

**Grade Level/Course:** 7<sup>th</sup> Grade Language Arts

**Goal:** Students will demonstrate the ability to engage and read age-appropriate materials fluently, using various approaches to understand new vocabulary and incorporate it into their usage.

**GLE :** Students will Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Apply word identification/ decoding strategies.</p> <p>Students will identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g. knowledge of word structure, including prefixes/suffixes, base words, common roots or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge).</p> <p>Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, or word origins, including words from other languages that have been adopted into our language.</p>	<ul style="list-style-type: none"> <li>-Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> <li>-Vocabulary paragraphs (usage is applied)</li> </ul>	<ul style="list-style-type: none"> <li>-Students are required to choose an age-appropriate book and have it checked with the teacher, providing summary reflections of assigned portions. This culminates into a comprehensive book report to be submitted each quarter.</li> <li>- Students are expected to generate questions on the reading in order to review and reinforce various ideas and issues. These questions are used in classroom discussions of the text (in the whole group or small group setting).</li> </ul>	<ul style="list-style-type: none"> <li>- Critical reading strategies</li> <li>- Comprehension</li> <li>- Context clues</li> <li>- Characteristics of text and genres</li> <li>- Acquiring a reading vocabulary</li> <li>- Enhancing/ expansion of vocabulary usage, meaning and application.</li> <li>- Genre/ Author studies.</li> </ul>	<p><i>Adventures In Reading: Book I</i></p> <p><i>The Giver</i></p> <p><i>The Adventures of Ulysses</i></p> <p><i>The Outsiders</i></p> <p>Various sources of text, for example:</p> <p>newspapers</p> <p>scripts</p> <p>letters</p> <p>Vocabulary references for challenging words, like Dr. Frye's Intermediate Lists of Challenging Vocabulary</p>

<p>Select appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.</p>	<ul style="list-style-type: none"> <li>-Unit (teacher created assessments of comprehension and vocabulary from text)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Students are exposed to a variety of challenging materials from different authors and from various sources. Prior knowledge is activated when new texts, themes, and authors are introduced. Class discussions and unit assignments are created by the teacher and implemented with the text(s).</li> <li>- Students are given weekly vocabulary lists with SAT (prep) and challenging vocabulary, exposing students to a variety of vocabulary. Students must define the word, including part of speech, and use it in a sentence. Students are also exposed to words that have multiple meanings through their spelling and vocabulary studies. Vocabulary words are also generated based on text, theme, and topic (include dialect, idioms, homophones, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Word variations (spelling: British, prefixes, suffixes, etc.).</li> <li>- Word origins.</li> <li>- Phonemic Awareness</li> <li>- Sound/symbol awareness</li> <li>- Syntax awareness</li> <li>- Spelling</li> <li>- Understand the elements of a short story</li> <li>- recognize different levels of meaning</li> <li>- Develop an awareness of the characteristics of different genres (fiction, nonfiction, drama, etc.)</li> </ul>	
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		<ul style="list-style-type: none"><li>- Students are exposed to a variety of figurative language and literary terms including hyperbole, personification, etc.).</li><li>- Students learn to recognize and use direct, implied and inferential meaning through discussion and teacher made activities that ask for interpretation (essays, question, etc.) and analysis.</li><li>- Prediction discussions and change endings based on their vision of the outcomes.</li><li>- Students are encouraged to read various materials for book reports, nightly reading logs, and during SSR/W time.</li></ul>		
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**Grade Level/Course: 7<sup>th</sup> Grade Language Arts**

**Goal: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary literature.**

**GLE : Students will apply and practice reading strategies with many different types of literary texts; recognizing a variety of literary texts and their characteristics.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action.</p> <p>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.</p> <p>Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining or</p>	<ul style="list-style-type: none"> <li>- Reading reflections</li> <li>- Essays</li> <li>- Journal entries/reading log</li> <li>-Observations</li> <li>- Rubrics for group discussions and/or writing assessments</li> <li>- Book Report</li> <li>- Teacher created unit evaluations and conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Questions reflect on character's growth, ending, conflict, etc.</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</li> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> </ul>	<p>Teacher created materials for a thematic unit on a text.</p> <p><i>Adventures In Reading: Book I</i></p> <p><i>The Outsiders</i></p> <p><i>The Giver</i></p> <p><i>The Adventures of Uyssees</i></p> <p>Other Supplementary Texts Available:</p> <p><i>Waiting for the Rain</i></p> <p><i>I am Regina</i></p> <p><i>The language of the</i></p>

<p>supporting logical predictions.</p> <p>Describe character's traits, motivation, or interactions, citing thoughts, words, or actions that reveal character's traits, motivations, or their changes over time.</p> <p>Making inferences about cause/effect (e.g. explaining how an event gives rise to the next), internal or external conflicts (e.g. person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text.</p> <p>Explaining how the narrator's point of view affects the reader's interpretation.</p> <p>Explaining how the author's message or theme is supported within text.</p> <p>Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e.</p>		<p>to teacher)</p>	<ul style="list-style-type: none"> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/ Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	<p><i>Goldfish</i> <i>Old Yeller</i> <i>Belle P's Boy</i></p>
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imagery, exaggeration, repetition, flashback, foreshadowing, personification to analyze literary works.				
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**GLE: Students will apply and practice reading strategies with many different types of informational texts (expository and practical texts across content areas); recognizing a variety of informational texts and their characteristics.**

<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>
Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations).	-Journal entries/reading log  -Observations  - Rubrics for group discussions and/or writing assessments	-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)  -Change the ending of the story  - Predictions	-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning	-Library/Librarian  - Various texts: newspapers, journals, magazines, fiction, science fiction, fantasy, mystery, informational, etc.

<p>Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details.</p> <p>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).</p>	<ul style="list-style-type: none"> <li>- Book Report</li> <li>- Teacher created unit evaluations and conferences</li> <li>-Research paper</li> <li>-Outlining/note-taking</li> <li>-Graphic organizer usage and demonstration of knowledge on/with</li> </ul>	<ul style="list-style-type: none"> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>- Research/Report process, notecards, outlining, information finding, etc.</li> </ul>	<p>point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</p> <ul style="list-style-type: none"> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> </ul>	<ul style="list-style-type: none"> <li>-kidspiration or inspiration for graphic organizers</li> <li>-Teacher created units and evaluations</li> </ul>
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			- Literary genres	
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**GLE: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Explaining connections about information within a text, across texts, or to related ideas.</p> <p>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas.</p> <p>Drawing references about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas are relevant.</p> <p>Distinguishing fact from opinion,</p>	<p>-Journal entries/reading log</p> <p>-Observations</p> <p>- Rubrics for group discussions and/or writing assessments</p> <p>- Book Report</p> <p>- Teacher created unit evaluations and conferences</p> <p>-Outlining/note-taking</p> <p>-Graphic organizer usage and</p>	<p>- Questions reflect on character's growth, ending, conflict, etc.</p> <p>-Change the ending of the story</p> <p>- Predictions</p> <p>-Summarizing</p> <p>- Story maps</p> <p>-Character maps (analyze)</p> <p>- Discussions</p> <p>- Teacher created unit activities (will vary teacher</p>	<p>-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</p> <p>-Vocabulary utilization/comprehension and usage</p> <p>-Purposes for reading</p>	<p><i>Teacher created materials for a thematic unit on a text.</i></p> <p><i>Adventures In Reading: Book I</i></p> <p><i>The Giver</i></p> <p><i>The Adventures of Ulysses</i></p> <p><i>The Outsiders</i></p> <p>Other Novels Available:</p> <p><i>Waiting for the Rain</i></p> <p><i>I am Regina</i></p> <p><i>The language of the Goldfish</i></p>

<p>and identifying possible bias/propaganda or conflicting information within or across texts.</p> <p>Making inferences about causes or effects.</p>	<p>demonstration of knowledge on/with</p>	<p>to teacher)</p> <ul style="list-style-type: none"> <li>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	<p><i>Old Yeller</i> <i>Belle P's Boy</i></p> <p>Various texts, genres, and samples from the media (advertisements, etc.)</p>
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**Grade Level/Course: 8<sup>th</sup> Grade Language Arts**

**Goal: : Students will demonstrate the ability to engage and read age-appropriate materials fluently, using various approaches to understand new vocabulary and incorporate it into their usage.**

**GLE : Students will Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
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<p>Apply word identification/ decoding strategies.</p> <p>Students will identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g. knowledge of word structure, including prefixes/suffixes, base words, common roots or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge).</p> <p>Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, or word origins, including words from other languages that have been adopted into our language.</p> <p>Select appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.</p>	<ul style="list-style-type: none"> <li>-Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> <li>-Vocabulary paragraphs (usage is applied)</li> <li>-Unit (teacher created assessments of comprehension and vocabulary from text)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing</li> </ul>	<p>Students are required to choose an age-appropriate book and have it checked with the teacher, providing summary reflections of assigned portions. This culminates into a comprehensive book report to be submitted each quarter.</p> <ul style="list-style-type: none"> <li>- Students are expected to generate questions on the reading in order to review and reinforce various ideas and issues. These questions are used in classroom discussions of the text (in the whole group or small group setting).</li> <li>- Students are exposed to a increasingly more sophisticated materials from different authors and from various sources. Priorknowledge is activated when new texts, themes, and authors are introduced. Class discussions and unit assignments are created by</li> </ul>	<ul style="list-style-type: none"> <li>- Critical reading strategies</li> <li>- Comprehension</li> <li>- Context clues</li> <li>- Characteristics of text and genres</li> <li>- Acquiring a reading vocabulary</li> <li>- Enhancing/ expansion of vocabulary usage, meaning and application.</li> <li>- Genre/ Author studies.</li> <li>- Word varaiations (spelling: British, prefixes, suffixes, etc.).</li> <li>- Word origins.</li> <li>- Phenomic Awareness</li> <li>- Sound/symbol awareness</li> </ul>	<p><i>Adventures In Reading: Book II</i></p> <p><i>That Was Then, This Is Now</i></p> <p><i>Call of the Wild</i></p> <p><i>The Merchant of Venice</i></p> <p><i>A Day No Pigs Would Die</i></p> <p>Various sources of text, for example:</p> <p>newspapers scripts letters</p> <p>Vocabulary references for challenging words, like Dr. Frye's Intermediate Lists of Challenging Vocabulary, and Bartlett's SAT prep.</p>
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	<p>acquired vocabulary</p>	<p>the teacher and implemented with the text(s).</p> <ul style="list-style-type: none"> <li>- Students are given weekly vocabulary lists with SAT (prep) and challenging vocabulary, exposing students to a variety of vocabulary. Students must define the word, including part of speech, and use it in a sentence. Students are also exposed to words that have multiple meanings through their spelling and vocabulary studies. Vocabulary words are also generated based on text, theme, and topic (include dialect, idioms, homophones, etc.).</li> <li>- Students are taught to analyze a variety of figurative/ symbolic language and literary terms including hyperbole, personification, etc.).</li> <li>- Students learn to recognize and use direct, implied and inferential meaning through</li> </ul>	<ul style="list-style-type: none"> <li>- Syntax awareness</li> <li>- Spelling</li> <li>-Understand the elements of a short story</li> <li>- recognize different levels of meaning</li> <li>- Develop an awareness of the characteristics of different genres ( fiction, nonfiction, drama, etc.)</li> </ul>	
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		<p>discussion and teacher made activities that ask for interpretation (essays, question, etc.) and analysis.</p> <ul style="list-style-type: none"> <li>- Prediction discussions and change endings based on their vision of the outcomes.</li> <li>- Students are introduced to examples of indigenous vocabulary, colloquialisms, regional and ethnic dialects from contemporary novels. Students are asked to generate appropriate lists of slang expressions from different areas of their lives to gain an understanding and to apply that understanding to the works they read.</li> <li>- Students are encouraged to read various materials for book reports, nightly reading logs, and during SSR/W time.</li> </ul>		
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**Goal: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary literature.**

**GLE : Students will apply and practice reading strategies with many different types of literary texts; recognizing a variety of literary texts and their characteristics.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, or plot/subplot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action.</p> <p>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.</p> <p>Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining or supporting logical predictions.</p> <p>Describe character's traits (e.g., stereotypes, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal character's</p>	<ul style="list-style-type: none"> <li>- Reading reflections</li> <li>- Essays</li> <li>- Journal entries/reading log</li> <li>-Observations</li> <li>- Rubrics for group discussions and/or writing assessments</li> <li>- Book Report</li> <li>- Teacher created unit evaluations and conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>- Questions reflect on character's growth, ending, conflict, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</li> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> </ul>	<p>Teacher created materials for any text or thematic unit.</p> <p><i>Adventures In Reading: Book II</i></p> <p><i>That Was Then, This Is Now</i></p> <p><i>Call of the Wild</i></p> <p><i>The Merchant of Venice</i></p> <p><i>A Day No Pigs Would Die</i></p> <p>Other Supplementary Texts Available:</p> <p><i>Johnny Tremain</i></p> <p><i>Eight Plus One</i></p> <p><i>Zlata's Diary</i></p> <p><i>Streams to the River, River to the Sea</i></p>

<p>traits, motivations, or their changes over time.</p> <p>Making inferences about cause/effect (e.g. explaining how an event gives rise to the next), internal or external conflicts (e.g. person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots).</p> <p>Explaining how the narrator's point of view affects the reader's interpretation.</p> <p>Explaining how the author's message or theme (which may include universal themes) is supported within text.</p> <p>Analyze and interpret author's craft(author's style), citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e. imagery, exaggeration, repetition, flashback, foreshadowing, personification hyperbole, symbolism, or use</p>		<ul style="list-style-type: none"> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> </ul>	<ul style="list-style-type: none"> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/ Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	<p><i>Farewell to Manzanar</i>  <i>Pig Man</i>  <i>Pig Man's Legacy</i></p>
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punctuation)to analyze literary works.				
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**Goal: : Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.**

**GLE: Students will apply and practice reading strategies with many different types of informational texts (expository and practical texts across content areas); recognizing a variety of informational texts and their characteristics**

<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>
<p>Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations).</p> <p>Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details.</p> <p>Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or</p>	<p>-Journal entries/reading log</p> <p>-Observations</p> <p>- Rubrics for group discussions and/or writing assessments</p> <p>- Book Report</p> <p>- Teacher created unit evaluations and conferences</p> <p>-Research paper</p>	<p>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</p> <p>-Change the ending of the story</p> <p>- Predictions</p> <p>-Summarizing</p> <p>- Story maps</p> <p>-Character maps (analyze)</p> <p>- Discussions</p>	<p>-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</p> <p>-Vocabulary utilization/comprehension and usage</p>	<p>-Library/Librarian</p> <p>- Various texts: newspapers, journals, magazines, fiction, science fiction, fantasy, mystery, informational, etc.</p> <p>-kidspiration or inspiration for graphic organizers</p> <p>-Teacher created units and evaluations</p>

<p>details within text through charting, mapping, paraphrasing, summarizing, outlining or comparing/contrasting).</p>	<ul style="list-style-type: none"> <li>-Outlining/note-taking</li> <li>-Graphic organizer usage and demonstration of knowledge on/with</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>- Research/Report process, notecards, outlining, information finding, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	
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**GLE: Students will apply and practice reading strategies with many different types of informational texts (expository and practical texts across content areas); recognizing a variety of informational texts and their characteristics.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Explaining connections about information within a text, across texts, or to related ideas.</p> <p>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas.</p> <p>Drawing references about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas are relevant.</p> <p>Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.</p> <p>Making inferences about causes or effects.</p>	<ul style="list-style-type: none"> <li>-Journal entries/reading log</li> <li>-Observations</li> <li>- Rubrics for group discussions and/or writing assessments</li> <li>- Book Report</li> <li>- Teacher created unit evaluations and conferences</li> <li>-Outlining/note-taking</li> <li>-Graphic organizer usage and demonstration of knowledge on/with</li> </ul>	<ul style="list-style-type: none"> <li>- Questions reflect on character's growth, ending, conflict, etc.</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</li> <li>-Change the ending of the story</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</li> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> </ul>	<p>Teacher created materials for a thematic unit on a text.</p> <p><i>Adventures In Reading: Book II</i></p> <p><i>The Merchant of Venice</i></p> <p><i>The Call of the Wild</i></p> <p><i>A Day No Pigs Would Die</i></p> <p><i>That Was Then, This Is Now</i></p> <p>Other Novels Available:</p> <p><i>Johnny Tremain</i></p> <p><i>Eight Plus One</i></p> <p><i>The Pigman</i></p> <p><i>The Pigman's Legacy</i></p> <p><i>Zlata's Diary</i></p> <p><i>Streams to the River,</i></p> <p><i>River to the Sea</i></p> <p><i>Farewell to Manzanar</i></p> <p>Various texts, genres, and</p>

		<ul style="list-style-type: none"><li>- Predictions</li><li>-Summarizing</li><li>- Story maps</li><li>-Character maps (analyze)</li><li>- Discussions</li></ul>	<ul style="list-style-type: none"><li>-Fact Vs. Opinion</li><li>- Comparison/ Contrasting</li><li>-Analysis</li><li>-Evaluation</li><li>-Literary Devices</li><li>- Literary genres</li></ul>	samples from the media (advertisements, etc.)
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**Grade Level/Course: 7<sup>th</sup> Grade Language Arts**

**Goal: Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**

**GLE: Students will demonstrate command of the structures of sentences, paragraphs, and text.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).</p> <p>Using the paragraph form: indenting, main idea, supporting details.</p> <p>Recognizing organizational structures within paragraphs.</p> <p>Applying a format and text structure appropriate to the purpose of the writing.</p> <p>State and maintain a focus, a firm judgement or point of view when responding to a given question.</p> <p>Make inferences about the relationships among content, events, characters, setting, theme, or author's craft.</p>	<p>-Journal entries</p> <p>-Observations</p> <p>- Rubrics for group discussions and/or writing assessments</p> <p>- Book Report</p> <p>- Teacher created unit evaluations and conferences</p> <p>-Outlining/note-taking</p> <p>-Research paper (and process)</p> <p>- Writing samples in writing folder/ portfolio: holistically scored self-selected</p>	<p>-Write multi-paragraph pieces (narrative, informational, persuasive, creative).</p> <p>-Students review various types of writing including creative, expository, narrative, and persuasive. Students are given samples to discuss the essential elements of each piece, and to gain practice in assessing. Students will then use the samples as guides to help practice and craft their own examples.</p> <p>- Students are required to focus on an assigned or free choice topic for research and determine its organization and development. Students choose topics to research assignments to gain an understanding of time</p>	<p>-Employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone and style.</p> <p>- Continue to identify and evaluate strengths and weaknesses in writing and self-evaluate their own writing and fellow peers' writing.</p> <p>- Utilize a variety of resources for editing their own writing (dictionary, thesaurus, Write Source 2000, and the Hinsdale Middle/High School</p>	<p><i>Rules Of The Game Book I</i></p> <p><i>Write Source 2000</i></p> <p><i>Daily Oral Language (Grade 7)</i></p> <p>Various examples of different writing genres</p> <p><i>Craft Lessons</i></p> <p><i>Grammar Grabbers</i></p> <p>Teacher created materials (will vary)</p>

<p>Use specific details and references to text or relevant citations to support focus or judgement.</p> <p>Organize ideas, using transition words/phrases and writing a conclusion that provides closure.</p> <p>Create a clear and coherent story line.</p> <p>Use relevant and descriptive details and sensory language to advance the plot.</p> <p>Use dialogue to advance the plot and develop characters, etc.</p> <p>Using voice appropriate to purpose, while maintaining focus.</p> <p>Select appropriate information to set context, including leads and transitional phrases/words.</p> <p>Writing a conclusion that provides closure.</p> <p>Using facts to adress the reader's concern; provide detailed supporting information; provide</p>	<p>most improved reflections evaluations best pieces</p> <p>- Responses to open-ended questions</p> <p>- Essays</p>	<p>periods (as background for novels and or authors), and in conjunction with historical events (integrated with the Social Studies theme).</p> <p>- Students review and practice formal and informal writing and the purpose of each through assigned essays, paragraphs, and letters (etc.).</p> <p>- Students review and practice the uses of paragraphing to indicate changes in idea, setting, time, etc.</p> <p>- Students engage in multiple drafts of assigned writing assignments.</p> <p>- Students are encouraged (and at times required) to peer-edit each other's work and often work in cooperative groups to produce a collaborative effort. Students will use a variety f of revising and</p>	<p>writing handbook.</p> <p>- Practice writers' craft skills such as leads, diagoue, endings, details, point of view, voice, sentence variation, (etc.).</p> <p>- Go through the writing process to produce finished (published) pieces of writing in a variety of genres.</p> <p>- Open-ended questions</p> <p>- Quick writes during the first 5 minutes of class</p> <p>- Writing prompts and assignments.</p>	
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<p>commentary on information (appropriately).</p> <p>Using standard English grammatical mechanics and structure in writing.</p>		<p>editing methods to improve the style and effectiveness of the work of others (and themselves).</p> <ul style="list-style-type: none"><li>- Students review and practice basic rules of grammar and commonly misspelled words through the Daily Oral Language Program, various teacher created materials, and as necessary when seen in their writing assignments.</li><li>- Students review and practice various forms of writing including friendly letters, business letters, reports, news articles, interviews, fiction, poetry, and essays, and will demonstrate an understanding of the various formats and characteristics through their own writings.</li><li>- Students are required to present, support, and defend their ideas and points of view in various writing and oral</li></ul>		
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		<p>assignments based on material read or discussed in class.</p> <ul style="list-style-type: none"><li>- Students are required to construct, evaluate, and revise written, reference-based reports with documented sources on chosen topics based on novels read and background information discussed, and in conjunction with their Social Studies theme.</li><li>- Writing is addressed in an intensive enrichment/remedial process in Centers.</li><li>- Students are encouraged to write and read (alternatingly) for 20 minutes during SSR/W.</li></ul>		
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**Grade Level/Course: 8th Grade Language Arts**

**Goal: Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**

**GLE: Students will demonstrate command of the structures of sentences, paragraphs, and text.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).</p> <p>Using the paragraph form: indenting, main idea, supporting details.</p> <p>Recognizing organizational structures within paragraphs.</p> <p>Applying a format and text structure appropriate to the purpose of the writing.</p> <p>State and maintain a focus, a firm judgement or point of view when responding to a given question.</p> <p>Make inferences about the relationships among content, events, characters, setting, theme, or author's craft.</p>	<ul style="list-style-type: none"> <li>- Journal entries</li> <li>-Observations</li> <li>- Rubrics for group discussions and/or writing assessments</li> <li>- Book Report</li> <li>- Teacher created unit evaluations and conferences</li> <li>-Outlining/note-taking</li> <li>-Research paper (and process)</li> <li>- Writing samples in writing folder/ portfolio: holistically scored self-selected</li> </ul>	<ul style="list-style-type: none"> <li>-Write multi-paragraph pieces (narrative, informational, persuasive, creative).</li> <li>-Students review various types of writing including creative, expository, narrative, and persuasive. Students are given samples to discuss the essential elements of each piece, and to gain practice in assessing. Students will then use the samples as guides to help practice and craft their own examples.</li> <li>- Students will use a variety of sources such as newspapers, magazine articles, and the Internet, including models of good writing.Students will incorporate models of writing in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone and style.</li> <li>- Continue to identify and evaluate strengths and weaknesses in writing and self-evaluate their own writing and fellow peers' writing.</li> <li>- Utilize a variety of resources for editing their own writing (dictionary, thesaurus, Write Source 2000, and the Hinsdale Middle/High School</li> </ul>	<p>Write multi-paragraph pieces (narrative, informational, persuasive, creative).</p> <p>-Students review various types of writing including creative, expository, narrative, and persuasive. Students are given samples to discuss the essential elements of each piece, and to gain practice in assessing. Students will then use the samples as guides to help practice and craft their own examples.</p> <p>- Students will use a variety of sources such as newspapers, magazine articles, and the Internet, including models of good writing.Students will incorporate models of</p>

<p>Use specific details and references to text or relevant citations to support focus or judgement.</p> <p>Organize ideas, using transition words/phrases and writing a conclusion that provides closure.</p> <p>Create a clear and coherent story line.</p> <p>Use relevant and descriptive details and sensory language to advance the plot.</p> <p>Use dialogue to advance the plot and develop characters, etc.</p> <p>Using voice appropriate to purpose, while maintaining focus.</p> <p>Select appropriate information to set context, including leads and transitional phrases/words.</p> <p>Writing a conclusion that provides closure from synthesizing information.</p> <p>Using facts to address the reader's concern; provide detailed</p>	<p>most improved reflections evaluations best pieces</p> <p>- Responses to open-ended questions</p> <p>-Essays</p> <p>- Teacher created materials (tests, writing assignments, etc.)</p>	<p>-Students will focus on the elements of purpose, topic development, organization, sentence structure, paragraphing, vocabulary, and correct word choice in their writing. This knowledge will be gained and practiced through the use of Daily Oral Language - program and the revision of multi-drafts assignments (essays, book reports, etc.).</p> <p>- Students are required to focus on an assigned or free choice topic for research and determine its organization and development. Students choose topics to research assignments to gain an understanding of time periods (as background for novels and or authors), and in conjunction with historical events (integrated with the Social Studies theme).</p> <p>- Students use a variety of writing forms such as</p>	<p>writing handbook.</p> <p>- Practice writers' craft skills such as leads, dialogue, endings, details, point of view, voice, sentence variation, (etc.).</p> <p>- Go through the writing process to produce finished (published) pieces of writing in a variety of genres.</p> <p>- Open-ended questions</p> <p>- Quick writes during the first 5 minutes of class</p> <p>- Writing prompts and assignments.</p>	<p>writing in their own writing.</p>
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<p>supporting information; provide commentary on information (appropriately).</p> <p>Using standard English grammatical mechanics and structure in writing.</p>		<p>creative, persuasive, expository, and narrative on various topics.</p> <ul style="list-style-type: none"><li>- Students will draw analogies and use metaphors, quotations, introductions and conclusions to enhance the effectiveness of their essays.</li><li>- Students review and practice formal and informal writing and the purpose of each through assigned essays, paragraphs, and letters (etc.).</li><li>- Students review and practice the uses of paragraphing to indicate changes in idea, setting, time, etc.</li><li>- Students engage in multiple drafts of assigned writing assignments.</li><li>- Students are encouraged (and at times required) to peer-edit each other's work and often work in</li></ul>		
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cooperative groups to produce a collaborative effort. Students will use a variety of revising and editing methods to improve the style and effectiveness of the work of others (and themselves).

-Students will identify strengths and weaknesses in their own writing and seek feedback from peers to improve their own writing.

- Students will edit and polish their writing for a particular audience and will demonstrate this through a variety of writing assignments. The goal of these assignments will be to create clarity and voice in their writing.

- Students will write effectively for public audiences (poetry contests, Great Mail Race, etc.). Simulated letters to the editor, position papers and

		<p>mock editorials will be written.</p> <ul style="list-style-type: none"><li>- Students review and practice basic rules of grammar and commonly misspelled words through the Daily Oral Language Program, various teacher created materials, and as necessary when seen in their writing assignments.</li><li>- Students review and practice various forms of writing including friendly letters, business letters, reports, news articles, interviews, fiction, poetry, and essays, and will demonstrate an understanding of the various formats and characteristics through their own writings.</li><li>- Students are required to present, support, and defend their ideas and points of view in various writing and oral assignments based on material read or discussed in class.</li></ul>		
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|  |  | <ul style="list-style-type: none"><li>- Students are required to construct, evaluate, and revise written, reference-based reports with documented sources on chosen topics based on novels read and background information discussed, and in conjunction with their Social Studies theme.</li><li>- Writing is addressed in an intensive enrichment/remedial process in Centers.</li><li>- Students are encouraged to write and read (alternatingly) for 20 minutes during SSR/W.</li></ul> |  |  |
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**Grade Level/Course: 7th Grade English/Language Arts**

**Goal: Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.**

**GLE: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Explaining connections about information within a text, across texts, or to related ideas.</p> <p>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas.</p> <p>Drawing references about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas are relevant.</p> <p>Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.</p>	<ul style="list-style-type: none"> <li>- Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> <li>-Vocabulary paragraphs (usage is applied)</li> <li>- Teacher created materials from the unit(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret the author's point of view, draw conclusions, and support the main idea with details.</li> <li>-Compare and contrast literature selections in terms of genre, theme, author, structure, style, etc.</li> <li>-Gain familiarity of classics and contemporary literature.</li> <li>- Recognize that literature reflects the range of human experiences.</li> <li>- Questions reflect on character's growth, ending, conflict, etc.</li> <li>-Change the ending of the story</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</li> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> </ul>	<p><i>Teacher created materials for a thematic unit on a text.</i></p> <p><i>Adventures In Reading: Book I</i></p> <p><i>The Giver</i></p> <p><i>The Adventures of Ulysses</i></p> <p><i>The Outsiders</i></p> <p>Other Novels Available:</p> <p><i>Waiting for the Rain</i></p> <p><i>I am Regina</i></p> <p><i>The language of the Goldfish</i></p> <p><i>Old Yeller</i></p> <p><i>Belle P's Boy</i></p> <p>Various texts, genres, and</p>

<p>Making inferences about causes or effects.</p>	<ul style="list-style-type: none"> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> </ul>	<ul style="list-style-type: none"> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/ Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	<p>samples from the media (advertisements, etc.)</p>
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-Students understand that a single text accounts of events from real life.

- Students will be able to explain how literature can be used to better understand themselves and others, as well as develop an understanding of culture and the world n which they live.

- Students will understand that characteristics of a wide variety of genres.

-Students will be able to demonstrate knowledge, understanding, and appreciation of a wide variety of literary works.

**Grade Level/Course: 8th Grade English/Language Arts**

**Goal: Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.**

**GLE: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Explaining connections about information within a text, across texts, or to related ideas.</p> <p>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas.</p> <p>Drawing references about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas are relevant.</p> <p>Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.</p>	<ul style="list-style-type: none"> <li>- Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> <li>-Vocabulary paragraphs (usage is applied)</li> <li>- Teacher created materials from the unit(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret the author's point of view, draw conclusions, and support the main idea with details.</li> <li>-Compare and contrast literature selections in terms of genre, theme, author, structure, style, etc.</li> <li>-Gain familiarity of classics and contemporary literature.</li> <li>- Recognize that literature reflects the range of human experiences.</li> <li>- Questions reflect on character's growth, ending, conflict, etc.</li> <li>-Change the ending of the story</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the basic elements of a short story or novel, including main and supporting characters, mood, tone, conflict (internal and external), foreshadowing, turning point, plot (subplots) suspense, climax, resolution, theme, point of view, and author's purpose.</li> <li>-Vocabulary utilization/comprehension and usage</li> <li>-Purposes for reading</li> <li>- Comprehension and interpretation</li> </ul>	<p>Teacher created materials for any text or thematic unit.</p> <p><i>Adventures In Reading: Book II</i></p> <p><i>That Was Then, This Is Now</i></p> <p><i>Call of the Wild</i></p> <p><i>The Merchant of Venice</i></p> <p><i>A Day No Pigs Would Die</i></p> <p>Other Supplementary Texts Available:</p> <p><i>Johnny Tremain</i></p> <p><i>Eight Plus One</i></p> <p><i>Zlata's Diary</i></p>

<p>Making inferences about causes or effects.</p>	<ul style="list-style-type: none"> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> </ul>	<ul style="list-style-type: none"> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> <li>- Teacher created unit activities (will vary teacher to teacher)</li> <li>-Questions/Answer/Details from a unit of book study (QAD Note Skill Building)</li> <li>-Change the ending of the story</li> <li>- Predictions</li> <li>-Summarizing</li> <li>- Story maps</li> <li>-Character maps (analyze)</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>-Detail</li> <li>- Inferences</li> <li>-Fact Vs. Opinion</li> <li>- Comparison/Contrasting</li> <li>-Analysis</li> <li>-Evaluation</li> <li>-Literary Devices</li> <li>- Literary genres</li> </ul>	<p><i>Streams to the River, River to the Sea Farewell to Manzanar Pig Man Pig Man's Legacy</i></p>
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-Students understand that a single text accounts of events from real life.

- Students will be able to explain how literature can be used to better understand themselves and others, as well as develop an understanding of culture and the world n which they live.

- Students will understand that characteristics of a wide variety of genres.

-Students will be able to demonstrate knowledge, understanding, and appreciation of a wide variety of literary works.

- Students will be exposed to a brao range of literature through the use of anthologies, novels, plays and non-fiction selections.

-Students will understand that themes and events in

		<p>literature often parallel real life and students will be asked to make connections and correlations to their life and the events of the given time periods.</p> <p>- Students will discuss and make inferences as to what motivated writers to write what they did and use supporting details to accomplish their stance.</p> <p>-Students will be asked to evaluate readings and critique them.</p>		
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**Grade Level/Course: 7th Grade English/Language Arts**

**Goal: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to gather and organize information in a variety of subject areas.**

**GLE : Students will recognize a variety of texts and their characteristics.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.</p> <p>Students will demonstrate competence in applying the interactive language processes of reading, writing, listening, and viewing to succeed in educational, occupational, civic, social , and everyday settings.</p> <p>Students will use a variety of resources to obtain information such as the library, Internet, Pro-Quest, Encyclopedias, etc.</p> <p>Students will recognize the</p>	<ul style="list-style-type: none"> <li>-Debates</li> <li>- Speeches</li> <li>-Research paper</li> <li>Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> </ul>	<ul style="list-style-type: none"> <li>- Character re-enactments</li> <li>- "Talk Show" Formats on books</li> <li>- Compare/contrast the video and literary works of art</li> <li>- Research papers</li> <li>-QADs</li> <li>- Quests</li> <li>-Powerpoints</li> <li>- Written Research Paper with multiple drafts, a clear thesis statement, bibliography, paper outline, and note cards</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis statement</li> <li>- Outlining</li> <li>- Fact vs. Opinion</li> <li>- Using quotes in their writing</li> <li>- Bibliography format</li> <li>- Paraphrasing</li> <li>- Note-taking</li> <li>- Note cards</li> <li>- Understanding the difference between sources (online and text)</li> </ul>	<ul style="list-style-type: none"> <li>- Library</li> <li>- Technology (computers, digital camaras,Internet, etc.)</li> <li>- A variety of resources in the classroom (depends on the topic and availability)</li> <li>- Videos that are historic and biographical</li> <li>- Periodicals</li> </ul>

<p>difference among fact, reasoned judgment and opinion in novels, web pages, and resources they read. Students are asked to read various passages from novels read through role-playing and discussions.</p> <p>Students will analyze and critique information for clarity, relevance, point of view, credibility and supporting details/data during discussions, persuasion papers, and teacher created materials (tests, etc.).</p>	<ul style="list-style-type: none"> <li>-Vocabulary paragraphs (usage is applied)</li> <li>- Teacher created materials from the unit(s)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> <li>- Research Report</li> </ul>	<ul style="list-style-type: none"> <li>- Quote analysis</li> <li>-Essays</li> </ul>	<ul style="list-style-type: none"> <li>- Using the library to find resources.</li> <li>-Analysis</li> </ul>	
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**Grade Level/Course: 8th Grade English/Language Arts**

**Goal: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to gather and organize information in a variety of subject areas.**

**GLE : Students will recognize a variety of texts and their characteristics.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.</p> <p>Students will demonstrate competence in applying the interactive language processes of reading, writing, listening, and viewing to succeed in educational, occupational, civic, social , and everyday settings.</p> <p>Students will use a variety of resources to obtain information such as the library, Internet, Pro-Quest, Encyclopedias, etc.</p> <p>Students will recognize the</p>	<ul style="list-style-type: none"> <li>-Debates</li> <li>- Speeches</li> <li>-Research paper</li> <li>-Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> </ul>	<ul style="list-style-type: none"> <li>- Character re-enactments</li> <li>- "Talk Show" Formats on books</li> <li>- Compare/contrast the video and literary works of art</li> <li>- Research papers</li> <li>-QADs</li> <li>- Quests</li> <li>-Powerpoints</li> <li>- Written Research Paper with multiple drafts, a clear thesis statement, bibliography, paper outline, and note cards</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis statement</li> <li>- Outlining</li> <li>- Fact vs. Opinion</li> <li>- Using quotes in their writing</li> <li>- Bibliography format</li> <li>- Paraphrasing</li> <li>- Note-taking</li> <li>- Note cards</li> <li>- Understanding the difference between sources (online and text)</li> </ul>	<ul style="list-style-type: none"> <li>- Library</li> <li>- Technology (computers, digital camaras,Internet, etc.)</li> <li>- A variety of resources in the classroom (depends on the topic and availability)</li> <li>- Videos that are historic and biographical</li> <li>- Periodicals</li> </ul>

<p>difference among fact, reasoned judgment and opinion in novels, web pages, and resources they read. Students are asked to read various passages from novels read through role-playing and discussions.</p> <p>Students will analyze and critique information for clarity, relevance, point of view, credibility and supporting details/data during discussions, persuasion papers, and teacher created materials (tests, etc.).</p>	<ul style="list-style-type: none"> <li>-Vocabulary paragraphs (usage is applied)</li> <li>- Teacher created materials from the unit(s)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> <li>- Research Report</li> </ul>	<ul style="list-style-type: none"> <li>- Quote analysis</li> <li>-Essays</li> </ul>	<ul style="list-style-type: none"> <li>- Using the library to find resources.</li> <li>-Analysis</li> </ul>	
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**Grade Level/Course: 7th Grade English/Language Arts**

**Goal: Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.**

**GLE : Students will demonstrate the interest and ability to write and speak articulately for different audiences.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Students will be able to use oral language skills to contribute to discussions and interactions with others, using evidence to present, support, and defend their ideas and points of view. Students are required to enter into various class discussions and interactions based on materials read or viewed.</p> <p>Students are required to present certain assignments orally to the class, and to interact and respond appropriately by responding to others' remarks, summarizing, and closing.</p> <p>Students are required to view certain audio-visual material and make informed, reasoned inferences, judgments, and</p>	<ul style="list-style-type: none"> <li>-Rubrics for presentation guidelines</li> <li>-Teacher created materials</li> <li>-Essay</li> <li>-Discussion grid</li> <li>- Literature circles</li> <li>-Observational Notes</li> </ul>	<ul style="list-style-type: none"> <li>-Literature Circles</li> <li>- Discussion grid</li> <li>-Oral book reports</li> <li>-Oral presentations on research topics</li> <li>-Debates</li> <li>- Round Table discussion</li> <li>-Interviews</li> <li>-Role playing</li> <li>-Compare/Contrast the video from the book</li> </ul>	<ul style="list-style-type: none"> <li>- Students will learn how to summarize.</li> <li>- Students will learn how to be objective.</li> <li>- Students will translate their opinions and view points, using supporting details.</li> <li>-Students will distinguish between fact and opinion.</li> <li>- Students will discuss their ideas to a group.</li> <li>- Students will explain their findings.</li> </ul>	<ul style="list-style-type: none"> <li>- Videos of historic events, locations, biographies, and novels.</li> <li>- Speeches on tape, poetry on CD or DVD</li> <li>- Various reading materials with different points of views on the same subject/topic.</li> </ul>

<p>interpretations. They will demonstrate their understanding by completing teacher created tests and quizzes based on material viewed.</p>			<ul style="list-style-type: none"><li>-Students will criticize materials and convince group members of their stance.</li><li>-Students will model characteristics of respectful audience members.</li><li>- Students will question presenters for clarity and give/receive feedback on their presentation for future growth.</li></ul>	
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**Grade Level/Course: 8th Grade English/Language Arts**

**Goal: Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.**

**GLE : Students will demonstrate the interest and ability to write and speak articulately for different audiences.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<p>Students will be able to use oral language skills in discussion with others to clarify ideas, solve problems, make decisions and extend understanding. They will demonstrate this by giving oral reports and through participation in class discussions and speeches during a created unit.</p> <p>Students will use appropriate vocabulary in their spoken messages to enhance clarity and effectiveness during everyday activities both in and out of the classroom. Role playing, mock interviews, class discussion and debates are used for reinforcement.</p> <p>Students will support their ideas in public forums such as debates and</p>	<ul style="list-style-type: none"> <li>-Rubrics for presentation guidelines</li> <li>-Teacher created materials</li> <li>-Essay</li> <li>-Discussion grid</li> <li>- Literature circles</li> <li>-Observational notes</li> </ul>	<ul style="list-style-type: none"> <li>-Literature Circles</li> <li>- Discussion grid</li> <li>-Oral book reports</li> <li>-Oral presentations on research topics</li> <li>-Debates</li> <li>- Round Table discussion</li> <li>-Interviews</li> <li>-Role playing</li> <li>-Compare/Contrast the video from the book</li> <li>- Mock Trial</li> </ul>	<ul style="list-style-type: none"> <li>- Students will learn how to summarize.</li> <li>- Students will learn how to be objective.</li> <li>- Students will translate their opinions and view points, using supporting details.</li> <li>-Students will distinguish between fact and opinion.</li> <li>- Students will discuss their ideas to a group.</li> <li>- Students will explain their findings.</li> </ul>	<ul style="list-style-type: none"> <li>- Videos of historic events, locations, biographies, and novels.</li> <li>- Speeches on tape, poetry on CD or DVD</li> <li>- Various reading materials with different points of views on the same subject/topic.</li> </ul>

<p>class discussions.</p> <p>Students will demonstrate an understanding of spoken and audio-visual message by completing quizzes on videos that have been viewed in class.</p> <p>Students will give appropriate oral responses to difficult messages through the use of oral quizzes and classroom discussion.</p> <p>Students are required to perform a scene from a play, utilizing contemporary costuming and translation of text which will be filmed and then viewed for comment/criticism.</p>			<ul style="list-style-type: none"><li>-Students will criticize materials and convince group members of their stance.</li><li>-Students will model characteristics of respectful audience members.</li><li>- Students will question presenters for clarity and give/receive feedback on their presentation for future growth.</li><li>-Students will learn how to make a case/argument which is supported by/with evidence.</li></ul>	
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**Grade Level/Course: 7th Grade English/Language Arts**

**Goal: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.**

**GLE: Students will demonstrate the interest and ability to write and speak articulately for different audiences.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<ul style="list-style-type: none"> <li>- Students will read and respond critically to works of literature.</li> <li>- Student will effectively communicate in both verbal and written forms.</li> <li>- Students will be able to gather information, analyze the information and make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>-Debates</li> <li>- Speeches</li> <li>-Research paper</li> <li>Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> <li>-Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Write multi-paragraph pieces (narrative, informational, persuasive, creative).</li> <li>-Students review various types of writing including creative, expository, narrative, and persuasive. Students are given samples to discuss the essential elements of each piece, and to gain practice in assessing. Students will then use the samples as guides to help practice and craft their own examples.</li> <li>- Students will use a variety of sources such as newspapers, magazine articles, and the Internet, including models of good writing. Students will</li> </ul>	<ul style="list-style-type: none"> <li>- Students will articulate a logical presentation of conclusion drawn from the reading and/or viewing.</li> <li>- Students will present a synthesis of ideas that shows predictable interpretation.</li> <li>- Students exhibit strong usage of direct and indirect references to support critical response (sometimes referencing their lives or other readings).</li> <li>- Students will demonstrate a general understanding of the</li> </ul>	<p>Teacher created materials for a thematic unit on a text.</p> <p><i>Adventures In Reading: Book I</i></p> <p><i>The Outsiders</i></p> <p><i>The Giver</i></p> <p><i>The Adventures of Ulysses</i></p> <p>Other Supplementary Texts Available:</p> <p><i>Waiting for the Rain</i></p> <p><i>I am Regina</i></p> <p><i>The language of the Goldfish</i></p> <p><i>Old Yeller</i></p> <p><i>Belle P's Boy</i></p>

	<p>paragraphs (usage is applied)</p> <ul style="list-style-type: none"> <li>- Teacher created materials from the unit(s)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> <li>- Research Report</li> </ul>	<p>incorporate models of writing in their own writing.</p> <ul style="list-style-type: none"> <li>-Debates</li> <li>- Mock Trials</li> <li>- Discussion groups</li> <li>-"Fish Bowl"</li> </ul>	<p>purpose and audience.</p> <ul style="list-style-type: none"> <li>- Students will adequately show organization and focus.</li> <li>- Students will use English grammatical structure in written and verbal forms.</li> </ul>	<p>Library</p> <p>Periodicals</p> <p>Technology (Internet, etc.)</p> <p>Videos</p> <p>Audi clips of speeches</p>

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**Grade Level/Course: 8th Grade English/Language Arts**

**Goal: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.**

**GLE: Students will demonstrate the interest and ability to write and speak articulately for different audiences.**

Knowledge & Skills	Possible Assessments	Sample Activities	Content	Materials & Resources
<ul style="list-style-type: none"> <li>- Students will read and respond critically to works of literature.</li> <li>- Student will effectively communicate in both verbal and written forms.</li> <li>- Students will be able to gather information, analyze the information and make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>-Debates</li> <li>- Speeches</li> <li>-Research paper</li> <li>Observational notes</li> <li>- Reading Journals with vocabulary glossary</li> <li>-personal reading records</li> <li>- self-evaluations (with teacher created forms)</li> <li>-Story maps</li> <li>-Vocabulary maps</li> </ul>	<ul style="list-style-type: none"> <li>-Write multi-paragraph pieces (narrative, informational, persuasive, creative).</li> <li>-Students review various types of writing including creative, expository, narrative, and persuasive. Students are given samples to discuss the essential elements of each piece, and to gain practice in assessing. Students will then use the samples as guides to help practice and craft their own examples.</li> <li>- Students will use a variety of sources such as newspapers, magazine articles, and the Internet, including models of good</li> </ul>	<ul style="list-style-type: none"> <li>-Students will articulate a thorough, organized presentation of conclusions drawn from readings and/or viewings.</li> <li>- Students present a synthesis of ideas that shows insightful and original interpretation.</li> <li>-Students exhibit consistent and exceptional use of direct and indirect references to support critical response (using their lives and/or other readings).</li> </ul>	<p>Teacher created materials for any text or thematic unit.</p> <p><i>Adventures In Reading: Book II</i></p> <p><i>That Was Then, This Is Now</i></p> <p><i>Call of the Wild</i></p> <p><i>The Merchant of Venice</i></p> <p><i>A Day No Pigs Would Die</i></p> <p>Other Supplementary Texts Available:</p> <p><i>Johnny Tremain</i></p>

	<ul style="list-style-type: none"> <li>-Vocabulary paragraphs (usage is applied)</li> <li>- Teacher created materials from the unit(s)</li> <li>- Vocabulary collection (section in notebook)</li> <li>- Responses to questions, utilizing acquired vocabulary</li> <li>-Mock trials</li> <li>-Discussions</li> <li>-Book reports</li> <li>-Essays</li> <li>- Graphic organizers</li> <li>- Summaries</li> <li>- Research Report</li> </ul>	<p>writing.Students will incorporate models of writing in their own writing.</p> <ul style="list-style-type: none"> <li>-Debates</li> <li>- Mock Trials</li> <li>- Discussion groups</li> <li>-"Fish Bowl"</li> </ul>	<ul style="list-style-type: none"> <li>-Students demonstrate a thorough/clear understanding of purpose and audience.</li> <li>- Students will show a strong organizational structure and focus.</li> <li>- Students will use English grammatical structure in written and verbal forms.</li> </ul>	<p><i>Eight Plus One</i>  <i>Zlata's Diary</i>  <i>Streams to the River,</i>  <i>River to the Sea</i>  <i>Farewell to Manzanar</i>  <i>Pig Man</i>  <i>Pig Man's Legacy</i></p> <p>Library</p> <p>Periodicals</p> <p>Technology (Internet, etc.)</p> <p>Videos</p> <p>Audi clips of speeches</p>
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**Grade Level/Course:**

**Goal:**

**GLE : Students will**

<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>

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<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>

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<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>

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**Goal:**  
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<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>

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**Grade Level/Course:**

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<b>Knowledge &amp; Skills</b>	<b>Possible Assessments</b>	<b>Sample Activities</b>	<b>Content</b>	<b>Materials &amp; Resources</b>

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