> 6. choose precise language and vocabulary that is related to the topic 7. maintain a formal style appropriate for my audience and purpose 8. provide a conclusion that effectively summarizes what I presented
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <ul style="list-style-type: none"> ➤ Review setting, narrator, characters, ➤ Compare and contrast narrator “points of view” ➤ Review logical sequencing ➤ Review transition words for signals in shift of time and/or place ➤ Review use of sensory details by appealing to the five senses ➤ Compare and contrast “showing” vs. “telling” in writing ➤ Demonstrate how events affect characters’ experiences ➤ Review conclusion writing for narratives 	<p>When writing narratives, real or imagined, I can</p> <ol style="list-style-type: none"> 1. determine and establish point of view of the narrator, location, and who was involved 2. organize the events in a logical sequence 3. use dialogue and description 4. use transition words and phrases such as “then”, “meanwhile”, and “later on” to establish shifts in time and setting 5. demonstrate how certain events are related to characters’ experiences 6. use precise words, relevant details, and sensory language to convey the event 7. write a conclusion that effectively brings the narrative to a close
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> ➤ Review various purposes in writing ➤ Review various audiences in writing ➤ Review “coherence” ➤ Review how style is affected based on the purpose and audience 	<p>I can write essays, reports, and narratives that are organized, coherent, and written in a style that is appropriate for my purpose and audience.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3).</p> <ul style="list-style-type: none"> ➤ Demonstrate brainstorming and planning activities when 	<p>I can use a process approach to writing by brainstorming, planning or prewriting, drafting, revising, and editing.</p> <p>I can accept feedback from peers/adults on how well I have met my purpose.</p>

Grade 8 Writing	Student Friendly
<p>approaching a writing task</p> <ul style="list-style-type: none"> ➤ Review “draft”, “revision” and “editing” ➤ Review effective peer-revision technique ➤ Review types of “purpose” ➤ Review approaches to various audiences 	<p>I can accept feedback from peers and adults on how effectively I have written for my audience.</p> <p>I can make editing corrections appropriate for my grade level.</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <ul style="list-style-type: none"> ➤ Demonstrate methods for producing and publishing writing using technology ➤ Demonstrate interacting and collaborating on writing with others using technology ➤ Review methods for properly citing technology sources 	<p>I can make effective use of technology to produce and publish my writing.</p> <p>I can effectively present the relationships between information and ideas.</p> <p>I can interact and collaborate with other using technology.</p> <p>I can properly cite the a variety of sources.</p>
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> ➤ Define and demonstrate “thesis” statement/question ➤ Review reliable sources ➤ Review consistent focus ➤ Develop focused questions 	<p>When producing short research projects I can</p> <ol style="list-style-type: none"> 1. develop my own question or thesis to guide my research 2. clearly answer a question, using several sources 3. generate additional, focused questions related to the topic for further investigation
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> ➤ Review effective search terms for digital research ➤ Review “credible” and “accurate” sources ➤ Review “plagiarism” and proper citation formats 	<p>When gathering relevant information, I can</p> <ol style="list-style-type: none"> 1. use both print and digital sources 2. use effective search terms 3. evaluate my sources for credibility and accuracy <p>Properly cite any quotes or paraphrases in my writing to avoid plagiarism</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <ul style="list-style-type: none"> ➤ Review the use of cross-referencing text when writing. ➤ Review comparing and contrasting points in personal writing with those of a published writer 	<p>I can make references to grade level texts that I have read to support my writing.</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ➤ Practice various writing tasks for a range of purposes and audiences 	<p>I can write continuously and frequently, drawing from personal experience or my research.</p>

Eighth Grade: Speaking and Listening

Essential Questions

**When in a group, how can I evaluate others' findings, and when warranted, justify my own?
How do I effectively complete an oral presentation incorporating multimedia?**

➤ *The bulleted language is a guide to instruction*

Grade 8 Speaking and Listening	Student Friendly
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <ul style="list-style-type: none"> ➤ Review how to problem solve through research ➤ Review effective group protocol ➤ Explain norms of collaboration ➤ Review how to generate effective questions ➤ Review effective time management technique ➤ Demonstrate how to support one's own view in light of an opposing opinion 	<p>I can effectively participate in a discussion with peers and adults by</p> <ol style="list-style-type: none"> 1. completing the necessary background research 2. drawing on my research during discussion 3. following effective group-work protocol 4. Helping to define goals, individual roles, track progress, and meet deadlines 5. Posing questions that help connect ideas of several speakers 6. Making relevant observations and comments 7. Acknowledging new information brought up by others, even when it differs from my view. 8. Justify my own view, when warranted
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <ul style="list-style-type: none"> ➤ Review features of various media ➤ Analyze various motives shown in several media presentations 	<p>After viewing a media presentation, I can</p> <ol style="list-style-type: none"> 1. analyze the format used 2. evaluate the motives of the producer
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> ➤ Review "argument" and "claim" ➤ Review "sufficient support" ➤ Compare and contrast "relevant" and "irrelevant" evidence 	<p>After listening to an oral presentation, I can</p> <ol style="list-style-type: none"> 1. determine the speaker's argument and claims 2. evaluate if his/her argument was sound and sufficiently supported 3. identify irrelevant evidence
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume,</p>	<p>When making an oral presentation, I can</p> <ol style="list-style-type: none"> 1. present my ideas in an organized, coherent, and logical way 2. emphasize notable points effectively

Grade 8 Speaking and Listening	Student Friendly
<p>and clear pronunciation.</p> <ul style="list-style-type: none"> ➤ Review oral presentation organization ➤ Review techniques for variety and emphasis ➤ Review proper eye contact, enunciation, volume, and rate of speech 	<p>3. use appropriate eye contact, adequate volume, and clear pronunciation</p>
<p>4. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <ul style="list-style-type: none"> ➤ Review proper use and overuse of multimedia effects ➤ Demonstrate multimedia techniques that raise audience interest 	<p>I can include multimedia components to clarify information and emphasize key points in my oral presentations.</p> <p>I can integrate specific multimedia techniques in order to raise the interest of my audience.</p>
<p>5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3).</p> <ul style="list-style-type: none"> ➤ Review various speaking styles and audience types 	<p>I can adjust my speech appropriately for my audience and purpose.</p>

Eighth Grade: Language Usage

Essential Questions

How do I adjust my use of the English language to achieve a particular effect?

How do I expand my vocabulary by using appropriate sources and/or looking at the relationship among words in a passage?

➤ *The bulleted language is to guide instruction*

Grade 8 Language	Student Friendly Language
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>➤ Define verbals: gerunds, participles, and infinitives, and show how they are used</p> <p>➤ Demonstrate verbs in both the active and passive voice</p> <p>➤ Define “indicative”, “imperative”, “interrogative”, “conditional”, and “subjunctive” verb mood</p> <p>➤ Demonstrate how to correct inappropriate shifts in voice and mood.</p>	<p>I can use conventional English when speaking and writing.</p> <p>I can identify verbals: gerunds, participles, and infinitives, and explain their functions</p> <p>I can form verbs in the active and passive voice.</p> <p>I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. I can recognize and correct inappropriate shifts in verb voice and mood (items 3 & 4 above)</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p>➤ Demonstrate the difference between a comma, ellipsis, or dash when indicating a pause or break</p> <p>➤ Demonstrate use of the “ellipsis” to indicate an omission</p>	<p>I can differentiate when to use a comma, ellipsis, or dash to indicate a pause or break.</p> <p>I can use an ellipsis to indicate an omission.</p> <p>I can correctly spell words “at” my grade level equivalency.</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>➤ Demonstrate various effects that voice and mood can achieve</p>	<p>I can adjust voice and mood in order to achieve particular effects.</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>I can determine the meaning of a word based on context</p>

Grade 8 Language	Student Friendly Language
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. 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>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> ➤ Review use of context clues to define a word’s meaning ➤ Classify groups of words based on their roots Ex. “<i>arch</i> – <i>arch</i>, <i>curve</i>”, <i>archetype</i>, <i>archangel</i> ➤ Demonstrate the use of dictionaries, glossaries, and thesauruses, both print and digital 	<p>I can use common roots as clues to the meaning of words</p> <p>I can use reference material to determine the definition, pronunciation, or precise meaning of a word or its part of speech</p> <p>I can predict the meaning of an unknown word through inference or context</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <ul style="list-style-type: none"> ➤ Define “verbal irony” and “puns” ➤ Demonstrate determining word meaning by relating it to other words in the passage. ➤ Review “connotation” and “denotation” ➤ Review “nuance” 	<p>I can identify figurative language and the use of verbal irony and puns.</p> <p>I can identify the relationship between words to understand words I don’t know.</p> <p>I can distinguish the difference between connotations and denotations of words</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> ➤ Demonstrate proper use of terms associated with various grade level academic disciplines 	<p>I can use terms that are associated with specific areas of my academic studies such as algebraic, governmental, literary, or scientific terms</p>