

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                                                                                                                                                                                                                      | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| <p><b>READING</b></p> <p><b>GLE READING CLUSTERS</b></p> <ul style="list-style-type: none"> <li>• Reading Fluency</li> <li>• Vocabulary</li> <li>• Literary Texts</li> <li>• Informational Text</li> <li>• Reading Strategies</li> <li>• Breadth of Reading</li> </ul> |                                      | <p><b>NECAP GRADE LEVEL EXPECTATIONS</b></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by <b>(state assessment, grade...)</b>.</p> <p><b>Each GLE includes three parts:</b></p> <ul style="list-style-type: none"> <li>• A statement in <b>bold</b>, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.</li> <li>• The <b>unbolded</b> text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment</li> <li>• Differences between adjacent grades are <b>underlined</b>. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs.</li> <li>• Each <b>GLE is coded</b> for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade</li> </ul> | <p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p><b>The teacher</b><br/>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication tools</li> <li>• information tools</li> <li>• self-management tools</li> <li>• working with others</li> </ul> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence'</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p>Applies principles of <b>Disciplinary Literacy</b></p> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>▪ tiered assignments</li> <li>▪ jigsawing</li> <li>▪ pre/post assessments</li> <li>▪ anchoring</li> <li>▪ think/pair/share</li> <li>▪ cubing, etc.</li> </ul> <p>Analyzes <b>pre-assessment</b> to direct instruction</p> <p>Provides <b>exemplars and rubrics</b></p> <p><b>Addresses multiple intelligences and brain</b></p> | <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall</li> <li>• <i>Reader's Handbook</i></li> <li>• <i>Write Source 2000</i></li> </ul> <p><b>Consumables</b></p> <p><b>Core Books (protected)</b><br/>TBD</p> <p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>• <i>Rhode Island Prek-12 Literacy Policy</i></li> <li>• <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers)</li> <li>• <i>Strategies that Work</i> Harvey, Goudais</li> <li>• <i>Strategies that Work, Non Fiction Matters.</i></li> <li>• Harvey</li> <li>• <i>Daybook of Critical Reading and Writing</i></li> <li>• <i>Classroom Instruction That Works</i>, Marzano</li> <li>• <i>Guiding Reading and Writing, grades 5-8</i></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Merlyn's Pen</li> <li>• Accelerated Reading</li> <li>• Cobblestone magazine on line</li> <li>• <a href="http://www.storyofmovies.org">www.storyofmovies.org</a></li> <li>• MierriamWebster.com</li> <li>• Computers, internet access, word processing</li> <li>• books on tape</li> <li>• CD Rom</li> <li>• Lexile™ supported</li> </ul> | <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                                                                                                                               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                   |                                      | <p>5), 6 (6<sup>th</sup> GLE stem), 2 (the second specific indicator for the 6<sup>th</sup> GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p><b>Outcomes and Benchmarks</b> are indicated for all <b>READING GLEs/standards</b> and are secured for this grade level unless indicated with a <b>B</b> for beginning or a <b>D</b> for developing.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p> | <p><b>dominance</b><br/>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialist to differentiate instruction for ALL students</p> <p><u><b>READING/WRITING STRATEGIES</b></u><br/>The teacher</p> <p>Employs ELA best practice reading strategies e.g.</p> <ul style="list-style-type: none"> <li>• reading aloud</li> <li>• think aloud</li> <li>• shared reading</li> <li>• guided reading</li> <li>• self-selected reading</li> </ul> <p>Facilitates <b>comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• making connections</li> <li>• questioning</li> <li>• visualizing</li> <li>• inferring</li> <li>• determining importance</li> <li>• synthesizing information</li> <li>• self-monitoring or fix-up</li> <li>• predicting and inferring</li> </ul> <p>Facilitates <b>Literature Circles</b> and Socratic Seminar</p> <p>Facilitates the development of <b>word walls</b></p> <p><b>Models a variety of</b> graphic organizing strategies (e.g. <b>sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</b></p> | <p style="text-align: center;"><u>materials</u></p> <p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li>• <b>word wall chart</b></li> <li>• <b>clear expectations posters</b></li> </ul> <p><u><b>School library resources</b></u></p> <p><u><b>Community</b></u></p> | <p><b>Multiple Intelligences assessments e.g.</b></p> <ul style="list-style-type: none"> <li>• <b>role playing, short plays</b></li> <li>• (bodily kinesthetic)</li> <li>• <b>graphic organizing, sketch journals/ cartooning (visual)</b></li> <li>• <b>collaboration/ conferencing interpersonal</b></li> <li>• <b>songs, lyrics (musical)</b></li> </ul> <p><b>Oral presentations</b></p> <p><b>Performance/problem-based tasks</b></p> <p><b>R.A.F.T. Role, Audience, Format, Topic</b></p> <p><b>Reading log</b></p> <p><b>Rubrics</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Initial understanding, analysis, interpretation</li> </ul> <p><b>Tests and quizzes</b></p> <p><b>"Yes Test"</b></p> |

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| STANDARDS<br>GLEs                                                    | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | RESOURCES                                                                                                                         | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>READING</b></p> <p>1.1 Reading Fluency and Accuracy (R-11)</p> |                                      | <p>Students read grade-level appropriate material at an instructional level with</p> <p>1.1.1 <b>ACCURACY</b> - Reading material appropriate for grade 6 with at least 90-94% accuracy,(R-6-11.1) as measured by AIMSWEB Oral Reading</p> <p>1.1.2 <b>FLUENCY</b> - Reading with appropriate silent and oral reading fluency rates as determined by text demands, and purposes for reading (R-6-11.2) as measured with AIMSWEB Oral Reading. Suggested rates 140-175 (oral) and 215-245 (silent)</p> <p>1.1.3 <b>FLUENCY</b> - Reading familiar text with phrasing and expression, an with attention to text features such as punctuation, italics, and dialogue (R-6-11.3) as measured with AIMSWEB Oral Reading</p> | <p>Teacher may use</p> <ul style="list-style-type: none"> <li>• <b>(Accuracy)</b> modeling, repeated reading, choral reading, partner reading, Reader's Theater, audio recording, independent reading, and extensive reading</li> <li>• <b>(Fluency)</b> modeling, read aloud, think aloud, and guided oral reading</li> <li>• <b>(Fluency)</b> modeling, Reader's Theater™, poetry performance, choral reading, and Arts Lit activities</li> <li>• Choral</li> <li>• Cued phrases</li> <li>• Tape assisted</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Rewards Corrective Reading (PLPs)</i></li> <li>• <i>Quick Reads (PLPs)</i></li> </ul> | <p><b>(Accuracy)</b> informal assessment of read aloud activities</p> <p><b>(Fluency)</b> timed silent reading</p> <p><b>(Fluency)</b> Reader's Theater, poetry performance, choral reading, and ArtsLit activities</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• <b>AIMSWEB (ORF)</b></li> <li>• <b>Gates MacGinitie</b></li> <li>• <b>Stanford</b></li> <li>• <b>Degree of Reading Power (DRP)</b></li> <li>• <b>Jamestown Times Reading Plus</b></li> <li>• <b>CTOPP</b></li> <li>• <b>TOWRE</b></li> </ul> |
| <p><b>READING</b></p> <p>2. Vocabulary strategies</p>                |                                      | <p>Students identify the meaning of unfamiliar vocabulary by</p> <p>1.2.1 Using strategies to unlock meaning e.g.</p> <ul style="list-style-type: none"> <li>• knowledge of word structure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary</li> <li>• Multiple exposures</li> </ul>                                                                                                                                                                                                                                                                                                                                          | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul>                           | <p>Assessments/evidence see pages 1-2</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• <b>AIMSWEB (ORF)</b></li> <li>• <b>Gates MacGinitie</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                         |

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| STANDARDS GLEs                                                      | Applied Learning Stand. SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESEARCH-BASED INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                                                                                                                                | RESEARCH-BASED ASSESSMENT EVIDENCE                                                                                                                                                                                                                                                                |
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| (R-2)                                                               |                             | <ul style="list-style-type: none"> <li>including prefixes/suffixes</li> <li>base words</li> <li>common roots</li> <li>or word origins</li> <li>or context clues</li> <li>or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (R-8-2.1) (state assessment, grade 8)</li> <li>general and specialized print or electronic resources including dictionaries, glossaries or thesaurus to determine definition, pronunciation, etymology (B) (R-9-2.1)</li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Text Talk (Beck)</li> <li>Concept maps</li> <li>Frayer maps</li> <li>Multiple exposures to word</li> <li>Word building</li> <li>Word sort</li> </ul>                                                                                             |                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Stanford</li> <li>Degree of Reading Power (DRP)</li> <li>Jamestown Times Reading Plus</li> <li>CTOPP</li> <li>TOWRE</li> </ul>                                                                                                                             |
| <p><b><u>READING</u></b></p> <p>1.3 Breadth of vocabulary (R-3)</p> |                             | <p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by (R-8-3.2)</p> <p>1.3.1 Identifying:</p> <ul style="list-style-type: none"> <li>synonyms</li> <li>antonyms</li> <li>homonyms/homophones</li> <li>shades of meaning</li> <li>analogies</li> <li>or word origins, including words from other languages that have been adopted into our language, e.g. (word origin from other language): de' ja' vu (R-8-3-1)</li> <li>idioms (B)</li> </ul> <p>1.3.2 Selecting appropriate words or explaining the use of words in context, including</p> <ul style="list-style-type: none"> <li>content specific vocabulary</li> <li>words with multiple meanings</li> </ul> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Word games</li> <li>Word weaving</li> <li>Word rap</li> <li>Pictionary</li> <li>Charades</li> <li>Acrostics</li> <li>Guess the covered word</li> <li>Word ladders</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall</i></li> <li><i>Thesaurus</i></li> <li><i>Dictionary</i></li> <li><i>Building Background Knowledge, Marzano</i></li> <li><i>Creating Writers</i></li> <li><i>6+1Traits of Writing™</i></li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degree of Reading Power (DRP)</li> <li>Jamestown Times Reading Plus</li> <li>CTOPP</li> <li>TOWRE</li> </ul> |

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|                                                                               |                                      | <ul style="list-style-type: none"> <li>precise vocabulary (R-8-3.2) including content vocabulary, or words with multiple meanings</li> <li>connotation or denotation <b>(B)</b></li> <li>shades of meanings of words/nuances</li> <li>idioms <b>(B) (state assessment grade 8)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Mnemonics</li> <li>Pre-teaching vocabulary</li> <li>Word journals</li> </ul>                                                                                                                                                                                                                                                                                                                                        | rubrics                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>READING</b></p> <p>1.4 Initial understanding of literary text (R-4)</p> |                                      | <p>Students demonstrate initial understanding of elements of literary texts by...</p> <p>1.4.1 Identifying or describing:</p> <ul style="list-style-type: none"> <li>character(s) such as protagonist or antagonist <b>(B)</b></li> <li>setting</li> <li>problem/ solution</li> <li>or plots/<u>subplots</u>, as appropriate to text</li> <li>or identifying any significant changes in character or setting over time</li> <li>or identifying rising action, climax, or falling action (R-8-4.1)</li> </ul> <p>1.4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (R-8-4.2) using a variety of organizers , e.g.</p> <ul style="list-style-type: none"> <li>written                             <ul style="list-style-type: none"> <li>outlining</li> <li>gist</li> <li>one sentence summary</li> </ul> </li> <li>visual                             <ul style="list-style-type: none"> <li>graphic organizers (such as plot mountain, story map, character maps, FQR, 5-3-1, compare/contrast (Venn Diagrams)</li> <li>evaluation organizers relational</li> </ul> </li> </ul> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Story mapping</li> <li>Story boards</li> </ul><br><ul style="list-style-type: none"> <li>Variety of verbal and visual paraphrasing and summarizing strategies, e.g. plot mountain, story map, character maps, FQR, 5-3-1, compare/ contrast (Venn Diagrams)</li> <li>evaluation organizers</li> <li>relational organizers (fishbone)</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall</i></li> </ul> | <p>Students may be asked to demonstrate proficiency using any of the following assessments</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> <li>Gates MacGinitie</li> </ul> |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                             | RESOURCES | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                   |                                      | <p>organizers (fishbone)</p> <ul style="list-style-type: none"> <li>• visual imagery (visual vocabulary, comic strips)</li> </ul> <p>1.4.3 Generating questions before, during, and after reading to enhance understanding and recall, , e.g. Socratic method and Question the Author (Q+A) (R-8-4.3)</p> <p>1.4.4 Identifying the characteristics of a variety of types/genres of literary text, e.g.</p> <ul style="list-style-type: none"> <li>• poetry</li> <li>• plays</li> <li>• fairytales</li> <li>• fantasy</li> <li>• fables</li> <li>• realistic fiction</li> <li>• folktales</li> <li>• historical fiction</li> <li>• mysteries</li> <li>• science fiction</li> <li>• myths</li> <li>• legends</li> <li>• short stories</li> <li>• <u>epics/poems</u></li> <li>• <u>novels</u></li> <li>• <u>drama</u> (R-8-4.4)</li> </ul> <p>1.4.5 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> <li>• rhyme schemes</li> <li>• alliteration</li> <li>• simile</li> <li>• dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• Anticipation guide, KWL, Socratic method/seminar and other discussion strategies e.g. Questioning the Author (Q+A),QAR</li> <li>• Direct instruction, use of exemplar text, and other supporting/contextual materials</li> </ul> |           | <ul style="list-style-type: none"> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul> <p><b>Additional graphic organizers</b></p> <ul style="list-style-type: none"> <li>• plot mountain</li> <li>• story map, character maps</li> <li>• FQR</li> <li>• 5-3-1</li> <li>• compare/ contrast (Venn Diagrams)</li> <li>• evaluation organizers</li> <li>• relational organizers (fishbone)</li> </ul> <p>Socratic seminar with "entrance ticket" (pre-writing)</p> <p>journal responses</p> <p>classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles™</p> <p>tests and quizzes</p> <p>oral presentations</p> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESOURCES                                                                                               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  |                                      | <ul style="list-style-type: none"> <li>• imagery</li> <li>• metaphors</li> <li>• flashback</li> <li>• onomatopoeia</li> <li>• repetition</li> <li>• personification</li> <li>• hyperbole (R-8-4.5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>READING</b></p> <p>1.5 Analysis of literary text (R-5)</p> |                                      | <p>Students analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>1.5.1 Explaining or supporting logical predictions (R-8-5.1)</p> <p>1.5.2 Describing <u>characterization e.g.</u></p> <ul style="list-style-type: none"> <li>• <u>stereotype</u></li> <li>• <u>antagonist</u></li> <li>• <u>protagonist</u></li> <li>• motivation</li> <li>• or interactions, citing thoughts, words</li> <li>• or actions that reveal characters' traits, motivations</li> <li>• or their changes over time (R-8-5.2)</li> </ul> <p>1.5.3 Making inferences about cause/effect, internal or external conflicts e.g.,</p> <ul style="list-style-type: none"> <li>• person versus self</li> <li>• person versus person</li> <li>• person versus nature/society/fate)</li> <li>• or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (R-8-5.3)</li> </ul> <p>1.5.4 Explaining how the narrator's point of view or</p> | <p>Teacher may model and/or facilitate the following strategies 1.5</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Use of exemplar texts, and other texts</li> <li>• Supporting/contextual materials</li> <li>• Tag team journal</li> <li>• Journaling to a prompt</li> <li>• Guided reading</li> <li>• Classroom discussion</li> <li>• Socratic seminar</li> <li>• Literature Circles™</li> <li>• Think alouds</li> <li>• Concept mapping</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Students may be asked to demonstrate proficiency using any and/or all of the following assessments</p> <p>journal responses</p> <p>classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles™</p> <p>tests and quizzes</p> <p>oral presentations</p> <p>creation of text</p> <p>concept map</p> <p>debates</p> <p>Performance/problem-based tasks, e.g.</p> <ul style="list-style-type: none"> <li>• book marks</li> </ul> |

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| STANDARDS<br>GLEs                   | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                    | RESOURCES                                                                                               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                     |                                      | <p>author's style (<b>B</b>) affects the reader's interpretation, (R-8-5.4)</p> <p>1.5.5 Identifying and explaining how the author's message or theme (<u>which may include universal themes</u>) is supported within the text (R-8-5.5), e.g. ), e.g. in E.B. White's <i>Charlotte Webb</i> the theme is "friendship is one of the most satisfying things in the world"</p> <p>1.5.6 Analyzing and interpreting elements of literary texts and creating a literary product, e.g. book marks, CD, plays, sequel/prequels, book reviews, etc.</p> |                                                                                                                                                                                  |                                                                                                         | <ul style="list-style-type: none"> <li>• CD</li> <li>• plays</li> <li>• sequel/prequels</li> <li>• book reviews</li> </ul> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |
| <b><u>READING</u></b>               |                                      | <p><b>Students analyze and interpret author's craft, citing evidence where appropriate by reading a variety of literary text and</b></p> <p>1.6.1 Demonstrating knowledge of <u>author's style</u> or use of literary elements and devices e.g.</p> <ul style="list-style-type: none"> <li>• imagery (e.g. in <i>To Build a Fire</i> the sun rising on horizon is an image)</li> <li>• repetition</li> </ul>                                                                                                                                     | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Exemplar text, and other supporting/contextual materials</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.6 Analysis of literary text (R-6) |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| STANDARDS GLEs                                                                    | Applied Learning Stand. SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESEARCH-BASED INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                | RESOURCES                                                                                               | RESEARCH-BASED ASSESSMENT EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                   |                             | <ul style="list-style-type: none"> <li>• flashback</li> <li>• foreshadowing (e.g. how does the location in <i>To Build a Fire</i> foreshadow the destruction at the end of the story; how does the butterfly foreshadow the resolution in the <i>Sound of Thunder</i>)</li> <li>• personification</li> <li>• <u>hyperbole</u> (how Kurt Vonnegut uses hyperbole to create satire in <i>Harrison Bergeron</i>)</li> <li>• <u>symbolism</u></li> <li>• <u>or use of punctuation</u> to analyze literary works (R-8-6.1)</li> <li>• <u>diction</u> (B)</li> <li>• <u>syntax</u> (B)</li> <li>• <u>genre</u> (B)</li> <li>• <u>bias</u> (B)</li> </ul> |                                                                                                                                                                                                                                                                        |                                                                                                         | <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul> |
| <p><b>READING</b></p> <p>1.7 Analysis of literary text/citing evidence (R-16)</p> |                             | <p><b>Generates a personal response to what is read through a variety of means</b></p> <p>1.7.1 Comparing stories to</p> <ul style="list-style-type: none"> <li>• their texts</li> <li>• to related personal experiences</li> <li>• prior knowledge</li> <li>• or other texts (R-8-16.1) e.g.</li> </ul> <p>1.7.2 Providing relevant details to support the connections made or judgments (interpretive,</p>                                                                                                                                                                                                                                       | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Reflective writing</li> <li>• Oral presentation</li> <li>• Story comparison map</li> <li>• R.A.R.E.S</li> <li>• A.C.E.S.</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

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| STANDARDS<br>GLEs                                                                  | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                          | RESOURCES                                                                                             | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                    |                                      | analytical, evaluative, or reflective) (R-8-16-2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Socratic seminar</li> </ul>                                                                                                                                                     |                                                                                                       | <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degree of Reading Power (DRP)</li> <li>Jamestown Times Reading Plus</li> <li>CTOPP</li> <li>TOWRE</li> </ul> |
| <p><b>READING</b></p> <p>1.8 Initial Understanding of informational text (R-7)</p> |                                      | <p>Students demonstrate initial understanding of informational texts (expository and practical texts) by</p> <p>1.8.1 Obtaining information from text features e.g.,</p> <ul style="list-style-type: none"> <li>table of contents</li> <li>glossary</li> <li>index</li> <li>transition words /phrases</li> <li>transitional devices (including use of white space) <b>(B)</b></li> <li>bold or italicized text</li> <li>headings, subheadings</li> <li>graphic organizers, charts, graphs, or illustrations (R-8-7.1)</li> </ul> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Library/Internet research materials</li> <li>Preview, Analyze, Investigate, Review (PAIR) method</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational             <ul style="list-style-type: none"> <li>reports</li> </ul> </li> </ul>                                           |

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|                   |                                      | <p>1.8.2 Recognizing and identifying text structure e.g.</p> <ul style="list-style-type: none"> <li>• sequence/chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> <li>• problem/solution</li> <li>• <u>cause/effect, investigation</u></li> </ul> <p>1.8.3 Using information from the text</p> <ul style="list-style-type: none"> <li>• to answer questions</li> <li>• to state the main/central ideas</li> <li>• or to provide supporting details (R-8-7.2)</li> <li>• explain visual components supporting the text <b>(B)</b></li> <li>• interpret maps, charts, timelines, tables, or diagrams <b>(D)</b></li> </ul> <p>1.8.4 Organizing information to show understanding or relationships among facts, ideas, and events e.g.,</p> <ul style="list-style-type: none"> <li>• representing main/central ideas</li> <li>• or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting</li> <li>• or outlining (R-8-7.3)</li> <li>• or connecting information with related ideas <b>(B)</b></li> </ul> <p>1.8.5 Generating questions before, during, and after reading to enhance understanding and recall (R-8-7.4), e.g. KWL, FQR</p> <p>1.8.6 Identifying the characteristics of a variety of types of text, e.g.</p> <ul style="list-style-type: none"> <li>• references: reports, magazines, newspapers, textbooks, biographies,</li> </ul> | <p>Graphic organizers</p> <p>Middle School High- Five</p> <p>• Direct instruction, use of exemplar texts, and other supporting/contextual materials</p> <p>• Graphic organizers</p> <p>• 2-A-R (question answer relationship)</p> <p>• graphic organizers</p> <p>• KWL</p> <p>• Fact-Question-Response (FQR)</p> <p>• Direct instruction</p> | <p><i>Classroom Instruction That Works, Marzano (summarizing and text frame sections)</i></p> | <ul style="list-style-type: none"> <li>○ procedures</li> <li>○ persuasive</li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul> |

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| STANDARDS<br>GLEs                                                                                                | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                     | RESOURCES                                                                                             | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                  |                                      | <p>websites, public documents and discourse, essays, articles, technical manual</p> <ul style="list-style-type: none"> <li>practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, <u>schedules</u> (R-8-7.5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>READING</b></p> <p>1.9 Analysis and interpretation of <b>informational texts</b>/citing evidence (R-8)</p> |                                      | <p>Students analyze and interpret informational text, citing evidence as appropriate by... ..</p> <p>1.9.1 Explaining connections about information within a text, across texts, or to related ideas (R-8-8.1)</p> <p>1.9.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (R-8-8.2 )</p> <p>1.9.3 Drawing inferences about text, including</p> <ul style="list-style-type: none"> <li>author's purpose (e.g., to inform, explain, entertain, persuade) or message</li> <li>or explaining how purpose may affect the <u>interpretation of the text</u></li> <li>or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (R-8-8.3)</li> </ul> <p>1.9.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting</p> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>QAR (Question Answer Relationships)</li> <li>Graphic organizers</li> <li>Jigsaw activities</li> <li>Socratic seminar</li> <li>Middle School High-Five</li> <li>A.C.E.S.</li> <li>R.A.R.E.S.</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> </ul> |

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| STANDARDS<br>GLEs                                                                              | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES                                                                                               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                |                                      | <p>information within or across texts (R-8-8-4), e.g. in an <i>American Plague</i> how does Jim Bishop show that the disaster brings out the best and the worse in everyone</p> <p>1.9.5 Making <b>inferences</b> about <b>causes or effects</b> (R-8-8.5)</p>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                         | <ul style="list-style-type: none"> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b><u>READING</u></b></p> <p>1.10 Strategies for <b>Monitoring and Adjusting</b> (R-12)</p> |                                      | <p><b>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</b></p> <p>1.10.1 Using a range of self-monitoring and self-correction approaches, e.g.</p> <ul style="list-style-type: none"> <li>• predicting and confirming</li> <li>• rereading</li> <li>• adjusting rate</li> <li>• sub-vocalizing</li> <li>• consulting resources</li> <li>• questioning</li> <li>• skimming</li> <li>• scanning</li> <li>• using syntax/language structure</li> <li>• semantics/meaning</li> <li>• other context cues (R-8-12.1)</li> </ul> | <p>Teacher may model and/or facilitate use of the following strategies for 1.10</p> <p>"fix-up strategies":</p> <ul style="list-style-type: none"> <li>• using prior knowledge</li> <li>• sampling a page for readability</li> <li>• summarizing</li> <li>• predicting and making text based inferences</li> <li>• determining importance</li> <li>• generating literal, clarifying, and inferential questions</li> <li>• constructing sensory images (making pictures in one's mind)</li> <li>• making connections (text to self, text to text, and text to world)</li> <li>• taking notes</li> <li>• locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, formal use of language, arguments used</li> <li>• using text structure clues (e.g.</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> </ul> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                             | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                         | RESOURCES                                 | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                               |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | chronological, cause/effect, compare/contrast, proposition and support, logical/sequential (R-10-13) <ul style="list-style-type: none"> <li>reciprocal teaching</li> </ul>                                                                                                                            |                                           | <ul style="list-style-type: none"> <li>Degree of Reading Power (DRP)</li> <li>Jamestown Times Reading Plus</li> <li>CTOPP</li> <li>TOWRE</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>READING</b></p> <p>1.11 Strategies for Reading Comprehension (R-13)</p> |                                      | <p><b>Students</b></p> <p>1.11.1 Apply comprehension strategies before, during, and after reading literary and information text by</p> <ul style="list-style-type: none"> <li>using prior knowledge</li> <li>sampling a page for readability</li> <li>summarizing</li> <li>predicting and making text based inferences</li> <li>determining importance</li> <li>generating literal, clarifying, and inferential questions</li> <li>constructing sensory images (making pictures in one's mind)</li> <li>making connections (text to self, text to text, and text to world)</li> <li>taking notes</li> <li>locating, using and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book) <b>(b)</b></li> <li>using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (R-8-13)</li> </ul> | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>Metacognition strategies for understanding text see addendum and 8 comprehension strategies</li> <li>Self-selection of reading materials</li> <li>Lexile™ supported text</li> </ul> | <p><b>Resources</b><br/>see pages 1-2</p> | <p><b>Assessments/evidence</b><br/>see pages 1-2<br/><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational                             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degree of Reading Power (DRP)</li> </ul> |

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| STANDARDS<br>GLEs                                                  | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                          | RESOURCES                                                                                                                    | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                    |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                              | <ul style="list-style-type: none"> <li>Jamestown Times Reading Plus</li> <li>CTOPP</li> <li>TOWRE Power (DRP)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>READING</b></p> <p>1.12 Breadth of Reading widely (R-14)</p> |                                      | <p>Students demonstrate the habit of reading widely by</p> <p>1.12.1 Reading with frequency including</p> <ul style="list-style-type: none"> <li>in school</li> <li>out of school</li> <li>and summer reading (R-8-14-1)</li> </ul> <p>1.12.2 Reading from a wide range of genres/kinds of text including primary and secondary sources, and a variety of authors (e.g. literary informational, and practical/functional texts) (R-8-14.2)</p> <p>1.12.3 Evaluating and selecting <b>(B)</b> information presented in terms of relevance, and validity <b>(B)</b> (R-10-15.2)</p> <p>1.12.4 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (R-8-14.3)</p> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>Self-selection of reading materials</li> <li>Identification and selection of text appropriate to research topic/area of interest</li> <li>Lexile™ supported text</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>Prentice Hall</li> </ul> <p>Lexile™ supported text</p> | <p>Assessments/evidence see pages 1-2</p> <p>reading logs<br/>summer reading test<br/><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>AIMSWEB (ORF)</li> <li>Gates MacGinitie</li> <li>Stanford</li> <li>Degree of Reading Power</li> </ul> |

# English Language Arts Grade 8

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| STANDARDS<br>GLEs                                                       | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                           | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                     | RESOURCES                                                                                               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                         |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                   |                                                                                                         | (DRP) <ul style="list-style-type: none"> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>READING</b></p> <p>1.13 Breadth of Reading extensively (R-17)</p> |                                      | <p>Students demonstrate participation in a literate community by</p> <p>1.13.1 Self selecting reading materials aligned with reading ability and personal interests (R-8-17.1)</p> <p>1.13.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers,, and others (R-8-17.2)</p> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Socratic Circles</li> <li>• Book Talks</li> <li>• Literature Circles</li> <li>• Accountable Talk</li> <li>• Teacher Moves</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 1-2 <b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading</li> </ul> |

# English Language Arts Grade 8

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| STANDARDS<br>GLEs                                                                                                                                | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                           | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                                                                  |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                     | Plus<br>• CTOPP<br>• TOWRE<br>•                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b><u>READING</u></b></p> <p>1.14 Breadth of reading: <b>Reading for Research</b> Across Content Areas (R-15)</p> |                                      | <p>Students read multiple sources of research (including print and non-print) to solve a problem, or to make a decision, or to formulate a judgment, or to support a <b>thesis</b> by</p> <p>1.14.1 Identifying potential sources of information (R-7-15.1)</p> <p>1.14.2 Evaluating information presented in terms of relevance (R-8-15.2)</p> <p>1.14.3 Gathering, organizing, and analyzing, and interpreting the information (R-8-15.3)</p> <p>1.14.4 Using evidence to support conclusions (R-8-15-4)</p> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Identification and selection of text appropriate to research topic/area of interest</li> <li>• Library, electronic media and/or databases</li> <li>• Graphic organizer or source information sheets</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> <li>• Collaborate with librarian , social studies and science teachers</li> </ul> | <p>Assessments/evidence see pages 1-2</p> <p><b>REQUIRED COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>STANDARDIZED TESTS</b></p> <ul style="list-style-type: none"> <li>• AIMSWEB (ORF)</li> <li>• Gates MacGinitie</li> <li>• Stanford</li> <li>• Degree of Reading Power (DRP)</li> <li>• Jamestown Times Reading Plus</li> <li>• CTOPP</li> <li>• TOWRE</li> </ul> |

# English Language Arts Grade 8

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| STANDARDS GLEs                                                                                                                                                                                                                                                                                                                                                          | Applied Learning Stand. SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RESEARCH-BASED INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESEARCH-BASED ASSESSMENT EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>WRITING</b></p> <p><b>GLE WRITTEN COMMUNICATION CLUSTERS</b></p> <ul style="list-style-type: none"> <li>Habits of Writing</li> <li>Structures of Language</li> <li>Reading-Writing Connection</li> <li>Expressive Writing (narratives, poetry, reflective)</li> <li>Information Writing (reports, procedures, persuasive)</li> <li>Writing conventions</li> </ul> |                             | <p><b>NECAP GRADE LEVEL EXPECTATIONS</b></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by <b>(state assessment, grade...)</b>.</p> <p><b>Each GLE includes three parts:</b></p> <ul style="list-style-type: none"> <li>A statement in <b>bold</b>. called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.</li> <li>The <b>unbolded</b> text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment</li> <li>Differences between adjacent grades are <b>underlined</b>. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs.</li> <li>Each <b>GLE is coded</b> for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade</li> </ul> | <p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p><b>The teacher</b><br/>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> <li>problem solving</li> <li>communication tools</li> <li>information tools</li> <li>self-management tools</li> <li>working with others</li> </ul> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence'</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul> <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> | <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>Prentice Hall</li> <li>Reader's Handbook</li> <li>Write Source 2000</li> </ul> <p><b>Consumables</b></p> <ul style="list-style-type: none"> <li>Read Magazine</li> <li>Scope Magazine</li> </ul> <p><b>Core Books</b></p> <ul style="list-style-type: none"> <li>American Plague - Bishop (NF)</li> <li>Fever 1793 (F)</li> <li>TBD</li> <li>TBD</li> </ul> <p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>6+1 Traits of Writing™</li> <li>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</li> <li>Strategies that Work Harvey, Goudais</li> <li>Strategies that Work, Non Fiction Matters. Harvey</li> <li>Day Book of Reading and Writing</li> <li>Daily Oral Language</li> <li>Make It Real</li> <li>Empowering Writers, Mariconda, Auray</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Merlynn's Pen</li> </ul> <p><b>Materials</b></p> <p><b>School library resources</b></p> | <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-YEAR EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational             <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p><b>SUGGESTED</b></p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> <p><b>Multiple Intelligences assessments e.g.</b></p> <ul style="list-style-type: none"> <li>role playing, short plays (bodily kinesthetic)</li> <li>graphic organizing, sketch journals/ cartooning (visual)</li> <li>collaboration/ conferencing interpersonal</li> </ul> |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RESOURCES               | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                   |                                      | <p>5), 6 (6<sup>th</sup> GLE stem), 2 (the second specific indicator for the 6<sup>th</sup> GLE stem).<br/>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p><b>Outcomes and Benchmarks</b> are indicated for all <b>WRITING GLEs/standards</b> and are secured for this grade level unless indicated with a <b>B</b> for beginning or a <b>D</b> for developing.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p> | <p><b>Addresses multiple intelligences and brain dominance</b><br/>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes <b>exhibition of student work</b> with rubrics</p> <p>Collaborates with specialist to differentiate instruction for ALL students</p> <p><u><b>WRITING STRATEGIES</b></u></p> <p><b>Employs writing process</b></p> <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising</li> <li>• editing</li> <li>• publishing</li> </ul> <p><b>Employs 6+1 Traits of Writing™</b></p> <ul style="list-style-type: none"> <li>• organization</li> <li>• idea</li> <li>• voice</li> <li>• sentence fluency</li> <li>• convention</li> <li>• word choice</li> <li>• presentation</li> </ul> <p>Facilitates <b>Literature Circles™</b> and <b>Socratic Seminar</b></p> <p>Models a variety of <b>graphic organizing strategies</b> e.g. KWL, paragraph charts, organizers for:</p> <ul style="list-style-type: none"> <li>• sequence/chronology,</li> <li>• proposition/support</li> <li>• compare/contrast,</li> <li>• problem/solution,</li> <li>• cause/effect</li> <li>• investigation, et.</li> </ul> | <p><u>Community</u></p> | <ul style="list-style-type: none"> <li>• songs, lyrics (musical)</li> </ul> <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R. A. F. T. <b>Role, Audience, Format, Topic</b></p> <p>Readers' Theater</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> <li>• Response to Literary or informational text</li> <li>• Narrative</li> <li>• Informational (report, procedural, persuasive)</li> </ul> <p>Tests and quizzes</p> <p>"Yes Test"</p> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                                                                    | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                  | RESOURCES                                                                                                 | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE    |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p><b><u>WRITING</u></b></p> <p>2.1. <b>Habits of Writing:</b> Writing Process, Writing Extensively (W-10, W-11)</p> |                                      | <p><b>Students</b></p> <p>2.1.1 Understand and demonstrate use of writing process:</p> <ul style="list-style-type: none"> <li>• prewriting:               <ul style="list-style-type: none"> <li>○ establish purpose</li> <li>○ generate ideas</li> <li>○ organize ideas</li> <li>○ establish genre format</li> </ul> </li> <li>• drafting:               <ul style="list-style-type: none"> <li>○ produce a written draft for a specific audience</li> </ul> </li> <li>• revising content (emphasis):               <ul style="list-style-type: none"> <li>○ reflect, add, delete, define content by self, teacher and peer</li> </ul> </li> <li>• editing conventions and mechanics:               <ul style="list-style-type: none"> <li>○ check for correctness with self, teacher, and peer</li> <li>○ read aloud with self, teacher, and peer</li> </ul> </li> <li>• publishing               <ul style="list-style-type: none"> <li>○ share final draft with intended audience (W-8-10)</li> </ul> </li> </ul> <p>2.1.2 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> <li>• organization</li> <li>• idea</li> <li>• voice</li> <li>• sentence fluency</li> <li>• convention</li> <li>• word choice</li> </ul> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Prewriting strategies</li> <li>• Writing process</li> <li>• Exemplars</li> <li>• Peer editing</li> <li>• Teacher student conferencing</li> <li>• Opportunities for authentic audiences and publication</li> </ul> | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 18-19</p> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs     | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES | RESOURCES                                                                | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE |
|-----------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------|------------------------------------------|
|                       |                                      | <ul style="list-style-type: none"> <li>• presentation</li> </ul> <p>2.1.3 Write with frequency including</p> <ul style="list-style-type: none"> <li>• across content areas</li> <li>• in-school, out of school</li> <li>• during the summer (W-8-11)</li> </ul> <p>2.1.4 Share thoughts, observations, or impressions across content areas (W-8-11) e.g.</p> <ul style="list-style-type: none"> <li>• 5-3-1 chart (summarizing, sharing )</li> <li>• FQI chart (fact, question, inference),</li> <li>• RARES, ACE, RAFT</li> <li>• Rs (recall, relate, reflect)</li> <li>• KWL (what I know, want to know, learned)</li> <li>• think, pair, share</li> <li>• yes test</li> <li>• district rubrics</li> </ul> <p>2.1.5 Generate topics for writing, e.g. (W-8-11.3)</p> <ul style="list-style-type: none"> <li>• journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, <u>reflective writing, short plays</u></li> </ul> <p>2.1.6 Writes in a variety of genres (W-7-11.4)</p> <ul style="list-style-type: none"> <li>• response to literary or informational text</li> <li>• narrative (personal and fictional)</li> <li>• informational (reports, procedures, persuasive)</li> </ul> |                                               | <ul style="list-style-type: none"> <li>• <i>Read Magazine</i></li> </ul> |                                          |
| <b><u>WRITING</u></b> |                                      | Students demonstrates command of the structures of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teacher may model and/or                      | Resources                                                                | Assessments/evidence                     |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                                                    | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                    | RESOURCES                                                                                                                                            | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1) |                                      | <p><b>sentences, paragraphs, and text structures by</b></p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 Using varied sentence length and structure (sentence fluency) to enhance meaning (e.g., including phrases and clauses) <b>(D)</b> (W-8-1.1)</p> <p>2.2.3 Using the paragraph form:</p> <ul style="list-style-type: none"> <li>• indenting</li> <li>• main idea</li> <li>• supporting details (W-8-1.2)</li> </ul> <p>2.2.4 Recognizing a variety of organizational structures within paragraphs or within texts across content areas e.g. of text structures</p> <ul style="list-style-type: none"> <li>• description,</li> <li>• sequential chronology</li> <li>• proposition/support</li> <li>• compare/contrast</li> <li>• problem/solution</li> <li>• <u>cause/effect</u></li> <li>• <u>investigation</u> (W-8-1.3)</li> <li>• deductive/inductive <b>(D)</b></li> </ul> <p>2.2.5 Applying a variety of organizational structures, format and text structure appropriate to the purpose of the writing across content areas (W-8-1.4), e.g.</p> <ul style="list-style-type: none"> <li>• <b>outlining</b></li> <li>• <b>graphic organizers</b> (such as plot mountain, story map, character maps,</li> </ul> | <p><b>facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <br/> <li>• Exemplars</li> <li>• Peer editing</li> <li>• Teacher student conferencing</li> <br/> <li>• Exemplars from student work</li> <br/> <li>• Exemplars from established text</li> <br/> <li>• Exemplars from student work and established text</li> </ul> | <p><b>see pages 18-19</b></p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> <br/> <li>• <i>Marzano's text frames</i></li> </ul> | <p><b>see pages 18-19</b><br/><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-YEAR EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                                                                                            | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES                                                                                                        | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                              |                                      | <p>FQR, 5-3-1, compare/ contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone)</p> <ul style="list-style-type: none"> <li>• <b>visual imagery</b> (visual vocabulary, comic strips)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><u>WRITING</u></b></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in Text (W-2)</p> |                                      | <p><b>Students</b></p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Show in literary and informational text an understanding of plot/ideas/concepts by (W-8-2)</p> <ul style="list-style-type: none"> <li>• selecting and summarizing key ideas to set context (W-8-2.1)</li> <li>• connecting what has been read (plot/ideas/concepts) to: <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• other texts</li> <li>• or the broader world of ideas (W-8-2.3)</li> </ul> </li> <li>• referring to and explaining how the connections have deepened the reader's understanding</li> <li>• writing a response or a summary of key concepts, personal reaction to the text and an analysis of the author's craft after reading a literary text, e.g.</li> </ul> | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Outlines</li> <li>• Graphic organizers (such as plot mountain, story map, character maps, Focus-Question-Response (FQR), 5-3-1, compare/ contrast (Venn Diagrams) evaluation organizers, relational organizers (fishbone)</li> <li>• Visual imagery (visual vocabulary, comic strips)</li> <li>• reflective writing, tag team journal, journaling to a prompt, guided reading, classroom discussion, Socratic seminar, Literature Circles™, think alouds</li> </ul> | <p><b>Resources see pages 18-19</b></p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p><b>Assessments/evidence see pages 18-19</b></p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-YEAR EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |
| <p><b><u>WRITING</u></b></p>                                                                                                                 |                                      | <p><b>Students</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Teacher may model and/or facilitate the following</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Resources see pages 18-19</b></p>                                                                          | <p><b>Assessments/evidence see pages 18-19</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                                                                  | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                    | RESOURCES                                                                | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.4 Writing in Response to Literary or Informational Text - Making analytical judgments about text in Text (W-8-3) |                                      | <p>2.4.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 Make and support analytical judgments about literary text/author's craft by (W-8-3.1)</p> <ul style="list-style-type: none"> <li>• stating and maintaining a focus (purpose), a firm judgment or viewpoint when responding to a given question (W-8-3.1)</li> <li>• organizing ideas, using transition words/phrases and drawing a conclusion by               <ul style="list-style-type: none"> <li>• <u>synthesizing information (e.g. demonstrate a connection to the broader world of ideas)</u></li> <li>• providing a closure (W-8-3.4)</li> </ul> </li> <li>• synthesizing information to make a generalization that demonstrates a deep understanding of the text and a connection to universal themes (W-8-3.4)</li> <li>• making inferences about the relationship(s) among content, events, characters, setting, point of view, theme, or author's craft/voice (W-8-3.2) e.g.               <ul style="list-style-type: none"> <li>• making links between <u>characterization and author's choice of words, style bias, literary techniques, or point of view</u></li> <li>• <u>making links to characteristics of literary forms or genres</u></li> </ul> </li> <li>• using specific details and references to</li> </ul> | <p><b>strategies</b></p> <ul style="list-style-type: none"> <li>• prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share, and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-YEAR EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational           <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                           | RESOURCES | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE |
|-------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------|
|                   |                                      | <p>text or relevant citations to support focus or judgment (W-8-3.3)</p> <p>2.4.3 Make and support analytical judgments about informational text by (W-8-3)</p> <ul style="list-style-type: none"> <li>• stating and maintaining a focus (purpose), a firm judgment, or viewpoint when responding to a given question (W-8-3.1)</li> <li>• organizing ideas, using transition words/phrases and writing a conclusion that provides closure (W-8-3.4)</li> <li>• <u>synthesizing information to make a generalization that demonstrates a deep understanding of the text and a connection to the broader world of ideas</u> (W-8-3.4)</li> <li>• making inferences about the relationship(s) among content, events, details, facts, or author's viewpoint and bias/voice (W-8-3.2) e.g.               <ul style="list-style-type: none"> <li>• making links between characterization and author's choice of words</li> <li>• making links to characteristics of literary forms or genres</li> </ul> </li> <li>• using specific details and references to text or relevant citations to support focus or judgment (W-8-3.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Prewriting, drafting, modeling, questioning, peer conferencing/review, chalk talk, journaling, think pair and share, and reflecting</li> </ul> |           |                                          |

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| STANDARDS<br>GLEs                                                                       | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                       | RESOURCES                                                                                                                                                                                       | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>WRITING</u></b></p> <p>2.5 Narrative Writing - Creating a Story Line (W-4)</p> |                                      | <p><b>Students</b></p> <p>2.5.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.5.2 Organize and relate (write/tell) a story line/plot/series of events by</p> <ul style="list-style-type: none"> <li>• creating a clear and coherent (logically consistent) story line (beginning, middle, end) (W-8-4.1) that develops an appropriate short story structure using               <ul style="list-style-type: none"> <li>• exposition</li> <li>• inciting incident</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> </ul> </li> <li>• establishing context by including suitable literary elements such as               <ul style="list-style-type: none"> <li>• setting</li> <li>• theme</li> <li>• character motivation</li> <li>• characterization</li> <li>• problem/conflict/ challenge</li> <li>• maintaining point of view (W-8-4.2)</li> </ul> </li> <li>• <u>using a variety of effective transitional devices_e.g.</u> <ul style="list-style-type: none"> <li>• <u>ellipses</u></li> <li>• <u>time transitions</u></li> <li>• <u>white space, words/phrases to enhance meaning W-8-4.3) (state assessment , grade 8)</u></li> </ul> </li> </ul> | <p>Teacher may model and/or facilitate the following strategies</p> | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> <li>• <i>2.5.2 Empowering Writers: The Comprehensive Narrative Writing Guide</i></li> </ul> | <p>Assessments/evidence see pages 18-19</p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational           <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |

# English Language Arts Grade 8

Curriculum Writers - Donna de Chauny, Rose Gillooly, Bonnie Olchowski, Kristin Poland, Mary Roberts, Monica Samolis, and Althea Telford

| STANDARDS<br>GLEs                                                             | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                         | RESOURCES                                                                                          | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               |                                      | 2.5.3 Organizes and relates (writes/tells) a narrative account about a meaningful personal experience , belief, idea, by <ul style="list-style-type: none"> <li>• establishing a first person point of view</li> <li>• imitates account using an entertaining concept</li> <li>• narrating the events in a meaningful personal experience with a beginning middle and end and detailed descriptions</li> <li>• reflecting on the experience to reveal its significance</li> <li>• relating to life in general</li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Original or adapted narrative development: prewriting, story mapping, character development, drafting, peer review, editing, revision, publishing</li> </ul> |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>WRITING</b><br>2.6 Narrative Writing - Applying Narrative Strategies (W-5) |                                      | 2.6.1 Students demonstrate use of narrative strategies by <ul style="list-style-type: none"> <li>• <u>creating images</u>, using details and sensory language to advance the plot/story line (W-8-5.1 )</li> <li>• incorporating dialogue to advance plot/story line (W-8-5.2 )</li> <li>• developing characters through description, dialogue, actions, and <u>relationships with other characters</u>, when appropriate (W-8-5.3)</li> <li>• recognizing and attempting to use pertinent literary devices such as: foreshadowing, flashback, dialogue, imagery, figurative language, symbolism and <u>mood</u></li> <li>• using voice appropriate to purpose (W-8-5.4)</li> <li>• maintaining a focus (W-8-5.5)</li> <li>• controlling <u>the pace of the story</u> (W-8-5.6)</li> </ul> | Teacher may model and/or facilitate the following strategies                                                                                                                                          | Resources see pages 18-19 <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | Assessments/evidence see pages 18-19 <p>narrative writing</p> <p>rubric - narrative</p> <p><b>REQUIRED COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> |

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| STANDARDS<br>GLEs                                                                            | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                       | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES                                                                                                 | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                              |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           | <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b><u>WRITING</u></b><br/>2.6 Expressive<br/>Writing: Poetry<br/>(W-12)</p>               |                                      | <p><b>In writing poetry, students demonstrate awareness of purpose by</b></p> <p>2.7.1 Writing poems that express speaker's moods, thought or feelings <b>(B)</b> (W-10-12.2)</p> <p><b>In writing poetry, students use language effectively by</b></p> <p>2.7.2 <b>Selecting vocabulary according to purpose and for effect on audience (B)</b> (W-10-13.1)</p> <p>2.7.3 Selecting and manipulating words, phrases or clauses <b>(B)</b> (W-10-13.3)</p> | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Variety of exemplar poems illustrating voice, mood, type/structure, diction, rhyme, meter, etc.</li> <li>• Graphic organizers</li> <li>• Original or adapted poetry development: prewriting, drafting, peer review, editing, revision, publishing group poetry construction ArtsLit and other bodily kinesthetic activities, e.g. choral reading, performing text, sculpture garden,</li> </ul> | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 18-19</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |
| <p><b><u>WRITING</u></b><br/>2.8 Expressive<br/>Writing:<br/>Reflective<br/>Essay (W-14)</p> |                                      | <p><b>In reflective writing, students explore and share thoughts, observations, and impressions by</b></p> <p>2.8.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p>                                                                                                                                                                                                              | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Self-to-text</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p>Assessments/evidence see pages 18-19</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| STANDARDS<br>GLEs                                                                                                                                        | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                         | RESOURCES                                                                                             | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                          |                                      | <p>2.8.2 Engaging the reader by establishing context (purpose) <b>(B)</b> (W-10-14.1)</p> <p>2.8.3 Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection <b>(B)</b> (W-10-14.2)</p> <p>2.8.4 Using an organizational structure that allows for a progression of ideas to develop <b>(B)</b> (W-10-14.3)</p> <p>2.8.5 Using a range of elaboration techniques (<i>i.e.</i>, questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus <b>(B)</b> (W-10-14.3)</p> <p>2.8.6 Providing a closure - leaving the reader with something to think about <b>(B)</b> (W-10-14.5)</p> | <ul style="list-style-type: none"> <li>Exemplar texts and a range of student work</li> <li>Graphic organizers</li> <li><i>6+1 Traits of Writing™</i> Idea</li> </ul>                                                                                                  |                                                                                                       | <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Response to literature</li> <li>Narrative (personal and fictional)</li> <li>Informational               <ul style="list-style-type: none"> <li>reports</li> <li>procedures</li> <li>persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>reading log</li> <li>learning log</li> <li>artifacts</li> </ul> <p>journals</p> <p>reflective writing</p> <p>rubrics - reflective writing</p> |
| <p><b><u>WRITING</u></b></p> <p>2.9 <b>Informational Writing</b> (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information</p> |                                      | <p><b>In informational writing students organize ideas/concepts and</b></p> <p>2.9.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.9.2 Use an organizational text structure appropriate to focus/controlling idea, e.g.</p> <ul style="list-style-type: none"> <li>sequence/chronology</li> <li>proposition/support</li> </ul>                                                                                                                                                                                                                                                                                 | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>Exemplar texts and a range of student work</li> <li>Graphic organizers for thesis development, e.g. Venn diagrams, compare/contrast, KWL</li> </ul> | <p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <li><i>Prentice Hall</i></li> </ul> | <p><b>Assessments/evidence see pages 18-19</b></p> <p><b>REQUIRED</b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>MID-TERM EXAM</li> <li>FINAL EXAM</li> </ul> <p><b>GENRE ASSESSMENTS</b></p>                                                                                                                                                                                                                                                                                                                                                          |

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|-------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (W-7)             |                                      | <ul style="list-style-type: none"> <li>• compare/contrast</li> <li>• problem/solution</li> <li>• <u>cause/effect, investigation</u> (W-8-6.1)</li> </ul> <p>2.9.3 Select appropriate information to set context, which may include a lead/hook (W-8-6.2)</p> <p>2.9.4 Use transition words or phrases appropriate to organizational text structure (W-8-6.3)</p> <p>2.9.5 <u>Draw a conclusion by synthesizing information</u>, e.g. reports and persuasive - something discovered/new insights (aha!) or stating the significance (so what?); in procedures - conclusion advances readers' knowledge (W-8-6.4)</p> <p>2.9.6 Synthesize information and creates a report/essay (<i>compare/contrast two or more ancient cultures, Myan, Aztec, Inca</i>) that</p> <ul style="list-style-type: none"> <li>• explains something</li> <li>• supports it with accurate information</li> <li>• does not speak directly to the audience, but has a silent presence behind the words</li> <li>• makes an assertion about the topic and develops the assertion text structure appropriate the topic and purpose</li> <li>• sounds academic</li> </ul> <p>2.9.7 Write a report/text on an experience, situation, opinion, or observation (<i>extended school year/day, editorial, essay</i>), that</p> <ul style="list-style-type: none"> <li>• maintains a 1<sup>st</sup> person point of view in a</li> </ul> | <ul style="list-style-type: none"> <li>• <i>6+1 Traits of Writing™</i> Idea Development and Organization as well as other organizational and elaboration strategies</li> <li>• Peer response</li> </ul> |           | <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational                             <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>EXAMPLES OF PRACTICE ASSESSMENTS # 2.9.6 - 2.9.10</b></p> <ul style="list-style-type: none"> <li>• <i>2.9.6 compare/contrast two or more ancient cultures, Myan, Aztec, Inca</i></li> </ul> <ul style="list-style-type: none"> <li>• 2.9.7extended school year/day</li> </ul> |

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|-------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                      | <p>personalized tone that speaks directly to the reader (voice)</p> <ul style="list-style-type: none"> <li>• focuses on general knowledge or individual information</li> <li>• Conveys a sense of the writer's personality instead of sounding academic</li> </ul> <p>2.9.8 Write a persuasive essay (<i>keep or eliminate homework, pros/cons of school uniforms</i>) that influences the reader by</p> <ul style="list-style-type: none"> <li>• convincing him to accept a point of view, to change his mind about something, or to act in a certain way</li> <li>• establishing his opinion (thesis statement), supporting it (evidence), and trying to persuade the reader that he should accept the position or take desired action (argument, counter argument)</li> </ul> <p>2.9.9 Explains a relatively complicated procedure (<i>how you would redecorate your room</i>) by</p> <ul style="list-style-type: none"> <li>• communicating the steps in a logical, explicit manner</li> <li>• advancing the reader's understanding by explaining the conditions for use, the materials needed, and the skill/knowledge required</li> <li>• addressing problems, mistakes, and misunderstandings the reader might encounter</li> <li>• including if appropriate, illustrations or diagrams to help the reader visualize the process and understand it more</li> </ul> |                                               | <ul style="list-style-type: none"> <li>• <i>Empowering Writers</i></li> </ul> | <ul style="list-style-type: none"> <li>• 2.9.8 keep or eliminate homework, pros/cons of school uniforms</li> <li>• 2.9.8 keep or eliminate homework</li> <li>• 2.9.8 pros/cons of school uniforms</li> <br/> <li>• 2.9.9 how you would redecorate your room</li> </ul> |

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| STANDARDS GLEs                                                                                                                                              | Applied Learning Stand. SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESEARCH-BASED INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                         | RESOURCES                                                                                                 | RESEARCH-BASED ASSESSMENT EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                             |                             | <p>fully</p> <p>2.9.10 Explain an experience situation, opinion, or observation that is based on general knowledge or information in a personalized tone , e.g.</p> <ul style="list-style-type: none"> <li>• <i>Generation problems</i></li> <li>• <i>Rules</i></li> <li>• <i>Learning to read</i></li> </ul> <p>2.9.11 Conveys purpose by</p> <ul style="list-style-type: none"> <li>▪ stating and maintaining a focus/controlling idea/<u>thesis</u> (W-8-7.2)</li> <li>▪ writing with a sense of audience, when appropriate ( , W-8-7.3)</li> <li>• <u>establishing an authoritative voice</u> (W-8-7.4)</li> </ul> |                                                                                                                                                                                                                                                                                                                 |                                                                                                           | <ul style="list-style-type: none"> <li>• 2.9.10 <i>Your generation faces many problems, identify one of these problems that you feel is most important, explain it and propose some possible solutions to the problems</i></li> <li>• 2.9.10 <i>Rules are important in our daily lives. Think about the rules you have in your school. What school rules should every school have? Write an essay explain the rules you selected. Explain clear reasons why each one is needed</i></li> <li>• 2.9.10 <i>Explain why it is important to learn to read</i></li> </ul> |
| <p><b><u>WRITING</u></b></p> <p>2.10 <b>Informational Writing</b><br/>(Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies (W-8)</p> |                             | <p><b>In informational writing students use of a range of elaboration strategies and</b></p> <p>2.10.1 Analyze and synthesize pre selected facts from multiple sources and writes a thesis/controlling idea driven essay that</p> <ul style="list-style-type: none"> <li>• uses the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</li> <li>• includes facts and details relevant to focus/controlling idea, and excluding extraneous information (W-8-8.2)</li> </ul>                                                                                    | <p><b>Teacher may model and/or facilitate the following strategies</b></p> <ul style="list-style-type: none"> <li>• Exemplar texts and a range of student work</li> <li>• <i>6+1 Traits of Writing™</i> Idea Development and Organization as well as other organizational and elaboration strategies</li> </ul> | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall</i></li> </ul> | <p><b>Assessments/evidence see pages 18-19</b></p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>MID-TERM EXAM</b></li> <li>• <b>FINAL EXAM</b></li> </ul> <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>Response to literature</b></li> <li>• <b>Narrative (personal and</b></li> </ul>                                                                                                                                                                           |

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|                                                                                                                         |                             | <ul style="list-style-type: none"> <li>• includes sufficient details of information:               <ul style="list-style-type: none"> <li>• naming</li> <li>• describing</li> <li>• explaining</li> <li>• comparing</li> <li>• use of visual images (W-8-8.2)</li> </ul> </li> <li>▪ addresses readers' concerns including               <ul style="list-style-type: none"> <li>• counter arguments in persuasive writing</li> <li>• addressing potential problems - in procedures</li> <li>• providing context - in reports (W-8-8.4)</li> </ul> </li> <li>• comments on the significance of the information, when appropriate (W-8-8.5)</li> <li>• e.g. on an infectious diseases</li> </ul> <p>2.10.2 Explain an experience situation, opinion, or observation that is based on general knowledge or information in a personalized tone e.g.</p> | <ul style="list-style-type: none"> <li>• Graphic organizers , e.g. fishbone, color coding research notes per outline</li> <li>• Journaling</li> <li>• Self-to-text</li> <li>• Exemplar texts and a range of student work</li> <li>• Development of high frequency words</li> <li>• Document-based questions</li> <li>• Mini lesson (e.g. warm-ups)</li> <li>• Exemplars from existing student work</li> <li>• Identification of patterns of error</li> </ul> |                                                                                                                 | <p>fictional)</p> <ul style="list-style-type: none"> <li>• Informational               <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> <p><b>EXAMPLES OF PRACTICE ASSESSMENT</b></p> <p><i>2.10.2 The plague eliminated 2/3 of the population of Europe, it was transmitted by fleas</i></p> |
| <p><b><u>WRITING</u></b></p> <p>2.11 Applying rules of <b>Grammar and Usage</b>, and <b>Mechanics</b> ((GLE, W-8-9)</p> |                             | <p><b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <p>2.11.1 Applying rules of standard English usage to correct grammatical errors, e.g.</p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• pronouns (P1-5)</li> <li>• adjectives (A1-4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Teacher may model and/or facilitate the following strategies</b></p>                                                                                                                                                                                                                                                                                                                                                                                   | <p>Resources see pages 18-19</p> <ul style="list-style-type: none"> <li>• <i>Daily Oral Language</i></li> </ul> | <p>Assessments/evidence see pages 18-19</p> <p><b><u>REQUIRED</u></b></p> <p><b>COMMON LOCAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• MID-TERM EXAM</li> <li>• FINAL EXAM</li> </ul>                                                                                                                                                                                                                                                                                              |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES | RESOURCES | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                      | <ul style="list-style-type: none"> <li>• adverbs (A1-4)</li> <li>• complete/run-on sentences (S4)</li> <li>• subject/verb agreement (S1,2,3,5,6)</li> <li>• double negatives</li> <li>• <u>pronoun-antecedent</u></li> <li>• consistency of verb tense</li> <li>• <u>case of pronouns</u> (W-8-9.1)</li> </ul> <p>2.11.2 Applying capitalization rules (W-8-9.2)</p> <ul style="list-style-type: none"> <li>• direct quotation in a sentence</li> <li>• proper nouns vs. family relations</li> <li>• proper nouns (historical events/periods of time, compass directions - region, languages, nationalities)</li> </ul> <p>2.11.3 Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <ul style="list-style-type: none"> <li>• end marks (periods, question marks, and exclamation points)</li> <li>• quotation marks (Q2-4)</li> <li>• apostrophes - contractions vs., possessives</li> <li>• commas (C2,4,6,7) appositives, interrupting words, conjunctions, word phrases</li> <li>• question mark end of indirect question</li> <li>• colon, semi colon</li> <li>• <u>hyphens, dashes, parentheses</u> (W-8-9.3)</li> </ul> <p>2.11.3 Applying conventional and word-derivative <u>spelling patterns/rules</u>, e.g.</p> <ul style="list-style-type: none"> <li>• identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u> (W-8-9.4)</li> </ul> |                                               |           | <p><b>GENRE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Narrative (personal and fictional)</li> <li>• Informational               <ul style="list-style-type: none"> <li>○ reports</li> <li>○ procedures</li> <li>○ persuasive</li> </ul> </li> </ul> <p><b>PORTFOLIO</b></p> <ul style="list-style-type: none"> <li>• reading log</li> <li>• learning log</li> <li>• artifacts</li> </ul> |

# English Language Arts Grade 8

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| STANDARDS<br>GLEs                                                                                                                                                                                                              | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b><u>ORAL</u></b><br/><b><u>COMMUNICATION</u></b></p> <p style="text-align: center;"><b>GLE CLUSTERS</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul> |                                      | <p style="text-align: center;"><b><u>NECAP GRADE LEVEL EXPECTATIONS</u></b></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by <b>(state assessment, grade...)</b>.</p> <p><b>Each GLE includes three parts:</b></p> <ul style="list-style-type: none"> <li>• A statement in <b>bold</b>, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades.</li> <li>• The <b>unbolded</b> text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment</li> <li>• Differences between adjacent grades are <b>underlined</b>. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs.</li> <li>• Each <b>GLE is coded</b> for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade</li> </ul> | <p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p><b>The teacher</b><br/>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• communication tools</li> <li>• information tools</li> <li>• self-management tools</li> <li>• working with others</li> </ul> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence'</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> </ul> <p>Analyzes <b>pre-assessment</b> to direct instruction</p> <p>Provides <b>exemplars</b> and <b>rubrics</b></p> | <p><b><u>Textbook</u></b></p> <ul style="list-style-type: none"> <li>• Prentice Hall</li> <li>• Reader's Handbook</li> <li>• Write Source 2000</li> </ul> <p><b><u>Consumables</u></b></p> <ul style="list-style-type: none"> <li>• Read Magazine</li> <li>• Scope Magazine</li> </ul> <p><b><u>Core Books</u></b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li>• 6+1 Traits of Writing™</li> <li>• Infusing Critical Thinking Skills in the Content Area (graphic organizers)</li> <li>• Strategies that Work Harvey, Goudais</li> <li>• Strategies that Work, Non Fiction Matters, Harvey Day Book of Critical Reading and Writing</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Merlynn's Pen</li> </ul> <p><b><u>Materials</u></b></p> <p><b><u>School library resources</u></b></p> <p><b><u>Community</u></b></p> | <p><b>Anecdotal records</b></p> <p><b>Interviews</b></p> <p><b>Multiple Intelligences assessments e.g.</b></p> <ul style="list-style-type: none"> <li>• role playing, short plays</li> <li>• (bodily kinesthetic)</li> <li>• graphic organizing, sketch journals/ cartooning (visual)</li> <li>• collaboration/ conferencing (interpersonal)</li> <li>• songs, lyrics (musical)</li> </ul> <p><b>Oral presentations</b></p> <p><b>Rubrics</b></p> <ul style="list-style-type: none"> <li>• Accountable Talk</li> <li>• Oral presentation</li> </ul> |

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| STANDARDS<br>GLEs | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE |
|-------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------|
|                   |                                      | <p>5), 6 (6<sup>th</sup> GLE stem), 2 (the second specific indicator for the 6<sup>th</sup> GLE stem).<br/>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p><b>Outcomes and Benchmarks</b> are indicated for all <b>ORAL COMMUNICATION GLEs/standards</b> and are secured for this grade level unless indicated with a <b>B</b> for beginning or a <b>D</b> for developing.</p> <p>The <b>instructional strategies, resources, and assessments</b> to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p> | <p><b>Addresses multiple intelligences and brain dominance</b><br/>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes <b>exhibition of student work</b> with rubrics</p> <p>Collaborates with specialist to differentiate instruction for ALL students</p> <p>Facilitates <b>Literature Circles</b> and Socratic Seminar</p> <p>Facilitates the development of <b>word walls</b></p> <p><b>Models a variety of</b> graphic organizing strategies (e.g. <b>sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</b></p> |           |                                          |

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| STANDARDS<br>GLEs                                     | Applied<br>Learning<br>Stand.<br>SIP | OUTCOMES/BENCHMARKS<br>Barrington Public Schools<br>(NECAP GLE/GLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESEARCH-BASED<br>INSTRUCTIONAL<br>STRATEGIES                                                                                                                                                                                                                                                                                       | RESOURCES                        | RESEARCH-BASED<br>ASSESSMENT<br>EVIDENCE   |
|-------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------|
| <p><u>ORAL COMMUNICATION</u></p> <p>3.1 Listening</p> |                                      | <p>In oral communication, students demonstrate interactive listening skills by</p> <p>3.1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (OC-10-1.1) (B)</p> <p>3.1.2 Summarizing and paraphrasing, questioning, or contributing to information presented (OC-10-1.2), e.g. think-pair, share activities (B)</p> <p>3.1.3 Identifying the topic of a presentation and determining the essential elements of elaboration (e.g. identifying main idea message of student presentations (OC-10-1.3), e.g. peer evaluation of presentations (B)</p> <p>3.1.4 Participating in large and small group discussions showing respect for a range of individual ideas (OC-10-1.4), e.g. literature circles, one to one conferencing and/or Socratic seminars) (B)</p> <p>3.1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (OC-10-1.5) e.g. collaborative activities and projects (B)</p> | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Small and a large group discussion</li> <li>• Cooperative learning</li> <li>• Think- pair-share</li> <li>• Socratic seminar, Junior Great Books</li> <li>• Q+A</li> <li>• Conferencing</li> <li>• Fish-bowl</li> </ul> | <p>Resources see pages 36-37</p> | <p>Assessment evidence see pages 36-37</p> |
| <p><u>ORAL COMMUNICATION</u></p> <p>3.2 Speaking</p>  |                                      | <p>In oral communication, students make oral presentations by</p> <p>3.2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (OC -10-2.1) (B)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> <li>• Small and a large group</li> </ul>                                                                                                                                                                                     | <p>Resources see pages 36-37</p> | <p>Assessment evidence see pages 36-37</p> |

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|-------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------|
|                   |                                      | <p>3.2.2 Maintaining a consistent focus (OC-10-2.2)</p> <p>3.2.3 Including smooth transitions, supporting thesis with well chosen details, and providing a coherent conclusion (OC-10-2.3). (B) Examples of support and elaboration by using</p> <ul style="list-style-type: none"> <li>• anecdotes</li> <li>• analogies</li> <li>• illustrations</li> <li>• visuals</li> <li>• detailed descriptions</li> <li>• restatements</li> <li>• paraphrases</li> <li>• examples</li> <li>• comparisons</li> <li>• artifacts</li> </ul> <p>3.2.4 Effectively responding to audience questions and feedback, e.g. fielding questions from class after research presentation (OC-10-3.4) (B)</p> <p>3.2.5 Using a variety of strategies of address e.g.</p> <ul style="list-style-type: none"> <li>• eye contact</li> <li>• speaking rate</li> <li>• volume</li> <li>• articulation</li> <li>• enunciation pronunciation</li> <li>• inflection</li> <li>• voice modulation</li> <li>• intonation</li> <li>• rhythm</li> <li>• gesture (OC-10-3.5) (B)</li> </ul> | <p>discussion</p> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Think- pair-share</li> <li>• Socratic seminar, Junior Great Books</li> <li>• Q&amp;A</li> <li>• Conferencing</li> <li>• Fish-bowl</li> </ul> |           | <p>fish-bowl</p> <p>observation<br/>Junior Great Books</p> <p>small and large group instruction</p> <p>Socratic seminars</p> |

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| <b>STANDARDS<br/>GLEs</b> | <b>Applied<br/>Learning<br/>Stand.<br/>SIP</b> | <b>OUTCOMES/BENCHMARKS<br/>Barrington Public Schools<br/>(NECAP GLE/GLE)</b>        | <b>RESEARCH-BASED<br/>INSTRUCTIONAL<br/>STRATEGIES</b> | <b>RESOURCES</b> | <b>RESEARCH-BASED<br/>ASSESSMENT<br/>EVIDENCE</b> |
|---------------------------|------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------|------------------|---------------------------------------------------|
|                           |                                                | 3.2.6 Using tools of technology to enhance message<br>(OC-10-2.6), e.g. PowerPoint™ |                                                        |                  |                                                   |