

Standard	CURRICULAR INDICATORS (What it looks like in the classroom)	OBJECTIVES (What it looks like in the classroom) The learner will...	DATES TAUGHT	DATE ASSESSED	ASSESSMENT TYPE (classroom, NES-A-R or W, objective, rubric, project, etc.)	RESOURCES Materials	LEARNING ACTIVITIES (Instructional Strategies: What are students going to do?)
<b>READING</b> Students will learn and apply reading skills and strategies to comprehend text.							
LA 8.1.1	Knowledge of Print: Concept mastered at a previous grade level						
LA 8.1.2	Phonological Awareness: Concept mastered at a previous grade level						
LA 8.1.3	Word Analysis: Concept mastered at a previous grade level						
LA 8.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.						
LA 8.1.4.a FLUENCY	Incorporate elements of prosodic reading to communicate text	Students will read silently and aloud with phrasing that enhances meaning. Students will adjust reading pace based upon level of difficulty and style of text.	September etc.	April & May	Classroom  GORT (school-wide in spring)	Any reading passages at grade level from anthology or teacher materials  Intervention: FAME	Model fluency and appropriate phrasing  Oral reading in groups  Reading dramas aloud  Silent reading to learn  Comprehension questions

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LA 8.1.4.b FLUENCY	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Students will adjust reading pace based upon level of difficulty and style of text.	September o etc.	April & May	Classroom  GORT (school-wide in spring)	Any reading passages at grade level  Intervention: FAME	Skim and scan before reading. Read fiction at a more rapid pace than fact-loaded selections.
LA 8.1.4.c FLUENCY	Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)	Students will read aloud with appropriate expression.	September o c.	April & May	Classroom  GORT (school-wide in spring)	Any reading passages at grade level  Intervention: FAME	Oral reading with expression in groups  Reading dramas and poetry aloud
LA 8.1.5	<b>Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>						

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LA 8.1.5.a VOCABULARY	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	Define and identify base words, roots. Learn meanings of multiple prefixes & suffixes. Review spelling that applies to adding suffixes.	September & February, May	April	Classroom  Objective  NES-A-R	English textbook       Option: Posters of key events Research on internet	Define terms: base words, roots  Identify a variety of common roots and word families.  Use prefixes and suffixes to change form (e.g. from verb to adjective) and meaning of base words & roots  Review spelling rules (mastered at previous grade level)  Option if time allows: Students will identify key historical events that influenced the development of Old English, Middle English, and Modern English. These events clarify the influences of German, French, Latin, and other languages upon English development. Create a timeline.
LA 8.1.5.b VOCABULARY	Relate new grade level vocabulary to prior knowledge and use in new situations.	Study and discuss new vocabulary and concepts encountered in reading.			classroom	Literature anthology  Teacher materials	Define and discuss some vocabulary prior to and after reading. Write original sentences or paragraphs using new vocabulary.
LA 8.1.5.c VOCABULARY	Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)	Students will identify the meaning of vocabulary by using context clues.	February	Febr. & April	classroom  NeSA-R	6 Traits Classroom Kit  Textbook: Vocab chapter and supplemental materials	Repeated practice with context clues and vocabulary

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LA 8.1.5.d VOCABULARY	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	Students will analyze for meaning analogies, synonyms, connotations, and figures of speech such as similes, metaphors, personification, hyperbole, and idioms.	October etc.	October & April	Classroom  NeSA-R (State Reading Assessment)	Teacher materials  Analogy book  English textbook	Practice with a variety of analogy relationships  Dictionary and thesaurus use  Connotation & Figures of Speech lessons & practice
LA 8.1.5.e VOCABULARY	Determine meaning using print and digital reference materials	Students will locate information by using a dictionary, thesaurus, encyclopedia, atlas, almanac, computer card catalog, and the internet.	November	November & December	Classroom  Project  Computer	Classroom and Library resources  English textbk  Internet	Cooperative Learning project: Learn use of all resources  Use digital thesaurus, etc.  Research with Works Cited, including both internet and print resources
<b>LA 8.1.6</b>	<b>Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>						
LA 8.1.6.a Comprehension	Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	Students will evaluate a variety of literature for meaning, relevance, and accuracy.	December March & April	Dec. & April	Classroom Project  NeSA-R	Lit. anthology  web sites  Teacher materials	Literature questions  Research reporting & evaluating sources cited

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LA 8.1.6.b Comprehension	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)	Students will identify elements of fiction: exposition, plot, conflict, rising action, climax, and resolution. Students will articulate stated and implied themes of self-selected and assigned novels and short stories.	Sept., April	Quarterly & April	Classroom  Project  NeSA-R	Library books  Lit. anthology  Handout for SSR, including format of book reports	Analysis of Short Stories  Book Reports, structured to include an evaluation of theme and quality
LA 8.1.6.c Comprehension	Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)	Students will identify literary devices used by authors in fiction and poetry.	Sept., April	Quarterly & April	Classroom Project  NeSA-R	library books  Lit. anthology	Book Reports  Analysis of short stories, poems, drama
LA 8.1.6.d Comprehension	Summarize, analyze, and synthesize informational text using main idea and supporting details	Students will answer literal, inferential/interpretive, and critical questions about fiction and nonfiction reading selections to demonstrate comprehension of main idea and supporting details.	Sept., Dec., & April	Dec. & April	Classroom Project  NeSA-R (State Reading Assessment)  GORT (school-wide in spring)	Teacher materials Lit. anthology: Scott Foresman <i>Literature and Integrated Studies</i>  History textbook  Intervention: FAME	Literature questions  Analysis of nonfiction text books  Webbing  Outlining  Book Reports  Research reporting

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LA 8.1.6.e Comprehension	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	Students will identify the following patterns in textbook paragraphs: question/answer, cause/effect, sequence, comparison/contrast, problem/solution, and description.	November	November & April	Classroom CRA NeSA-R	8 <sup>th</sup> grade level English, Science, and History textbooks	Paragraph analysis of textbook passages
LA 8.1.6.f Comprehension	Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	Students will identify and use the following organizational features in nonfiction to find information: headings, subheads, key words, captions, charts, tables, & other graphic organizers.	November	November & April	Classroom CRA NeSA-R	8 <sup>th</sup> grade level English, Science, and History textbooks	Textbook use  Practice recognizing, comprehending, and creating graphic organizers: Venn diagram, outlines, webs, tables, various charts.
LA 8.1.6.g Comprehension	Analyze and make inferences based on the characteristics of narrative and informational genres	Students will identify the defining characteristics of fiction, nonfiction, poetry, and drama; and identify different types of fiction (novel, short story, historical fiction) and nonfiction (informational text, biography, autobiography), and the varying purposes of each.	Sept., Oct., Dec., March	April	Classroom CRA NeSA-R	Lit. anthology  Teacher materials	Reading and analysis of many selections of literature in a variety of genres  Identify characteristics of genres  Practice and test recognition of genres from short excerpts and whole selections

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LA 8.1.6.h Comprehension	Analyze a variety of genres for the social, historical, cultural, and biographical influences	Students will compare and contrast information gleaned from various fiction and nonfiction sources to develop a clearer understanding of the culture and perspectives of the Civil War period.	March, April, May	May	Classroom CRA	Lit. anthology Internet History textbook sources from YMS library web images & captions	Read all kinds of literature about the Civil War to gain multiple perspectives in History and English classes, including reading fiction, nonfiction, biography, autobiography, speech, drama, poetry, photography, and web sites  (Watch movie <i>Glory</i> in History class)
LA 8.1.6.i Comprehension	Use narrative and informational text to develop a national and global multi-cultural perspective	Students will read a variety of literature from other regions and cultures. Students will compare and contrast information gleaned from various fiction and nonfiction sources to develop a clearer understanding of the culture and perspectives of different historical periods.	March, April, May	May	Classroom CRA	Lit. anthology Internet History textbook sources from YMS library web images & captions	Read literature anthology selections & texts suggested Pre- and Post-Reading activities  Venn Diagram  Forced-choice statements that compare & contrast (e.g. Athenian culture to Civil War era in the American South)  Literary experiences about the Civil War in History and English classes, including reading web sites

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LA 8.1.6.j Comprehension	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers	Generate questions on a topic before and after reading. Seek answers to those questions. Write about what is learned.	Second semester		classroom	Anthology  Teacher materials	Read literature anthology selections & texts suggested Pre- and Post-Reading activities  Discussion & KWL charts
LA 8.1.6.k Comprehension	Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	Choose fiction or nonfiction books for personal reading.  Select resources that will provide relevant information.	August, Dec.-Jan.	Quarterly, January	Projects (reports)	SSR guidelines  Research report questions and guidelines	Sustained Silent Reading weekly. Required book reports over books selected for SSR.  Research a complex question for a research report.
LA 8.1.6.l Comprehension	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading						Pre-reading that includes building background and discussion of prior knowledge.  Survey+text by scanning headings, subheads, key words, and graphic aids to establish a mental framework of content before reading.



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LA 8.1.6.m Comprehension	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	Use multiple techniques to self-monitor comprehension.	During literature units	Throughout year, April	Classroom NeSA-R	Teacher materials	Reading logs (Use when reading fiction. This can be prescribed by providing several types of responses students may choose such as questions, summary, prediction, or opinion. Logs may be less prescribed like a journal.)  Stop at end of difficult sections of reading to think about content and re-read as needed.  Discuss content of reading with a partner.
LA 8.1.6.n Comprehension	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	Predict content after scanning text before reading. Answer a variety of questions about reading: inferential, predictive, and comparing or contrasting.	August, September	Throughout year, April	Classroom CRA $\phi$ NeSA-R	Teacher materials  Lit. anthology	Predict content after scanning text before reading. Answer a variety of questions about reading: inferential, predictive, and comparing or contrasting.
LA 8.1.6.o Comprehension	Respond to text verbally, in writing, or artistically	Students will respond to literature that they read.	November	November	Classroom  Objective & subjective	Teacher materials  Lit. textbook	Class or group discussions  Post-reading questions  Drawing or performing scenes

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<b>WRITING</b> <b>Students will learn and apply writing skills and strategies to communicate.</b>							
LA 8.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.						
LA 8.2.1.a Writing	Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information	Students will use steps in the process of writing (prewriting, drafting, revising & editing, publishing & reflection) to generate and improve compositions. Students will share drafts with peers, seeking constructive feedback.	December & January	February	Classroom Rubrics NeSA-W (State Writing Assessment)	English textbook (Chapter 12: Writing Process)  Written instructions for group project  Writing rubrics	Group Project: Each group learns and explains one step in the process of writing to the class, including visual aids.  Practice generating writing about various topics in various genres.  Practice all steps.
LA 8.2.1.b Writing	Generate a draft by: -Defining and stating a thesis -Structuring ideas and arguments in an effective and sustained	Students will develop unified paragraphs and compositions of various genres that include a topic sentence or introduction, an	1 <sup>st</sup> Semester &	February, ongoing	Classroom Rubrics NeSA-W (State Writing	English textbook (chapters about Essential Writing Skills+)	Identify & use types of details and useful organization patterns.  Identify & use various kinds of introductions & conclusions.

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	way, following an organizational pattern appropriate to the purpose and intended audience -Identifying and using parallelism to present items in a series and items juxtaposed for emphasis	organized body of various supporting details, and a closing sentence or conclusion.			Assessment)	6 Trait Classroom Kit	Practice generating writing about various topics.  Write in a variety of modes.
LA 8.2.1.c Writing	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Students will evaluate and revise their own writing based upon the six traits of good writing.	Dec. & Jan.	Dec, Jan, February	Classroom  Rubrics  NeSA-W (State Writing Assessment)	English textbook Teacher materials 6 Trait Classroom Kit	Create multiple drafts of compositions.  Review 6 Traits of Good Writing  Apply 6-Traits rubrics to writing.
LA 8.2.1.d Writing	Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing	Student partners will provide oral and written feedback about writing.	Fall with	ongoing	Classroom		Partners respond to each others' writing by identifying successful features and by suggesting improvements, based upon the 6 Traits. Writers then revise.
LA 8.2.1.e Writing	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Students will identify and use in writing the 8 parts of speech, complete sentences, and simple, compound, and complex sentences, capitalized and punctuated correctly.	Sept., October, February	October, February, ongoing	Classroom  NeSA-W (State Writing Assessment)	English textbook: McDougal Littell <i>Language Network</i> (Chapters 1 . 11) Rebecca	Textbook activities  Writing & proofreading  Sentence combining into compound & complex structures  Review and spell high frequency words appropriate to grade level (#801-1200 in

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		Students will spell with accuracy.				Sitton spelling materials	Sitton's word list) Correct misspellings.
LA 8.2.1.f Writing	Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	Students will edit writing for correct grammar, punctuation, capitalization, & spelling, and create a legible draft that is appropriately formatted.	September & January	October & February	Classroom  Rubrics  NeSA-W (State Writing Assessment)	English textbook: McDougal Littell <i>Language Network</i>  computer  Writing rubrics	Learn conventions.  Repeated practice of the process of writing, with expectation of legibility and attention to conventions  Create rapid drafts at the computer, including headers, footers, indention of paragraphs, clip art, photos, captions, etc.  Application of rubrics for revision & assessment of multiple writing tasks
<b>LA 8.2.2</b>	<b>Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</b>						
LA 8.2.2.a Writing	Write in a variety of genres, considering purpose and audience	Students will write, revise, and edit a variety of genres.  Students will adjust the tone and vocabulary of their writing for different audiences and for different purposes, such as to explain, to describe, to narrate, to entertain, or to	Dec. & January	February	Classroom  Rubrics  NeSA-W (State Writing Assessment)	Teacher materials  English textbook  Lit anthology	Sensory experiences  Examine models  Multiple short compositions, such as %Topic Starters,+favorite toy, scary or favorite place, character sketch, etc.  Multiple compositions: narrate, describe, explain, persuade. Emphasize descriptions, (e.g. of objects, places, people, and moments in time)

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		persuade.					including sensory details and emotion, with rich word choice, figurative language, and logical order.  Define <del>an</del> essay and use as a format for various modes.  Write in modes for specialized purposes: Letters, poems or lyrics, eye-witness account, etc.
LA 8.2.2.b Writing	Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)	Identify characteristics and write a variety of genres.	Throughout year	Throughout year	Classroom Rubrics NeSA-W (State Writing Assessment)	Teacher materials  English textbook	Identify characteristics of selected genres.  Write notes, letters, book reports, essays, narratives, poetry or lyrics, descriptions, explanations, informative captions, and a research paper with a works cited page.
LA 8.2.2.c Writing	Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)	Write a variety of genres.	Throughout year	Throughout year	Classroom Rubrics NeSA-W (State Writing Assessment)	Teacher materials  English textbook	Recognize required organization of selected genres.  Write notes, letters, book reports, essays, narratives, poetry, descriptions, explanations, informative captions, and a research paper with a works cited page.
LA 8.2.2.d Writing	Analyze models and examples (own and others) of various genres in order to create a similar piece	Students will use models to create writing containing some of those literary devices.	Sept., April	Quarterly & April	Classroom Project  NeSA-R	library books  Lit. anthology	View models literary devices. Create writing containing similar devices.

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<b>SPEAKING AND LISTENING</b> <b>Students will learn and apply speaking and listening skills and strategies to communicate.</b>							
LA 8.3.1	<b>Speaking Skills:</b> Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.						
LA 8.3.1.a Speaking	Communicate ideas and information in a manner appropriate for the purpose and setting	Students will prepare and present information to the class, using appropriate gestures, vocabulary, pace, volume, eye contact, and a visual aid.	match to	match to	CRA (rubric)	Teacher-created instructional handouts and visual aid models	Group presentations  Individual presentation of researched topics, such as Favorite Author, Event in English Language History, Best Info from Research Paper, etc.
LA 8.3.1.b Speaking	Demonstrate and adjust speaking techniques for a variety of purposes and situations	Students will act as effective participants and each serve as leader within cooperative learning pairs and small groups, using subject-related vocabulary and discussion skills to aid learning.	October & November	November	Classroom  CRA (rubric)	Teacher materials  Library resources	Work with Learning Partner.  Participate in discussions.  Cooperative learning (Jigsaw activity: Learn, teach others, learn from others, apply learning.)
LA 8.3.1.c Speaking	Utilize available media to enhance communication	Use available media. Practice and apply various media skills used in compositions and writing or speech	projects	are	Classroom  CRA (rubric)	Teacher materials  Library resources	Use word-processing skills. Use internet. Learn to insert art/photos and picture tools. Create text boxes. Use on-line sites and software to create

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		projects.					posters, projects, and visual aids.
<b>LA 8.3.2</b>	<b>Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.</b>						
LA 8.3.2.a Listening	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Students will answer questions and pose questions about information that was presented orally. Students will follow multi-step oral instructions.	All year; March	March (flexible)	Classroom CRA	Teacher materials	Daily practice in class discussion  Practice listening for information and taking notes.  Listen to other students who are presenting information to the class.  Follow multi-step directions.
LA 8.3.2.b Listening	Listen and ask questions concerning the speaker's content, delivery and purpose.	Listen and ask questions concerning the speaker's content, delivery and purpose.	Throughout year	Throughout year, April	Classroom	Lit. anthology	Listen to teacher explanations and ask questions for clarification. Listen to peer presentations and ask questions. Read "The Gettysburg Address" (and/or hear this speech delivered) and analyze the content and intended purpose of the message.
LA 8.3.2.c Listening	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated	Listen to and evaluate peers' speeches.	May	May	Rubric or checklist	Teacher materials	Student speeches

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LA 8.3.3	<b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.						
LA 8.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)	Define connotation and denotation. Identify positive, negative, and neutral words.	March	March	classroom	<i>Language Network</i> Chapter 33	See textbook and supplemental materials
LA 8.3.3.b	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Students will learn within collaborative groups and with a learning partner.	Throughout year	November	classroom  CRA: Rubric		Each student has a learning partner, which may change quarterly. Partners interact in many ways to learn. (They may compare answers, discuss, agree, correct, and practice together.) Cooperative learning (Jigsaw activity: Learn, teach others, learn from others, apply learning.)
LA 8.3.3.c	Respect diverse perspectives while collaborating and participating as a member of the community	Respect peers' comments in discussion.	August	ongoing	classroom		Class discussions
LA 8.4.1	<b>Multiple Literacies:</b> Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).						



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LA 8.4.1.a Multiple Literacies	Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)	Students will use multiple resources and computer skills to gather information about a topic. Students will take notes, summarize information, and generate questions about what they hear or read while learning.	November & December	December	Classroom Project CRA (rubric)	Library resources and internet	Web-search instruction & practice Practice paraphrasing & summarizing Take notes while listening; take notes while reading Research report with sources cited
LA 8.4.1.b Multiple Literacies	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)	Practice paraphrasing & summarizing to avoid plagiarism. Cite sources of research using MLA format.	November & December	December	Classroom Project CRA (rubric)	Library resources and internet	Define plagiarism. Practice paraphrasing & summarizing to avoid plagiarism. Practice use of online citation assistance, such as citationcreation.com Research report with sources cited
LA 8.4.1.c Multiple Literacies	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	Use appropriate behavior when using computers.	August	ongoing	observation		Presentation by media specialist about expectations for appropriate use of computers
LA 8.4.1.d Multiple Literacies	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats,						

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	distance learning)						
LA 8.4.1.e Multiple Literacies	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)						
LA 8.4.1.f Multiple Literacies	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)						
LA 8.4.1.g Multiple Literacies	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)						