# English Language Arts Curriculum Model
## Grade 8

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Key Ideas and Details |

**Standard Statements**

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.

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.

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.

**In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.**

**Content Elaborations**

The focus of this topic, **Key Ideas and Details**, is the understanding that while the emphasis for grade 8 is still on citing text evidence in order to analyze text, the evidence itself is the primary focus. Choosing the best evidence as well as knowing why the evidence is the best now becomes the focus. Readers continue to use tools to analyze literary text and strengthen their comprehension and critical thinking skills. They analyze how the elements of setting and plot affect characters. They are able to support their understandings with specific details from the text. This analysis enables readers to infer (draw a conclusion arrived at from logical reasoning) the overall theme of the text.

**In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.**

**Enduring Understanding**

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Key Ideas and Details |

**Instructional Strategies and Resources**

**Graphic Organizers**
Use graphic organizers such as a herringbone pattern or semantic web to show connections between explicit facts and how they can be connected to make inferences. Work backwards so that students brainstorm and/or identify details first and then decide on a main idea.

**Finding the Theme**
Make copies of the reading so that students can write in the margins and highlight text portions to show what characters are saying or doing that is directly related to the central theme of the text. Students must be prepared to support and defend their choices.

**Double-Entry Journal**
Use a double-entry journal to have students write quotes or short episodes that show a character's particular thinking, action, response, or problem. The students then write a personal reflection, question, or connection that relates to the character. Students then share their journal entry with a partner to analyze further the actions, etc. of the character.

***50 Literacy Strategies: Step-by-Step*** by Gail Tompkins. Merrill/Prentice Hall, Upper Saddle River, NH, 2008. Specific strategies and actions for developing literacy understanding.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Craft and Structure |

| **Standard Statements** | |
|---|---|
| 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.<br><br>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.<br><br>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students were also expected to know how point of view and language influence events in text.**<br><br>**Content Elaborations**<br><br>The focus of this topic, **Craft and Structure**, is the understanding that readers extend meaning by analyzing figurative and connotative meanings of words. Readers also extend meaning by analyzing the impact of an author's word choice including analogies (comparison of similar, familiar things) and allusions (intentional references). This topic also focuses on text structure but does so by comparing and contrasting different text structures and analyzing the differences between the two. When comparing and contrasting text structures, students will need to define an author's style or distinctive manner of expression. An author can distinguish himself by his/her use of language (heavy or nonuse of figurative language), literary elements (an explosive resolution) and/or literary techniques (use of flashback and foreshadowing). An author's use of point of view can also create different effects.<br><br>**In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.** |

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Craft and Structure |

**Enduring Understanding**

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

**Instructional Strategies and Resources**

**Independent Learning – Using Resources**
Students complete this activity independently.

- **Basic:** Use a thesaurus to determine synonyms and antonyms. Replace new words and phrases with familiar words and phrases through post-it annotation (e.g., replace *gorgeous* with *pretty*, *benevolent* with *kind*).
- **Extended:** After completing the basic activity, students create a visual depiction of each word as a separate text resource or as post-it annotation. Use the meanings to interpret further how the author intended the reader to feel.

**Reflection Journal**
Using poems such as "*Stopping by Woods on Snowy Evening*" by Robert Frost and "*Annabelle Lee*" by Edgar Allen Poe, the teacher will model reading the poems aloud and model the thinking process when finished with specific sections of the poem. The teacher will discuss and analyze how the structure of the poem affects the meaning of a poem. Students will work in pairs or small groups to find poems that are structurally different and then analyze the poems using a graphic organizer. Students will then reflect in their journals about their findings and will share with a partner.

**"What if…" Paragraph**
Read aloud a section of a short story that is suspenseful (e.g., *The Tell-Tale Heart* by Edgar Allan Poe; *The Dinner Party* by Mona Gardner). After general discussion about the actions of the main characters, have students complete a "What If…" paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what would their thoughts, feelings, actions and conversation have been in the same event? What would each have done? Students should be able to explain their responses either orally or in writing.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Craft and Structure |

**Poetry Resources**
Several poetry websites provide information for teachers and students:

- From the Academy of American Poets, a rich site that provides a poem for every day and many resources related to poetry for students and/or teachers to use as resources, located at http://www.poets.org/
- From the Poetry Foundation, a website that provides contests, new poetry ideas and links to other interactive resources, located at http://www.poetryfoundation.org/
- From the Library of Congress, a website with up-to-date information about poetry, links to many current topics for teachers/students as they explore poetry, and information about current and past Poet Laureates, located at http://www.loc.gov/poetry/

***Responses to Literature: Grades K-8*** by Macon, James M., Diane Bewell & Mary Ellen Vogt. International Reading Association, Newark, DE, 1999. This resource offers teachers a variety of approaches for student responses.

***Stop the Bullying in Life and in Young Adult Literature***, developed by Jackie Glasgow, Ohio University. The Ohio Resource Center (2010). In this research-based unit, students will learn the characteristics associated with bullying as they analyze the behavior of protagonists in young adult literature. Students will use technology to research anti-bullying programs, create bully-buster brochures, and produce and publish cyber-bully slide presentations. Find it at http://www.ohiorc.org/adlit/units/units_each.aspx?unitID=3.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Integration of Knowledge and Ideas |

| **Standard Statements** | |
|---|---|
| 7. Analyze the extent to which a filmed of 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.<br><br>8. (Not applicable to literature)<br><br>9. Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | **In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.**<br><br>**Content Elaborations**<br><br>The focus of this topic, **Integration of Knowledge and Ideas**, is the reader's analysis of an author's craft and style. How an author makes use of traditional and biblical literature when creating a new work requires an examination of the author's use of literary elements (e.g., updated settings, modern language, modern interpretation). Students will need to analyze the different versions of text in order to evaluate how one version is different or better than the other.<br><br>**In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).** |

**Enduring Understandings**

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Integration of Knowledge and Ideas |

**Instructional Strategies and Resources**

**Compare/Contrast**
Read Gary Paulsen's *Nightjohn* aloud to students and ask to them keep a chart of characters, settings and important events. Then, show them the filmed version using a similar chart as they watch. In small groups, have students compare and contrast the two versions and create Venn diagrams on large chart paper to post in the room. Use these diagrams to discuss how and why the actors and directors of the film chose to deviate from the original story. A question to explore would be how the film would have been more or less effective if it had stayed true to the written text.

**Compare/Contrast**
Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction, such as *Change of a Dress (Cinderella Cleaners)* by Maya Gold, and the Grimm or Perrault version of *Cinderella*. This could be extended to other works of modern fiction and other traditional stories about stepmothers and/or riches-to-rags-to-riches stories.

***A Handbook for Classroom Instruction that Works*** *by Marzano, Robert. J., et al.* McREL/ ASCD, Alexandria, VA, 2001, p. 17.

***Anne Frank: The Diary of a Young Girl*** by Frank, Anne. Doubleday, New York, NY, Everyman's Library hardcover, 1991, 2001.

*The Diary of Anne Frank* Starring Iain Glen, Ellie Kendrick, and Tamsin Greig, DVD ( Well Go USA Studio, 2009). Given a model for the process, students use a rubric to compare/contrast the film and print version of **Anne Frank: *The Diary of a Young Girl***. Students select the items to compare, the characteristics of the items on which they want to base their comparisons, and explain how the items are similar/different with respect to the characteristics in order to develop an effective rubric.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Range of Reading and Level of Text Complexity |

| **Standard Statements** | |
|---|---|
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. | **In the previous grade band, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.**<br><br>**Content Elaborations**<br><br>The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:<br><br>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)<br>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)<br>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) |

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Range of Reading and Level of Text Complexity |
| | The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.<br><br>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge… "This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements.<br><br>**In the next grade band (by the end of grade 9) students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.** |

**Enduring Understanding**

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

| | |
|---|---|
| **Strand** | Reading: Literature |
| **Topic** | Range of Reading and Level of Text Complexity |

**Instructional Strategies and Resources**

**Visual Summaries**
Students will choose from four to five different-leveled stories that have similar plot structures, themes, etc. They will draw conclusions regarding the universal recurring themes while evaluating their effectiveness and accessibility. They will design "one-pager" visual summaries to demonstrate their understanding.

**The Ohio Resource Center (2010). Browse Reading Strategies.** "This professional resource includes the specifics for teaching ten of these key reading strategies: (1) Setting a Purpose; (2) Synthesizing; (3) Questioning; (4) Making Inferences; (5) Determining Importance; (6) Visualizing; (7) Connecting to Prior Knowledge; (8) Comparing/Contrasting; (9) Predicting; and (10) Self-Monitoring." "Readers can browse through the ten strategies and then link to the specific details for the reading strategy. Each strategy is thoroughly explained, including a detailed definition of the reading strategy, where the strategy is discussed in the Ohio Academic Content Standards, and how the strategy supports reading comprehension." Find it at http://www.ohiorc.org/adlit/strategy/.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Key Ideas and Details |

**Standard Statements**

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.

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.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**In the previous grade band, students were expected to explain what a text says, both explicitly (directly) and implicitly (indirectly). They were to quote accurately from text, determine main ideas of a text and explain how main ideas are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.**

**Content Elaborations**

The focus of this standard, **Key Ideas and Details**, is the understanding and analysis of text. The distinguishing of textual evidence is important in the analysis (separating text into parts for individual study) of informational text. The reader is looking for the evidence (either directly stated or inferred) that helps the author convey the intended message to the audience. The reader also is tracing the development of the central idea and its relationship to supporting ideas. An author may develop a central idea by making connections in text among and between individuals and events.

**In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.**

**Enduring Understanding**

Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Key Ideas and Details |

**Instructional Strategies and Resources**

**Graphic Organizers**
Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.

**Questioning**
Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.

***Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment*** by Billmeyer, Rachel. Rachel Billmeyer/Printco Graphics, Omaha, NE, 2004. Ideas, as well as research-based information, are shared about informational text reading strategies.

***Strategies to Engage the Mind of the Learner: Building Strategic Learners*** by Billmeyer, Rachel. Rachel and Associates, Omaha NE, 2003. Strong research-based information about strategies for middle school and young adult learners.

***Teaching Reading in the Content Areas: If not Me, then Who?*** by Billmeyer, Rachel and MaryLee Barton. McRel, Aurora, CO, 1998. Strategies for various content informational text.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Craft and Structure |

| **Standard Statements** | |
|---|---|
| 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.<br><br>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.<br><br>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. | **In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to a *grade 5 topic or subject area*, know and use various text features of informational text and identify the main purpose of a text.**<br><br>**Content Elaborations**<br><br>The focus of this topic, **Craft and Structure,** is the understanding that an author's word choice is meant to influence, persuade and stir the reader's feeling about a topic, as well as to provide clarity and to support the meaning of the text. Readers must understand the use of certain literary terms, such as *allusion* (indirect reference) and *analogy* (a comparison of similar things) and the impact that these terms have on a text. Readers also must understand that the structure of a paragraph and the sentences that develop it must give the reader important information that helps the author in conveying the message of the text. The topic sentence of a paragraph should state a general idea that should be developed by facts, statistics and examples. When crafting text, authors must organize information to achieve a purpose or have a desired impact. Through analysis, readers recognize how an author acknowledges and responds to conflicting evidence and viewpoints. The author's point of view is established through the use of language, organization and details.<br><br>**In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.** |

**Enduring Understanding**

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Craft and Structure |

**Instructional Strategies and Resources**

**Graphic Organizers**
Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.

**Modeling/Peer Review**
Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model's strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole.

**Mini- Research Project**
Pull out analogies and allusions from a text and have students study informational sites to determine the author's purpose in including those elements. This will deepen students' knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing.

**Wordle**
Wordle is a free Web application that creates word clouds from a body of text. Students can insert an author's text to see what words are magnified in the word picture, thus beginning a dialogue regarding word choice. Find it at http://www.wordle.net/.

***A Handbook for Classroom Instruction that Works*** by Marzano, Robert, Jennifer Norford, Diane Paynter, Debra Pickering, Barbara Gaddy (ASCD, Alexandria, VA, 2004) is a seminal professional text for teachers. See page 42.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Integration of Knowledge and Ideas |

| **Standard Statements** | |
|---|---|
| 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.<br><br>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.<br><br>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. | **In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.**<br><br>**Content Elaborations**<br><br>The focus of this topic, **Integration of Knowledge and Ideas**, is the understanding that both print and non-print media can be used to present a message, perspective and/or argument. When presenting a particular topic or idea, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.<br><br>**In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.** |

**Enduring Understanding**

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Integration of Knowledge and Ideas |

**Instructional Strategies and Resources**

**Graphic Organizer**
Have students use a Venn diagram comparing and contrasting the information presented in two informational texts where some information is conflicting. Then focus on the arguments and let students identify (highlight, underline, star, color) the strongest arguments for discussion of assessing the claims in the texts, the strengths of each argument and the relevancy of the evidence.

**Kinesthetic activity**
Teachers give students an article and have them cut out the evidence sections. Students sort the support into piles of strong/weak/relevant/insufficient/etc. This physical activity will allow for students to not only learn to focus on one argument at a time, but also give them a visual of the support.

***When Kids Can't Read: What Teachers Can Do*** by Beers, Kylene. Heinemann, Portsmouth, NH, 2003. This guide for teachers of grades 6-12 contains specific chapters that address comprehension, vocabulary, word recognition and fluency, spelling, literature and novels.

***The Co-teaching Manual: How General Education Teachers and Specialists Work Together to Educate Students in an Inclusive Classroom*** by Basso, Dianne & Natalie McCoy. Twins Publications. Columbia, SC, 2009. Fourth Ed. This practical handbook for application of co-teaching includes schedules, planning, evaluation, accommodation, support and reproducible forms.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Reading: Informational Text |
| **Topic** | Range of Reading and Level of Text complexity |

| **Standard Statements** | |
|---|---|
| 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | **In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**<br><br>**Content Elaborations**<br><br>The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources –in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:<br><br>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)<br>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)<br>(3) Reader and task considerations (motivation, knowledge, experiences ,purpose and complexity of task assigned) |

| | | |
|---|---|---|
| **Strand** | Reading: Informational Text | |
| **Topic** | Range of Reading and Level of Text complexity | |
| | | The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that a "turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements. |

**Enduring Understandings**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

**Instructional Strategies and Resources**

**Research Modules**
On any subject tied into their readings, let students practice their understanding of informational texts in small pieces. They can focus on text structure, author's point of view, text support and inferences.

A printable reading interest inventory with 20 questions from "'But There's Nothing Good to Read' (In the Library Media Center)," by Hildebrandt, Denice. Media Spectrum: The Journal for Library Media Specialists in Michigan, Fall 2001, p. 34–37. Find it at www.education.uncc.edu/dbtaylor/Resources/IntInv1.pdf.

An explanation of the Flesch Kincaid Reading Ease formula and the formula itself are found at http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Text Types and Purposes |

**Standard Statements**

1. Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. 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.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experiences.**

**Content Elaborations**

The focus of this topic, **Text Types and Purposes**, is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence and detail while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details and/or statistics and should be presented logically so that writers can clarify relationships between and among ideas. In order to convey information best, writers purposefully select and use precise language and domain-specific vocabulary as well as techniques that characterize writing styles and tones, both of which are determined by topic and audience. Writers make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic as they have. A writer's use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer's writing style. The tone or attitude that a writer takes toward a subject also is important. The more convincing a writer is in the feelings and beliefs about the topic or real or imagined experience written about, the likelier it is that a reader will agree with the writer's viewpoint.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Text Types and Purposes |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.<br><br>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>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.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>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.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.** |

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Text Types and Purposes |

**Enduring Understanding**

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

**Instructional Strategies**

**Pre-Writing Activity**
When writing an informational essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.

**Sentence Connection**
Using the SMARTBoard or sentence strips, create a series of short sentences that could be connected with transitional words. Have students reorder sentences, connect and include a transition word. Words may be provided in a box or on strips, or words could be determined by the students without assistance. Note the meaning change of the connected sentences, which are dependent on the transition word choice.

***Traveling the Road to Freedom Through Research and Historical Fiction*** by O'Conner, Beth. (Readwritethink, IRA/NCTE, 2010). Find it at http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html.

"Fostering thought, talk, and inquiry: Linking literature and social studies" by Roser, Nancy L. & Susan Keehn. *The Reading Teacher*, *55*(5), 416–426, 2002).

Students read historical fiction to understand periods of American history and collaborate via a WebQuest and book discussions to analyze different historical perspectives. This information is used to create a fictional character for a piece of historical fiction.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Production and Distribution of Writing |

| **Standard Statements** | |
|---|---|
| 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.)<br><br>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.<br><br>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. | **In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and to use technology to support the writing process.**<br><br>**Content Elaborations**<br><br>The focus of this topic, **Production and Distribution of Writing**, is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning, and enhances word choice, unity and the coherence of thoughts, ideas and details. Text should include appropriate capitalization and punctuation to emphasize intended meaning. Writers should represent organizational structures that summarize, extend or elaborate on ideas and include evidence of logic, style, voice, word choice and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgment of sources and graphics, including the Internet, to enhance and validate the final product.<br><br>**In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.** |

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Production and Distribution of Writing |

**Enduring Understanding**

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

**Instructional Strategies and Resources**

**Digital Resources**
The teacher supports students as they use a digital resource and/or Web-based environment (e.g., wiki, blog, status, video).

- **Basic:** Students and the teacher interact through discussion threads within a safe and protected school Web-based environment.
- **Extended:** The teacher supports students as they create a journal in an online environment (e.g., Tween Tribune, Wikiplaces, Twitter, Schoolfusion, iTunes). This activity can be used as a social networking resource for an academic platform (e.g., Gardner's MI strategies, VAK strategies).

**Class Blog**
Create a class blog for writing and sharing ideas about class readings and independent reading. The content should focus on what students think the themes are and why they think so.

Students can share their life experiences, reading responses and more in the *Stacks* section for middle school students, located at http://www.scholastic.com/kids/stacks/?lt=stacks/nav/home. They can write journals, share ideas about books with other students, and write/create poetry and comic books.

*The Civil War Through a Child's Eye* by Caskey, Micki M. & Paul Gregorio. The Library of Congress, American Memory Collection, 1999. This lesson uses historical fiction and primary source documents to expand students' perceptions of the Civil War era. Located at http://memory.loc.gov/learn/lessons/99/civilwar/index.html, this lesson integrates reading, writing and U.S. history standards.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Research to Build and Present Knowledge |

**Standard Statements**

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.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grade 8 Reading standards* 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").
    b. Apply *grade 8 Reading standards* 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").

**In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.**

**Content Elaborations**

The focus of this topic, **Research to Build and Present Knowledge**, is that writers activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they assess whether the evidence is sound and recognize when it is irrelevant. They focus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase information of others in order to avoid plagiarism (the stealing or passing off the ideas or words of another as one's own). They evaluate this information for accuracy, credibility and reliability.

**In the next grade band, students are expected to draw evidence from literary or informational text to support analysis, reflection and research. Students are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.**

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Research to Build and Present Knowledge |

**Enduring Understanding**

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

**Instructional Strategies and Resources**

**Graphic Organizer**
Create a class blog for writing and sharing ideas about class readings and independent reading. The content should focus on what students think the themes are and why they think so.

**Public Service Announcement**
Create a video that mimics a public service announcement. Students select an appropriate topic of social concern (e.g., anti-smoking, childhood obesity, reading=knowledge). Students research the topic through various media, Internet and print and incorporate all to create a central theme/message to convey to a young adult audience through video presentation. Proper copyright and research citations must be documented and credited. Students view completed projects and generate discussion/opinion of information presented in video.

This interactive online module takes students through a cyber tour of 12 mock websites, testing their savvy Web-evaluation skills. There also is a teacher section. Find it at http://www.mediaawareness.ca/english/special_initiatives/games/joecool_joefool/Start_tour.html.

INFOhio's state-funded quality resources are available to all Ohio's K-12 students and teachers. It includes a research calculator to estimate/manage a project and includes many essential tools and databases for students and teachers doing research. Find it at http://www.infohio.org/.

The Internet Public Library site is a great resource for students and teachers to use when working on research projects. Find it at http://www.ipl.org/.

The *Big6* research process method uses an easy, six-step process to teach research skills to students. The site includes lessons, worksheets, graphic organizers and note-taking advice. Find it at http://www.big6.com/.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Range of Writing |

| | |
|---|---|
| **Standard Statements**<br><br>10. Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**<br><br>**Content Elaborations**<br><br>Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.<br><br>**In the next grade band, students are expected to 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 tasks, purposes and audiences.** |

**Enduring Understandings**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Range of Writing |

**Instructional Strategies and Resources**

**Writers Workshop**
Presenting mini-lessons, students work at their own pace to create finished products. Final conferencing between student and teacher, and students and their peers takes place to discuss finished product.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Comprehension and Collaboration |

**Standard Statements**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on other's ideas and expressing their own clearly.
    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.
    b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
    d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.

**In the previous grade band, students were expected to engage effectively in a range of collaborative discussions with diverse partners *on grade 5 topics and texts,* summarize a written text aloud and summarize information presented in diverse media and formats. Students also were expected to summarize and explain claims made by a speaker.**

**Content Elaborations**

The focus of this topic, **Comprehension and Collaboration**, is the understanding that by applying and adapting effective listening skills to conversational situations, partners and teams will develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. They act responsibly by effectively managing their time, cooperating and contributing to the group process. In order to be an effective listener, focus on and analyze information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic of discussion. They listen for clue words and identify important details. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information, and when warranted, qualify or justify their own views.

| | |
|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Comprehension and Collaboration |
| 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. | **In the next grade band, students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information while evaluating the credibility and accuracy of each source. They also are expected to evaluate information given by a speaker while identifying faulty reasoning or evidence.** |

**Enduring Understanding**

Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

**Instructional Strategies and Resources**

**Letters to the Editor**
Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article's main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information.

**Compare/Contrast**
Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.

**Current Events**

- **Basic**: Students will use real-world current events from editorials, speeches and/or commercials to evaluate the validity of an argument. Students can create a political cartoon that shows the main idea of the argument.
- **Extended**: Students can create a talk show in the format of a popular social commentary show (e.g., *The View, This Week, Extra*). They will create commentary for the show based on their feelings and interpretations of the current event.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Presentation of Knowledge and Ideas |

**Standard Statements**

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, and clear pronunciation.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**In the previous grade band, students were expected to report on a topic or text, tell a story, or recount an experience. They also were expected to create engaging audio recordings of stories and poems and to speak clearly and completely when providing requested details or clarification.**

**Content Elaborations**

The focus of this topic, **Presentation of Knowledge and Ideas**, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions:

(1) How much background knowledge about the topic will the audience need?
(2) What details will my presentation need in order to inform as well as keep my audience interested?
(3) Is my presentation logical and coherent?

Speakers also should have knowledge of and use appropriate speaking strategies that will enable them to effectively present for a variety of purposes, in a variety of situations and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker to compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and to promote active audience engagement.

| | | |
|---|---|---|
| **Strand** | Speaking and Listening | |
| **Topic** | Presentation of Knowledge and Ideas | |
| | | **In the next grade band, students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.** |

**Enduring Understanding**

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

**Instructional Strategies and Resources**

**Commercial or PowerPoint Presentation**
Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school.

**Debating Current Events**
Students research current events/debatable topics such as the teenage driving age, global warming, school funding, etc. Students then present information and defend ideas, plans and concrete evidence per standard debate guidelines. Students will support claims with valid evidence, present information with eye contact and good oral presentation skills. Citation of valid sources is a must.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Conventions of Standard English |

**Standard Statements**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
    b. Form and use verbs in the active and passive voice.
    c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
    d. Recognize and correct appropriate shifts in verb voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    b. Use an ellipsis to indicate an omission.
    c. Spell correctly.

**In the previous grade band, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing and to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**

**Content Elaborations**

The focus of this topic, **Conventions of Standards English**, is the understanding that knowing and using writing conventions and grammatical structures help students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.

**In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.**

**Enduring Understanding**

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Conventions of Standard English |

**Instructional Strategies and Resources**

**Understanding Verbals**
Introduce verbals through a white board, PowerPoint or SMARTBoard lesson. Have students demonstrate understanding by posting pictures and writing descriptive sentences or the picture using one of the three verbal forms. Writing on individual student white boards (paper and pen) allows for immediate assessment and intervention.

**Editors of the Day**
Assign different students to be Editors of the Day. These students should use a checklist (including comas, dashes, ellipses, capitalization, etc.) to help answer questions that other students have as they are writing. When the student editor cannot answer a question, he or she sends the writer to the teacher. The teacher can have a specific job per editor to share the experience more often (e.g., Dash Editor of the Day, Ellipsis Editor of the Day).

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Knowledge of Language |

| **Standard Statements** | |
|---|---|
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>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). | **In the previous grade band, students were expected to expand, combine and reduce sentences and to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.**<br><br>The focus of this topic, **Knowledge of Language**, is that knowledge of language conventions are understood and applied in oral, auditory, written or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style (the author's distinctive manner of expression) and tone (the author's attitude toward his or her subject).<br><br>**In the next grade band, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |

**Enduring Understanding**

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Knowledge of Language |

**Instructional Strategies and Resources**

**Compare/Contrast**
Using passive voice, the teacher will present an example to the class to change into active voice. This should in turn let students focus on their own writing for passive or active voice.

- **Example 1:** The teacher throws the pen on the table as a visual and then asks the students *Did Mrs. Elsing throw the pen?* or *Was the pen thrown by Mrs. Elsing?* The teacher asks: *What is the difference? Which is stronger?* The point is to compare meaning of active and passive voice and why one is stronger than the other in certain circumstances.
- **Example 2:** *The car was parked in the garage* versus *John parked the car in the garage*. The teacher asks: *What is the verb? Who did the parking?* If the subject does the parking, then it is active voice.

**Graphic Organizers**
Students (in pairs or small groups) will be given a verb by the teacher. Pairs/groups will describe how the verb is used in the active voice, passive voice, conditional mood and subjunctive mood. Students create graphic organizers to summarize results. Students then will create a physical demonstration of how the verb looks in each of the four forms and act each one for the class.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Vocabulary Acquisition and Use |

**Standard Statements**

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies.
    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., *precede, recede, secede*).
    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.
    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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., verbal irony, puns) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

**In the previous grade band, students were expected to determine or clarify the meaning of unknown words and demonstrate understanding of figurative language, word relationships and nuances in word meanings. They also were expected to acquire and use accurately grade-appropriate academic and domain-specific words.**

**Content Elaborations**

The focus of this topic, **Vocabulary Acquisition and Use**, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.

**In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career-readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.**

| | |
|---|---|
| **Strand** | Language |
| **Topic** | Vocabulary Acquisition and Use |
| 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. | |

**Enduring Understanding**

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

**Instructional Strategies and Resources**

**Puns**
The teacher gives students a list of puns. Each student picks one pun and draws a cartoon for each interpretation of the meaning. Students can create their pun interpretations using an online resource or just draw them. Students share when done.

**Figurative Language**
Students use themselves as the subjects of figurative language by emptying their pockets/book bags and finding an item. They then compare themselves to that object.

- **Example:** I am like a pen because sometimes the mistakes I make cannot be erased.
- **Extended:** Students turn their figurative self-awareness statements into posters to share critical attributes of their personalities with others.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.