

MODESTO CITY SCHOOLS COURSE OUTLINE

COURSE TITLE: 7 Language Arts S1 7 Language Arts S2
COURSE NUMBER: ENG512001 ENG512002
RECOMMENDED GRADE LEVEL: 7
DURATION: One Year
GRADING FORMAT: Standard
REQUIRED FOR GRADUATION: Yes
CBEDS CODE: 2116

Course Description:

This course requires students to read required texts and to read from district-approved extended reading lists independently, to write in the four discourses as detailed in the California State Standards, and to demonstrate good study habits. The course is a comprehensive English course aligned to state standards with skills-based units in which are embedded critical reading, composition and grammar instruction, speaking and listening skills, and vocabulary development. Students who perform poorly in this course will have their placement reviewed.

Board Approved:

REQUIRED TEXTS:(Title, publisher, year): *StudySync*, McGraw-Hill, 2017

SUPPLEMENTARY MATERIALS

MCS Passport to Literature, Grade 7

Video List approved by the Board for Grade 7. (Videos shown must have obvious curricular relevance and accompanying assignments. No "PG-13" videos may be shown unless by prior approval by the Modesto City Schools Video Committee or prior approval from site administration based on BP/AR 6161.11. No "R" rated videos may be shown in grades 7-8).

Curriculum Map English Grade 7

| Unit 1-In Pursuit Quarter 1 | Unit 2-The Powers that Be Quarter 2 | Unit 3-Justice Served Quarter 3 | Unit 4-Getting Along Quarter 4 |
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| Essential Question What drives us to undertake a mission? | Essential Question What should be the principles of a just society? | Essential Question Why is it essential to defend human rights? | Essential Question What are the challenges of human interactions? |
| <u>Instructional Sequence</u> First Read Skill Close Read <u>Selections</u> Barrio Boy The Other Side of the Sky The Song of Wandering Aengus The Hobbit Call of the Klondike The King of Mazy May The Cremation of Sam McGee New Directions Travels With Charley: In Search of America Apollo 13 Mission Highlights Rikki-Tikki-Tavi The Call of the Wild | <u>Instructional Sequence</u> First Read Skill Close Read <u>Selections</u> Gladiator The Lottery The Giver The Wise Old Woman Nothing to Envy: Ordinary Lives in North Korea Feed The Hunger Games The Words We Live By: Your Annotated Guide to the Constitution I, Too Sing America Reality TV and Society | <u>Instructional Sequence</u> First Read Skill Close Read <u>Selections</u> Mother Jones: Fierce Fighter for Workers' Rights Speech to the Young: Speech to the Progress-Toward Flesh and Blood So Cheap: The Triangle Fire and Its Legacy About Cesar Elegy on the Death of Cesar Chavez Harriet Tubman: Conductor on the Underground Railroad The People Could Fly 1976 Democratic National Convention Keynote Address The New Colossus Eulogy for Mahatma Gandhi Long Walk to Freedom | <u>Instructional Sequence</u> First Read Skill Close Read <u>Selections</u> The Outsiders The Teacher Who Changed My Life The Miracle Worker The Tragedy of Romeo and Juliet (Act I, Scene V) Anigo Brothers Thank You, M'am California Invasive Plant Inventory Is Social Media Dangerous for Preteens? My Antonia Freak the Mighty The Ransom of Red Chief Oranges |
| Required: One full text is to be taught in seventh grade. The titles below are aligned thematically to the unit and are incorporated into the pacing guides. Sites determine novels used for seventh and eighth grade. Listing on pacing guide does not necessarily mean it equates with site grade-level determination. | | | |
| <u>Full-Text Study</u> The Hobbit (excerpt) The Call of the Wild (full-text pdf) The Jungle Book (full-text pdf) | <u>Full-Text Study</u> The Giver (excerpt) | <u>Full-Text Study</u> Harriet Tubman: Conductor on the Underground Railroad (excerpt) Long Walk to Freedom (excerpt) | <u>Full-Text Study</u> The Miracle Worker (excerpt) The Outsiders (excerpt) |

Adapted from CUSD

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| Key Reading Skills Central or Main Idea Textual Evidence Figurative Language Theme Story Elements Informational Text Structure Compare and Contrast Poetic Structure Poetic Elements Word Meaning Informational Text Elements Connotation and Denotation Technical Language Media | Key Reading Skills Informational Text Structure Story Elements Point of View Theme Informational Text Elements Word Meanings Textual Evidence Media Connotation and Denotation Poetic Structure Figures of Speech Arguments and Claims Author's Purpose and Point of View Compare and Contrast | Key Reading Skills Informational Text Elements Technical Language Theme Poetic Elements Informational Text Structure Figurative Language Connotation and Denotation Textual Evidence Media Compare and Contrast Poetic Structure Central or Main Idea Author's Purpose and Point of View | Key Reading Skills Textual Evidence Point of View Informational Text Elements Theme Dramatic Elements Story Structure Figurative Language Setting Central or Main Idea Technical Language Informational Text Structure Arguments and Claims Compare and Contrast Author's Purpose and Point of View Character Media Story Elements Poetic Elements |
| Key Grammar Skills First Read: Barrio Boy - Punctuating Coordinate Adjectives First Read: Call of the Klondike - Phrases and Clauses First Read: The King of Mazy May - Sentence Types Extended Writing Project: Draft - Using Precise, Vivid Words Extended Writing Project: Revise - Using "Only" Correctly Extended Writing Project: Publish - Words with Greek and Latin Roots | Key Grammar Skills First Read: The Giver - Types of Sentences First Read: The Wise Old Woman - Coordinate Adjectives First Read: Nothing to Envy - Adjective and Adverb Phrases and Clauses Extended Writing Project: Descriptive Details - Using Coordinate Adjectives Extended Writing Project: Revise - Omitting Needless Words Extended Writing Project: Publish - Words with Spellings from Other Languages | Key Grammar Skills First Read: Flesh and Blood So Cheap - Noun Clauses First Read: Eulogy for Gandhi - Misplaced and Dangling Modifiers First Read: Long Walk to Freedom - Simple and Compound Sentences Extended Writing Project: Body Paragraphs / Transitions - Misplaced and Dangling Modifiers Extended Writing Project: Revise - Combining Sentences to Eliminate Repetition Extended Writing Project: Publish - Easily Misspelled Words | Key Grammar Skills Textual Evidence Point of View Informational Text Elements Theme Dramatic Elements Story Structure Figurative Language Setting Central or Main Idea Technical Language Informational Text Structure Arguments and Claims Compare and Contrast Author's Purpose and Point of View Character Media Story Elements Poetic Elements |
| Extended Writing Project Informative/Explanatory | Extended Writing Project Narrative | Extended Writing Project Literary Analysis | Extended Writing Project Argument |
| Key Writing Skills Thesis Statement Audience and Purpose | Key Writing Skills Relevant Information Organize Informative Writing | Key Writing Skills Thesis Statement Audience and Purpose | Key Writing Skills Audience, Purpose, and Style Research and Note-Taking |

Adapted from CUSD

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| Organize Informative Writing Supporting Details Introductions Body Paragraphs and Transitions Conclusions Style Sources and Citations | Introductions Transitions Conclusions Audience and Purpose Style Sources and Citations | Organize a Literary Analysis Supporting Details Introductions Body Paragraphs & Transitions Conclusions Style Sources and Citations | Thesis Statement Organize Argumentative Writing Supporting Details Introductions and Conclusions Body Paragraphs and Transitions Sources and Citations | | | |
| Core Handouts- vary by selection <ul style="list-style-type: none">GrammarVocabularyAccessGraphic OrganizersStudent Models | | Integrated ELD/Universal Access <ul style="list-style-type: none">Access 1- EmergingAccess 2- ExpandingAccess 3- BridgingAccess 4- ApproachingSee Appendix B of the curriculum map | | | | |
| Other Resources-Core ELA Program page ELA Assessments Placement and Diagnostic Speaking and Listening Handbook Grammar, Language and Composition Guide and TE | | Teacher Resources- Home (Welcome) page <table><tr><td>Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units</td><td>Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher</td><td>Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence</td></tr></table> | | Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units | Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher | Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence |
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| Assessment Reading comprehension quiz per selection Placement and Diagnostic Assessment Unit 1 Performance Task Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 2 Multiple Choice Assessment Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 3 Assessment-Multiple Choice and Performance Task Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 4 Assessment Multiple Choice and Performance Task End-of-Year Assessment End-of-Year Assessment PT Grammar quizzes | | | |
| Benchmark Derived from Unit1 -Multiple Choice | Performance Task Derived from Unit 2-Narrative | Benchmark Suspended | Benchmark N/A | | | |

Writing Scaffolding Chart

Word count goal per semester:

| 7th | 8th | 9th | 10th | 11th | 12th | | |
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| 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | | |
| Daily Writing/ CFU | Writing Assignments/ Tasks | Identify Structure/ Domains | Suggested Scaffolding | Strategies Integrated | Common Core Focus | Revision/ Editing Strategies | Writing Terms (Handbook) |
| <ul style="list-style-type: none"> Entrance Slips Quick Writes Exit Slips Short Sentence Answers Paragraph Responses In-class Journal (edited) Prior Knowledge KWL 1-Page Holistically Graded Essay Introduction Body Conclusion | <ul style="list-style-type: none"> Sentences/ Paragraphs Narrative Argument Expository Full-Process Essay In-Class Essay Test w/ Essay Response Research Speech Critiquing/ Analysis Letter Writing: Explaining Analyzing Evaluating | <ul style="list-style-type: none"> Narrative Description Thesis/ Support Argument Cause/ Effect Problem/ Solution Sequence/ Order Division/ Analysis Compare/ Contrast Reflection Business | <ul style="list-style-type: none"> Essay Elements Writing Devices 4 Sentence Types Sentence Practice Paragraph Practice: Introductions Bodies Final Thoughts Group Work: Paragraphs Class-Generated Essay Individual Mini Essays: #1 essay 150 #2 essay 250 #3 essay 350 (Use appropriate staircasing) Full-Process Essay In-Class or Test Essay Research/ Informational | <ul style="list-style-type: none"> Summarize Paraphrase Integrate Quotations Signal Phrase Parenthetical Documentation Appeals Fallacies Works Cited | <ul style="list-style-type: none"> MLA/ Formatting Academic Language 3 Discourses Emphasis on Informational and Argumentative Writing Content Rich Non-Fiction Writing from Sources Citing Textual Evidence Pair/Group Collaboration Real-World Issues | <ul style="list-style-type: none"> Revise vs Edit Backwards Read Aloud Cut-up Paragraphs All Lines Peer Edit Rough Draft Final Draft | Terms to Emphasize: <ul style="list-style-type: none"> Purpose Theses Topic Sentences Claims Paragraphing Strategies Focus Coherence Unity Transitions Verbs Academic Diction Examples Evidence: Concrete Details Commentary Circular Connection (Topic sentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence.) |

***Notes and Clarifications**

- 1) The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.
- 2) This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level--except the word count.

Adapted from CUSD

Handbooks

Grade 7

[Standard Core Program Guide](#)

[Grade 7 ELA Overview](#)

[Grade 7 ELA Overview](#)

[Grade 7 ELA Scope and Sequence](#)

[Grade 7 ELA Scope and Sequence](#)

Unit 1: In Pursuit



[Pacing Guide](#)

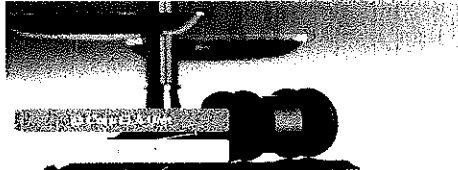
[Alternative Pacing Guide](#)

Unit 2: The Powers that Be



[Pacing Guide](#)

Unit 3: Justice Served



[Pacing Guide](#)

Unit 4: Getting Along



[Pacing Guide](#)

[Alternative Pacing Guide](#)

Additional Resources

[Grade 7 ELA Assessment](#)

[ELL Classroom Language Use Guide](#)

[Language Learners Handbook](#)

[Grade 7 ELA Assessment](#)

[ELL Handbook: Language and Culture](#)

[Language Learners Handbook](#)

[Placement and Progress Assessment](#)

[Writing Workshop](#)

[Writing Workshop](#)

[Writing Workshop](#)

[Writing Workshop](#)

[Writing Workshop](#)

[Writing Workshop Handbook](#)

[Writing Workshop Handbook](#)

[Writing Workshop Handbook](#)

TT-11



Other Teacher

StudySync Tutorials

Welcome back.

- Navigating Your New Account
- How to Create Sub-groups in StudySync
- How to Remove Students from a Sub-group
- How to

- How to Edit an Assignment
- How to Edit an Assignment's Writing Prompt
- Assessing an Assignment
- How to Use the Annotation

Appendix A

ELA Standards 7

Reading Literature

Key Ideas and Details

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| Literature 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> I can analyze how details and evidence within the text support what the author states directly and what he/she implies. |
| Literature 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> I can identify the theme in a text. I can explain how the theme of a text is developed. |
| Literature 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | <ul style="list-style-type: none"> I can explain how elements of a story work together. |

Craft and Structure

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| Literature 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can show how the characters' points of view are different from each other. I can identify several types of figurative language in a text. I can identify different meanings associated with words in a text. I can determine how rhymes and sound repetitions influence a text. |
| Literature 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | <ul style="list-style-type: none"> I can explain how the structure of a drama or poem helps me understand its meaning. |
| Literature 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | <ul style="list-style-type: none"> I can identify the point of view of the characters or narrator(s) in a text. |

Integration of Knowledge and Ideas

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| Literature 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | <ul style="list-style-type: none"> I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production. I can identify the unique production techniques of stage, film, and multimedia. I can analyze how the effects of production techniques influence the meaning of the work. |
| Literature 8: (Not applicable to literature) | <ul style="list-style-type: none"> (Not applicable to literature) |
| Literature 9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | <ul style="list-style-type: none"> I can explain the similarities and differences between historical and fictional accounts. I can explain how an author makes historical fiction believable. |

Range of Reading and Level of Text Complexity

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| Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> I can understand a variety of reading of varying in complexity with support. |
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Reading Informational

Key Idea and Details

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| Informational 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> I can analyze how details and evidence within the text support what the author states directly and what he/she implies. |
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| Informational 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> I can find more than one central idea in a text. I can explain how central ideas develop throughout the text. I can summarize a text. |
| Informational 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | <ul style="list-style-type: none"> I can explain and discuss how individuals, events, and ideas interact with each other in a text. |
| Craft and Structure | |
| Informational 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can identify examples of figurative language in a text. I can identify different meanings associated with words in a text. I can define technical vocabulary in a text. I can analyze the author's word choice and tone. |
| Informational 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | <ul style="list-style-type: none"> I can explain how an author organizes a text to develop ideas. I can point out major sections of the text and explain how they contribute to the entire text. |
| a) Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA | <ul style="list-style-type: none"> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Informational 6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> I can identify an author's point of view or purpose in a text. I can explain how the author's point of view differs from others' perspectives. |
| Integration of Knowledge and Ideas | |
| Informational 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | <ul style="list-style-type: none"> I can analyze how details and evidence within the text support what the author states directly and what he/she implies. |
| Informational 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | <ul style="list-style-type: none"> I can outline specific claims and link them to an argument. I can evaluate whether or not the reasons support the claims in the argument. I can determine whether or not there is enough relevant evidence to support the argument. |
| Informational 9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | <ul style="list-style-type: none"> I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently. |
| Range of Reading and Level of Text Complexity | |
| Informational 10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> I can understand a variety of reading at varying in complexities with support. |
| Writing | |
| Text Types and Purposes | |
| Writing 1: Write arguments to support claims with clear reasons and relevant evidence. | <ul style="list-style-type: none"> I can write a claim and support it with reasons and evidence. |
| a) Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA | <ul style="list-style-type: none"> I can write a claim(s) and recognize opposing views to my claim. I can logically organize reasons and evidence that support a claim or claims. |

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| b) Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA | <ul style="list-style-type: none"> I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information. |
| c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | <ul style="list-style-type: none"> I can use words, phrases, and clauses to show clearly how claim(s), reasons, and evidence fit together. |
| d) Establish and maintain a formal style. | <ul style="list-style-type: none"> I can use formal words and language to write about an issue or topic. |
| e) Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | <ul style="list-style-type: none"> I can use writing to inform or explain a topic. |
| a) Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | <ul style="list-style-type: none"> I can organize my paper using a clear introduction. I can use appropriate strategies and formats to help explain my topic. |
| b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <ul style="list-style-type: none"> I can support my topic using facts, definitions, details, and examples. I can use headings, charts, tables, etc. to add clarification to my paper. |
| c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> I can use appropriate transitions to show connections between ideas and concepts. |
| d) Use precise language and domain-specific vocabulary to inform about or explain the topic. | <ul style="list-style-type: none"> I can use precise language and vocabulary specific to my topic. |
| e) Establish and maintain a formal style. | <ul style="list-style-type: none"> I can write a formal paper. |
| f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none"> I can write a conclusion that supports the information presented in my paper. |
| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | <ul style="list-style-type: none"> I can write a logical, detailed narrative about real or imagined events or experiences. |
| a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <ul style="list-style-type: none"> I can hook the reader by introducing ideas, point of view, a narrator and/or character. I can organize events in a natural, logical order. |
| b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | <ul style="list-style-type: none"> I can write a narrative using techniques such as dialogue, pacing, and description. |
| c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <ul style="list-style-type: none"> I can use transition words and phrases to show order of events or changes in setting. |
| d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul style="list-style-type: none"> I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| e) Provide a conclusion that follows from and reflects on the narrated experiences or events. | <ul style="list-style-type: none"> I can conclude my story by reflecting on experiences or events. |

Adapted from CUSD

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| Production and Distribution of Writing | |
| Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience. |
| Writing 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) | <ul style="list-style-type: none"> I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can write for a specific audience. I can write for a specific purpose. I can improve my writing through feedback from other students or my teacher. |
| Writing 6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | <ul style="list-style-type: none"> I can use technology to create and publish my writing. I can use technology to find information and link it to my writing. I can use technology to find information and cite it in my writing. |
| Research to Build and Present Knowledge | |
| Writing 7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | <ul style="list-style-type: none"> I can research several different resources to answer an assigned question. I can create additional questions related to the original question. |
| Writing 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <ul style="list-style-type: none"> I can search specific terms to gather relevant information from multiple print and digital sources. I can determine if a source is believable and uses correct information. I can quote and paraphrase information from sources without plagiarizing others' words and ideas. |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> I read literary or informational texts to find specific facts, examples or details that support my own ideas. |
| a) Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). | <ul style="list-style-type: none"> I can state the similarities and difference between a fictional and historical account. I can explain how an author uses a fictional account to alter history. |
| b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | <ul style="list-style-type: none"> I can follow the argument in a text. I can find the claims in a text. I can determine if the argument is reasonable. I can determine if there is enough reasoning to support the claim(s). I can determine if there is enough valid evidence to support the claim(s). |
| Range of Writing | |
| Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> I can write for a variety of time frames. I can write to the assigned task, for a purpose and for a specific audience. |

| Speaking and Listening | |
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| Comprehension and Collaboration | |
| Speaking and Listening 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | <ul style="list-style-type: none"> I can communicate and respond to ideas about a variety of topics during discussions. I can bring materials that I have read and researched to discussions. |
| a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <ul style="list-style-type: none"> I can share supporting evidence from my research during discussions. |
| b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | <ul style="list-style-type: none"> I can follow group rules to meet specific goals during a discussion. |
| c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | <ul style="list-style-type: none"> I can ask questions and make comments about the topic that encourage others to respond during discussions. |
| d) Acknowledge new information expressed by others and, when warranted, modify their own views. | <ul style="list-style-type: none"> I can consider other points of view during discussions that may broaden my own understanding. |
| Speaking and Listening 2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | <ul style="list-style-type: none"> I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numerically. I can explain how the ideas presented in different formats or media clarify a topic or issue. |
| Speaking and Listening 3: Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA | <ul style="list-style-type: none"> I can outline a speaker's argument and his/her specific claims. I can evaluate the soundness of the speaker's logic and the relevance and adequacy of the evidence. |
| Presentation of Knowledge and Ideas | |
| Speaking and Listening 4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA | <ul style="list-style-type: none"> I can give an argumentative presentation with evidence to support my claim. |
| a) Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA | <ul style="list-style-type: none"> I can present the counterargument for my claim. I can organize my presentation logically, with cohesion and provide a concluding statement. |
| Speaking and Listening 5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | <ul style="list-style-type: none"> I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points. |
| Speaking and Listening 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | <ul style="list-style-type: none"> I can give a presentation demonstrating command of formal English. |

| Language | |
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| Conventions of Standard English | |
| Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> I can use language correctly when writing or speaking. |
| a) Explain the function of phrases and clauses in general and their function in specific sentences. | <ul style="list-style-type: none"> I can define what phrases and clauses are and explain how they work in sentences. |
| b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | <ul style="list-style-type: none"> I can spell correctly and review my work for mistakes in spelling. |
| c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | <ul style="list-style-type: none"> I can use phrases and clauses correctly in sentences. I can identify misplaced and dangling modifiers and correct them. |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling in my writing. |
| a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | <ul style="list-style-type: none"> I can correctly use a comma to separate adjectives. |
| b) Spell correctly. | <ul style="list-style-type: none"> Spell correctly. |
| Knowledge of Language | |
| Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <ul style="list-style-type: none"> I can demonstrate how language should sound when spoken, written, or read. |
| A) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <ul style="list-style-type: none"> I can revise my writing to avoid wordiness or repetition. |
| Vocabulary Acquisition and Use | |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. | <ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means. |
| a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> I can determine the meaning of words through context clues or the way they are used in a sentence. |
| b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>bellicerent, bellicose, rebel</i>). | <ul style="list-style-type: none"> I can determine the meaning of a word through my knowledge of Greek and Latin word parts. |
| c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | <ul style="list-style-type: none"> I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> I can guess at the meaning of a word and then double check to see if I am right by using a dictionary. |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none"> I can identify examples of figurative language. I can recognize word relationships by comparing them to similar or opposite meaning words. I can recognize the slight difference in word meanings based on how they are used. |
| a) Interpret figures of speech (e.g., literary, biblical, and mythological | <ul style="list-style-type: none"> I can identify the subtle use of literary, biblical, and mythological references. |

Adapted from CUSD

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| allusions) in context. | |
| b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | <ul style="list-style-type: none"> I can clarify a word by examining similar or opposite words and ideas. |
| c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). | <ul style="list-style-type: none"> I can explain the difference between literal and figurative meanings of a word and the positive or negative meanings associated with it. |
| Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> I can explain what general academic words are and use them in my writing. I can define words and phrases that are specific to language arts and apply them in speaking and writing. I can use various resources to build my vocabulary and help me understand what I read or hear. |

Appendix B

Integrated ELD Standards 7th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. |
| ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). |
| ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges |
| ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts |
| ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Standards 7th Grade

| Blasts | Readings | Sync TV | Skills |
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| ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area |
| ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology |
| ELD.PII.7.5: Modifying to add details | ELD.PI.7.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.7.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing |
| ELD.PII.7.6: Connecting ideas | ELD.PII.7.2: Understanding cohesion | ELD.PII.7.2: Understanding cohesion | ELD.PII.7.1: Understanding text structure |
| ELD.PII.7.7: Condensing ideas | ELD.PII.7.5: Modifying to add details | ELD.PII.7.5: Modifying to add details | ELD.PII.7.2: Understanding cohesion |
| | | | ELD.PII.7.5: Modifying to add details |
| | | | ELD.PII.7.6: Connecting ideas |
| | | | ELD.PII.7.7: Condensing ideas |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Adapted from CUSD

Integrated ELD Strategies 7th Grade

| ELD Classroom Strategies for ELD.PI.7.1 | ELD Classroom Strategies for ELD.PI.7.1 |
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| <p>ELD.PI.7.1 (Bridging): Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations encourages students to understand alternatives and multiple perspectives.</p> <p><u>Academic Language Scripts</u> Sentence starters that can be used in a variety of scenarios for a variety of purposes.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.2 | ELD Classroom Strategies for ELD.PI.7.3 |
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| <p>ELD.PI.7.2 (Bridging): Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p><u>I Want To Say..., and Yet</u> An ongoing translation on students' casual language to academic language.</p> <p><u>Repeat-Reword-Discuss</u> In this activity, students read a text, and as they are reading, they identify long or grammatically interesting sentences. Sentences selected should be important to the text. Students will have an opportunity to hear the selection multiple times, reword the selection and discuss</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> | <p>ELD.PI.7.3 (Bridging): Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses.</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. Give One, Get One is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.5 | ELD Classroom Strategies for ELD.PI.7.5 |
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| <p>ELD.PI.7.5 (Bridging): Demonstrate actively listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.</p> <p><u>Connect-Extend-Challenge</u> This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles, and difficulties as they reflect on what they are learning.</p> <p><u>Stop and Slow Down</u> Working individually in pairs or groups. Students search a text for ideas that "stop them in their tracks" because they doubt their accuracy and ideas that "slow them down, or give them pause and make them wonder" if they are true and accurate.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.6 | ELD Classroom Strategies for ELD.PI.7.7 |
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| <p>ELD.PI.7.6a (Bridging): Explain Ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p><u>Text Reconstruction</u> Through multiple reads, students will reconstruct a text independently, with a partner, and in a small group.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Annotation</u> This strategy has students mark important parts of text and write questions or observations for deeper understanding. Can be found in chapter 7 of the Writing and Literacy Handbook.</p> | <p>ELD.PI.7.7 (Bridging): Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Circle of Viewpoints</u> Teacher introduces source material and leads students to generate a list of viewpoints. Students then select one viewpoint and write a response and/or respond to a question from this viewpoint.</p> <p><u>Sentence-Phrase-Word Routine</u> This routine has students engage meaningfully with a text. Students will capture "what speaks to them". It also calls for them to justify their choices which makes it a useful springboard into a speaking activity.</p> <p><u>Charting the Text Table: Analyzing the Micro-Structure</u> Table used to help organize your charting statements. The table can be useful when distinguishing between what an author is saying and what an author is doing. It can be used to chart texts that cannot be marked.</p> <p><u>Analyzing an Author's Evidence</u> Use this activity to help you analyze an author's evidence. After the initial information is filled out, identify and record a claim made by the author of the text you are assigned to read.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies 7th Grade

| ELD Classroom Strategies for ELD.PI.7.11 | ELD Classroom Strategies for ELD.PI.7.12 |
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| <p>ELD.PI.7.11 (Bridging): Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>Socratic Conversation Plus The conversation begins with a general statement of truth and extends in using questioning and negotiation of contradictory ideas.</p> <p>What Makes You Say That? Students or teacher look for moments when students make assertions, give explanations, provide interpretations or offer opinions. Students or teacher push for more elaboration by asking, "What makes you say that?" Variation: "What did you read/see that makes you say that?"</p> <p>I Used to Think..., Now I think Students will reflect on current understanding of a topic and respond using sentence stems: "I used to think..." and "Now I think..."</p> <p>Center: Conversation Corner Students will respond to a given topic or statement in order to reflect on their understanding or experiences, share ideas, or voice an opinion.</p> <p>Four Corners This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> | <p>ELD.PI.7.12 (Bridging): Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>Sentence Frames Sentence frames provide a frame of a complete sentence for students. This strategy provides an opportunity for students to use key vocabulary while providing a structure that may be more rigorous than what they could produce on their own. The sentence can be filled in with any content. To develop sentence frames, think through the variety of ways you could respond to a prompt. Then remove key vocabulary and look for the structure of the sentences. This can be dissected and shared with students. Can be found in chapters 8 and 9 of the Writing and Literacy Handbook.</p> <p>Philosophical Chairs Philosophical chairs is similar to debate. Students are given a central topic or question. They must choose a side or remain neutral regarding the answer.</p> <p>2-Minute Opinion Partner A or B must describe their opinion to a controversial topic backed up by examples and evidence for two minutes. The remaining partner must discuss the opposing side. Partners should challenge and question each other.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies 7th Grade

| ELD Classroom Strategies for ELD.PII.7.5 | ELD Classroom Strategies for ELD.PII.7.6 |
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| <p>ELD.PII.7.5 (Bridging): Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p> <p><u>Anita Archer - Sentence Expansion</u> Through the sentence expansion process students learn the structure of sentences and gain "sentence sense". Students will add words or phrases to sentences that answer questions such as when, where, why, and how.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> | <p>ELD.PII.7.6 (Bridging): Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>Anita Archer - Sentence Combining</u> Sentence combining has a positive effect on students' writing. Students start with a stem sentence and combine it with one to four other sentences. Students combine the sentences into one simple, compound, complex or compound-complex sentence.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PII.7.7 | |
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| <p>ELD.PII.7.7 (Bridging): Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> ...The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p> <p><u>GIST</u> Students will identify the main idea of paragraphs or short sections of a text through a gist statement. The summary will contain about 15 words or fewer that identifies the most important "who" or "what" of a text, and the most important information about that "who" or "what".</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> | |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

MODESTO CITY SCHOOLS COURSE OUTLINE

COURSE TITLE: 7 Language Arts Honors GATE S1 7 Language Arts Honors GATE S2

COURSE NUMBER: ENG512011

ENG512012

RECOMMENDED GRADE LEVEL: 7

DURATION: One Year

GRADING FORMAT: Standard

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 2116

Course Description:

This course is designed for students performing at or above grade level in language arts. The curriculum is designed for students who plan to follow a more rigorous college preparatory program in high school. This course requires students to read required texts, to read extensively from district-approved extended reading lists, to write in the four discourses as detailed in the California State Standards, to work independently, and to demonstrate higher-level critical thinking skills in their written and oral work. The course is a comprehensive English course aligned to state standards with skills-based units in which are embedded critical reading, composition, and grammar instruction, speaking and listening skills, and vocabulary development. Students who perform poorly in this course will have their placement reviewed.

Recommended Prerequisites.

Honors/GATE identification by current district criteria or recommendation of 6th grade language arts teachers, a score of Proficient or Advanced on the CAASPP and grades indicating good study habits.

Board Approved:

REQUIRED TEXTS:

StudySync, McGraw-Hill, 2017

SUPPLEMENTARY MATERIALS

MCS Passport to Literature, Grade 7

Video List approved by the Board for Grade 7. (Videos shown must have obvious curricular relevance and accompanying assignments. No "PG-13" videos may be shown unless by prior approval by the Modesto City Schools Video Committee or prior approval from site administration based on BP/AR 6161.11. No "R" rated videos may be shown in grades 7-8)

Curriculum Map English Grade 7

| Unit 1-In Pursuit Quarter 1 | Unit 2-The Powers that Be Quarter 2 | Unit 3-Justice Served Quarter 3 | Unit 4-Getting Along Quarter 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential Question What drives us to undertake a mission? | Essential Question What should be the principles of a just society? | Essential Question Why is it essential to defend human rights? | Essential Question What are the challenges of human interactions? |
| Instructional Sequence First Read Skill Close Read Selections Barrio Boy The Other Side of the Sky The Song of Wandering Aengus The Hobbit Call of the Klondike The King of Mazy May The Cremation of Sam McGee New Directions Travels With Charley: In Search of America Apollo 13 Mission Highlights Rikki-Tikki-Tavi The Call of the Wild | Instructional Sequence First Read Skill Close Read Selections Gladiator The Lottery The Giver The Wise Old Woman Nothing to Envy: Ordinary Lives in North Korea Feed The Hunger Games The Words We Live By: Your Annotated Guide to the Constitution I, Too Sing America Reality TV and Society | Instructional Sequence First Read Skill Close Read Selections Mother Jones: Fierce Fighter for Workers' Rights Speech to the Young: Speech to the Progress-Toward Flesh and Blood So Cheap: The Triangle Fire and Its Legacy About Cesar Elegy on the Death of Cesar Chavez Harriet Tubman: Conductor on the Underground Railroad The People Could Fly 1976 Democratic National Convention Keynote Address The New Colossus Eulogy for Mahatma Gandhi Long Walk to Freedom | Instructional Sequence First Read Skill Close Read Selections The Outsiders The Teacher Who Changed My Life The Miracle Worker The Tragedy of Romeo and Juliet (Act I, Scene V) Amigo Brothers Thank You, M'am California Invasive Plant Inventory Is Social Media Dangerous for Preteens? My Ántonia Freak the Mighty The Ransom of Red Chief Oranges |
| Required: One full text is to be taught in seventh grade. The titles below are aligned thematically to the unit and are incorporated into the pacing guides. Sites determine novels used for seventh and eighth grade. Listing on pacing guide does not necessarily mean it equates with site grade-level determination. | | | |
| Full-Text Study The Hobbit (excerpt) The Call of the Wild (full-text pdf.) The Jungle Book (full-text pdf.) | Full-Text Study The Giver (excerpt) | Full-Text Study Harriet Tubman: Conductor on the Underground Railroad (excerpt) Long Walk to Freedom (excerpt) | Full-Text Study The Miracle Worker (excerpt) The Outsiders (excerpt) |

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| Key Reading Skills Central or Main Idea Textual Evidence Figurative Language Theme Story Elements Informational Text Structure Compare and Contrast Poetic Structure Poetic Elements Word Meaning Informational Text Elements Connotation and Denotation Technical Language Media | Key Reading Skills Informational Text Structure Story Elements Point of View Theme Informational Text Elements Word Meanings Textual Evidence Media Connotation and Denotation Poetic Structure Figures of Speech Arguments and Claims Author's Purpose and Point of View Compare and Contrast | Key Reading Skills Informational Text Elements Technical Language Theme Poetic Elements Informational Text Structure Figurative Language Connotation and Denotation Textual Evidence Media Compare and Contrast Poetic Structure Central or Main Idea Author's Purpose and Point of View | Key Reading Skills Textual Evidence Point of View Informational Text Elements Theme Dramatic Elements Story Structure Figurative Language Setting Central or Main Idea Technical Language Informational Text Structure Arguments and Claims Compare and Contrast Author's Purpose and Point of View Character Media Story Elements Poetic Elements |
| Key Grammar Skills First Read: Barrio Boy - Punctuating Coordinate Adjectives First Read: Call of the Klondike - Phrases and Clauses First Read: The King of Mazy May - Sentence Types Extended Writing Project: Draft - Using Precise, Vivid Words Extended Writing Project: Revise - Using "Only" Correctly Extended Writing Project: Publish - Words with Greek and Latin Roots | Key Grammar Skills First Read: The Giver - Types of Sentences First Read: The Wise Old Woman - Coordinate Adjectives First Read: Nothing to Envy - Adjective and Adverb Phrases and Clauses Extended Writing Project: Descriptive Details - Using Coordinate Adjectives Extended Writing Project: Revise - Omitting Needless Words Extended Writing Project: Publish - Words with Spellings from Other Languages | Key Grammar Skills First Read: Flesh and Blood So Cheap - Noun Clauses First Read: Eulogy for Gandhi - Misplaced and Dangling Modifiers First Read: Long Walk to Freedom - Simple and Compound Sentences Extended Writing Project: Body Paragraphs / Transitions - Misplaced and Dangling Modifiers Extended Writing Project: Revise - Combining Sentences to Eliminate Repetition Extended Writing Project: Publish - Easily Misspelled Words | Key Grammar Skills Textual Evidence Point of View Informational Text Elements Theme Dramatic Elements Story Structure Figurative Language Setting Central or Main Idea Technical Language Informational Text Structure Arguments and Claims Compare and Contrast Author's Purpose and Point of View Character Media Story Elements Poetic Elements |
| Extended Writing Project Informative/Explanatory | Extended Writing Project Narrative | Extended Writing Project Literary Analysis | Extended Writing Project Argument |
| Key Writing Skills Thesis Statement Audience and Purpose | Key Writing Skills Relevant Information Organize Informative Writing | Key Writing Skills Thesis Statement Audience and Purpose | Key Writing Skills Audience, Purpose, and Style Research and Note-Taking |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organize Informative Writing Supporting Details Introductions Body Paragraphs and Transitions Conclusions Style Sources and Citations | Introductions Transitions Conclusions Audience and Purpose Style Sources and Citations | Organize a Literary Analysis Supporting Details Introductions Body Paragraphs & Transitions Conclusions Style Sources and Citations | Thesis Statement Organize Argumentative Writing Supporting Details Introductions and Conclusions Body Paragraphs and Transitions Sources and Citations | | | |
| Core Handouts- vary by selection <ul style="list-style-type: none">• Grammar• Vocabulary• Access• Graphic Organizers• Student Models | | Integrated ELD/Universal Access <ul style="list-style-type: none">• Access 1- Emerging• Access 2- Expanding• Access 3- Bridging• Access 4- Approaching• See Appendix B of the curriculum map | | | | |
| Other Resources-Core ELA Program page ELA Assessments Placement and Diagnostic Speaking and Listening Handbook Grammar, Language and Composition Guide and TE | | Teacher Resources- Home (Welcome) page <table><tr><td>Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units</td><td>Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher</td><td>Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence</td></tr></table> | | Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units | Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher | Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence |
| Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units | Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher | Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence | | | | |
| Assessment Reading comprehension quiz per selection Placement and Diagnostic Assessment Unit 1 Performance Task Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 2 Multiple Choice Assessment Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 3 Assessment-Multiple Choice and Performance Task Grammar quizzes | Assessment Reading comprehension quiz per selection Unit 4 Assessment Multiple Choice and Performance Task End-of-Year Assessment End-of-Year Assessment PT Grammar quizzes | | | |
| Benchmark Derived from Unit1 -Multiple Choice | Performance Task Derived from Unit 2-Narrative | Benchmark Suspended | Benchmark N/A | | | |

Writing Scaffolding Chart

Word count goal per semester:

| 7th | 8th | 9th | 10th | 11th | 12th |
|------|------|------|------|------|------|
| 2000 | 3000 | 4000 | 5000 | 6000 | 7000 |

| Daily Writing/ CFU | Writing Assignments/ Tasks | Identify Structure/ Domains | Suggested Scaffolding | Strategies Integrated | Common Core Focus | Revision/ Editing Strategies | Writing Terms (Handbook) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Entrance Slips Quick Writes Exit Slips Short Sentence Answers Paragraph Responses In-class Journal (edited) Prior Knowledge KWL 1-Page Holistically Graded Essay Introduction Body Conclusion | <ul style="list-style-type: none"> Sentences/ Paragraphs Narrative Argument Expository Full-Process Essay In-Class Essay Test w/ Essay Response Research Speech Critiquing/ Analysis Letter Writing: Explaining Analyzing Evaluating | <ul style="list-style-type: none"> Narrative Description Thesis/ Support Argument Cause/ Effect Problem/ Solution Sequence/ Order Division/ Analysis Compare/ Contrast Reflection Business | <ul style="list-style-type: none"> Essay Elements Writing Devices 4 Sentence Types Sentence Practice Paragraph Practice: Introductions Bodies Final Thoughts Group Work: Paragraphs Class-Generated Essay Individual Mini Essays: #1 essay 150 #2 essay 250 #3 essay 350 (Use appropriate staircasing) Full-Process Essay In-Class or Test Essay Research/ Informational | <ul style="list-style-type: none"> Summarize Paraphrase Integrate Quotations Signal Phrase Parenthetical Documentation Appeals Fallacies Works Cited | <ul style="list-style-type: none"> MLA/ Formatting Academic Language 3 Discourses Emphasis on Informational and Argumentative Writing Content Rich Non-Fiction Writing from Sources Citing Textual Evidence Pair/Group Collaboration Real-World Issues | <ul style="list-style-type: none"> Revise vs Edit Backwards Read Aloud Cut-up Paragraphs All Lines Peer Edit Rough Draft Final Draft | Terms to Emphasize: <ul style="list-style-type: none"> Purpose Theses Topic Sentences Claims Paragraphing Strategies Focus Coherence Unity Transitions Verbs Academic Diction Examples Evidence: Concrete Details Commentary Circular Connection (Topic sentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence.) |

***Notes and Clarifications**

- 1) The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.
- 2) This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level - except the word count.

Adapted from CUSD

Handbooks

Grade 7

[District Link](#)

[StudyGate Core Program Guide](#)

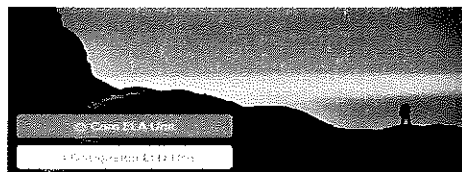
[Grade 7 ELA Overview](#)

[Grade 7 ELA Overview](#)

[Grade 7 ELA Scope and Sequence](#)

[Grade 7 ELA Scope and Sequence](#)

Unit 1: In Pursuit



[Pacing Guide](#)

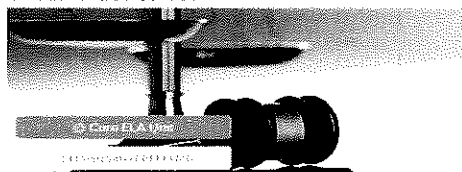
[Alternative Pacing Guide](#)

Unit 2: The Powers that Be



[Pacing Guide](#)

Unit 3: Justice Served



[Pacing Guide](#)

Unit 4: Getting Along



[Pacing Guide](#)

[Alternative Pacing Guide](#)

Additional Resources

[Grade 7 ELA Assessments](#)

[\(EL\) Grammar, Language, and Composition](#)

[Language Resources Handbook](#)

[Grade 7 ELA Assessments](#)

[\(EL\) Grammar, Language, and Composition](#)

[Reinforcement Activities](#)

[Pace and Diagnostic Assessment](#)

[Vocabulary Workbook](#)

[Student Glossary](#)

[Pace and Diagnostic Assessment](#)

[Writing Workbook](#)

[Teacher Glossary](#)

[Speaking & Listening Handbook](#)

[Standard English Learners Handbook](#)

[Novice EL Support](#)

TT - 11



Other Teacher

Welcome back,

Teacher Guides

Demo Walkthrough (PDF)
Click Path Walkthrough (PDF)
Setting Studies (PDF)
StudySync FAQs (PDF)
SyncStart Units (PDF)
Unit Creator (PDF)

New! StudySync Teaching Lab Videos

teaching a Reading Skills Lesson
teaching a First Read Lesson
teaching a Close Read Lesson
teaching a Writing Skills Lesson
teaching a StudySync Host: No Device Access
teaching a StudySync Host: Limited Device Access
teaching a StudySync Host: No Student Device Access

Student User Guide

Mobile Apps (PDF)
Getting Started Student Guide (PDF)

Teacher Resources & Instructions

Accessing Video (Tutorial)
Google Docs Integration (PDF)
Grammar Resources (PDF)
Linked Tech Resources (PDF)
Core ELA Table of Contents & Library Titles (PDF)
Scope & Sequence 6-8 (PDF)
Scope & Sequence 9-12 (PDF)

Featured Videos

Blended Learning with Catia Jackson
Bringing Literacy to Life with Dr. Doug Fisher

StudySync Tutorials

- Navigating Your New Account
- How to Create Subgroups in StudySync
- How to Remove Students from a Subgroup
- How to

- How to Edit an Assignment
- How to Edit an Assignment's Writing Prompt
- Assessing an Assignment
- How to Use the Annotation

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ELA 7-12

ERWC 12

GALE Databases

Adapted from CUSD

Appendix A

ELA Standards 7

Reading Literature

Key Ideas and Details

Literature 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can analyze how details and evidence within the text support what the author states directly and what he/she implies.

Literature 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- I can identify the theme in a text.
- I can explain how the theme of a text is developed.

Literature 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- I can explain how elements of a story work together.

Craft and Structure

Literature 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA

- I can show how the characters' points of view are different from each other.
- I can identify several types of figurative language in a text.
- I can identify different meanings associated with words in a text.
- I can determine how rhymes and sound repetitions influence a text.

Literature 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- I can explain how the structure of a drama or poem helps me understand its meaning.

Literature 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- I can identify the point of view of the characters or narrator(s) in a text.

Integration of Knowledge and Ideas

Literature 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

- I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production.
- I can identify the unique production techniques of stage, film, and multimedia.
- I can analyze how the effects of production techniques influence the meaning of the work.

Literature 8: (Not applicable to literature)

- (Not applicable to literature)

Literature 9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- I can explain the similarities and differences between historical and fictional accounts.
- I can explain how an author makes historical fiction believable.

Range of Reading and Level of Text Complexity

Literature 10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can understand a variety of reading of varying in complexity with support.

Reading Informational

Key Idea and Details

Informational 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can analyze how details and evidence within the text support what the author states directly and what he/she implies.

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| Informational 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> I can find more than one central idea in a text. I can explain how central ideas develop throughout the text. I can summarize a text. |
| Informational 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | <ul style="list-style-type: none"> I can explain and discuss how individuals, events, and ideas interact with each other in a text. |
| Craft and Structure | |
| Informational 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can identify examples of figurative language in a text. I can identify different meanings associated with words in a text. I can define technical vocabulary in a text. I can analyze the author's word choice and tone. |
| Informational 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | <ul style="list-style-type: none"> I can explain how an author organizes a text to develop ideas. I can point out major sections of the text and explain how they contribute to the entire text. |
| a) Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA | <ul style="list-style-type: none"> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Informational 6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> I can identify an author's point of view or purpose in a text. I can explain how the author's point of view differs from others' perspectives. |
| Integration of Knowledge and Ideas | |
| Informational 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | <ul style="list-style-type: none"> I can analyze how details and evidence within the text support what the author states directly and what he/she implies. |
| Informational 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | <ul style="list-style-type: none"> I can outline specific claims and link them to an argument. I can evaluate whether or not the reasons support the claims in the argument. I can determine whether or not there is enough relevant evidence to support the argument. |
| Informational 9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | <ul style="list-style-type: none"> I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently. |
| Range of Reading and Level of Text Complexity | |
| Informational 10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> I can understand a variety of reading at varying in complexities with support. |
| Writing | |
| Text Types and Purposes | |
| Writing 1: Write arguments to support claims with clear reasons and relevant evidence. | <ul style="list-style-type: none"> I can write a claim and support it with reasons and evidence. |
| a) Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA | <ul style="list-style-type: none"> I can write a claim(s) and recognize opposing views to my claim. I can logically organize reasons and evidence that support a claim or claims. |

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| b) Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA | <ul style="list-style-type: none"> I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information. |
| c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | <ul style="list-style-type: none"> I can use words, phrases, and clauses to show clearly how claim(s), reasons, and evidence fit together. |
| d) Establish and maintain a formal style. | <ul style="list-style-type: none"> I can use formal words and language to write about an issue or topic. |
| e) Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | <ul style="list-style-type: none"> I can use writing to inform or explain a topic. |
| a) Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | <ul style="list-style-type: none"> I can organize my paper using a clear introduction. I can use appropriate strategies and formats to help explain my topic. |
| b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <ul style="list-style-type: none"> I can support my topic using facts, definitions, details, and examples. I can use headings, charts, tables, etc. to add clarification to my paper. |
| c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> I can use appropriate transitions to show connections between ideas and concepts. |
| d) Use precise language and domain-specific vocabulary to inform about or explain the topic. | <ul style="list-style-type: none"> I can use precise language and vocabulary specific to my topic. |
| e) Establish and maintain a formal style. | <ul style="list-style-type: none"> I can write a formal paper. |
| f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none"> I can write a conclusion that supports the information presented in my paper. |
| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | <ul style="list-style-type: none"> I can write a logical, detailed narrative about real or imagined events or experiences. |
| a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <ul style="list-style-type: none"> I can hook the reader by introducing ideas, point of view, a narrator and/or character. I can organize events in a natural, logical order. |
| b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | <ul style="list-style-type: none"> I can write a narrative using techniques such as dialogue, pacing, and description. |
| c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <ul style="list-style-type: none"> I can use transition words and phrases to show order of events or changes in setting. |
| d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul style="list-style-type: none"> I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| e) Provide a conclusion that follows from and reflects on the narrated experiences or events. | <ul style="list-style-type: none"> I can conclude my story by reflecting on experiences or events. |

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| Production and Distribution of Writing | |
| Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience. |
| Writing 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) | <ul style="list-style-type: none"> I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can write for a specific audience. I can write for a specific purpose. I can improve my writing through feedback from other students or my teacher. |
| Writing 6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | <ul style="list-style-type: none"> I can use technology to create and publish my writing. I can use technology to find information and link it to my writing. I can use technology to find information and cite it in my writing. |
| Research to Build and Present Knowledge | |
| Writing 7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | <ul style="list-style-type: none"> I can research several different resources to answer an assigned question. I can create additional questions related to the original question. |
| Writing 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <ul style="list-style-type: none"> I can search specific terms to gather relevant information from multiple print and digital sources. I can determine if a source is believable and uses correct information. I can quote and paraphrase information from sources without plagiarizing others' words and ideas. |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> I read literary or informational texts to find specific facts, examples or details that support my own ideas. |
| a) Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). | <ul style="list-style-type: none"> I can state the similarities and difference between a fictional and historical account. I can explain how an author uses a fictional account to alter history. |
| b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | <ul style="list-style-type: none"> I can follow the argument in a text. I can find the claims in a text. I can determine if the argument is reasonable. I can determine if there is enough reasoning to support the claim(s). I can determine if there is enough valid evidence to support the claim(s). |
| Range of Writing | |
| Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> I can write for a variety of time frames. I can write to the assigned task, for a purpose and for a specific audience. |

Speaking and Listening

Comprehension and Collaboration

Speaking and Listening 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- I can communicate and respond to ideas about a variety of topics during discussions.
- I can bring materials that I have read and researched to discussions.

a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- I can share supporting evidence from my research during discussions.

b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- I can follow group rules to meet specific goals during a discussion.

c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- I can ask questions and make comments about the topic that encourage others to respond during discussions.

d) Acknowledge new information expressed by others and, when warranted, modify their own views.

- I can consider other points of view during discussions that may broaden my own understanding.

Speaking and Listening 2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numerically.
- I can explain how the ideas presented in different formats or media clarify a topic or issue.

Speaking and Listening 3: Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CA**

- I can outline a speaker's argument and his/her specific claims.
- I can evaluate the soundness of the speaker's logic and the relevance and adequacy of the evidence.

Presentation of Knowledge and Ideas

Speaking and Listening 4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

- I can give an argumentative presentation with evidence to support my claim.

a) Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. **CA**

- I can present the counterargument for my claim.
- I can organize my presentation logically, with cohesion and provide a concluding statement.

Speaking and Listening 5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points.

Speaking and Listening 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

- I can give a presentation demonstrating command of formal English.

| Language | |
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| Conventions of Standard English | |
| Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> I can use language correctly when writing or speaking. |
| a) Explain the function of phrases and clauses in general and their function in specific sentences. | <ul style="list-style-type: none"> I can define what phrases and clauses are and explain how they work in sentences. |
| b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | <ul style="list-style-type: none"> I can spell correctly and review my work for mistakes in spelling. |
| c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | <ul style="list-style-type: none"> I can use phrases and clauses correctly in sentences. I can identify misplaced and dangling modifiers and correct them. |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling in my writing. |
| a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | <ul style="list-style-type: none"> I can correctly use a comma to separate adjectives. |
| b) Spell correctly. | <ul style="list-style-type: none"> Spell correctly. |
| Knowledge of Language | |
| Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <ul style="list-style-type: none"> I can demonstrate how language should sound when spoken, written, or read. |
| A) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <ul style="list-style-type: none"> I can revise my writing to avoid wordiness or repetition. |
| Vocabulary Acquisition and Use | |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. | <ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means. |
| a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> I can determine the meaning of words through context clues or the way they are used in a sentence. |
| b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | <ul style="list-style-type: none"> I can determine the meaning of a word through my knowledge of Greek and Latin word parts. |
| c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | <ul style="list-style-type: none"> I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> I can guess at the meaning of a word and then double check to see if I am right by using a dictionary. |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none"> I can identify examples of figurative language. I can recognize word relationships by comparing them to similar or opposite meaning words. I can recognize the slight difference in word meanings based on how they are used. |
| a) Interpret figures of speech (e.g., literary, biblical, and mythological | <ul style="list-style-type: none"> I can identify the subtle use of literary, biblical, and mythological references. |

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| allusions) in context. | |
| b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | <ul style="list-style-type: none"> I can clarify a word by examining similar or opposite words and ideas. |
| c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). | <ul style="list-style-type: none"> I can explain the difference between literal and figurative meanings of a word and the positive or negative meanings associated with it. |
| Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> I can explain what general academic words are and use them in my writing. I can define words and phrases that are specific to language arts and apply them in speaking and writing. I can use various resources to build my vocabulary and help me understand what I read or hear. |

Appendix B

Integrated ELD Standards 7th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. | ELD.PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. |
| ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). | ELD.PI.7.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia). |
| ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges |
| ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.5: Listening actively to spoken English in a range of social and academic contexts |
| ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.7.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area | ELD.PI.7.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Adapted from CUSD

Integrated ELD Standards 7th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.7.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area |
| ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.7.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology |
| ELD.PII.7.5: Modifying to add details | ELD.PI.7.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.7.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.7.11: Justifying own arguments and evaluating others' arguments in writing |
| ELD.PII.7.6: Connecting ideas | ELD.PII.7.2: Understanding cohesion | ELD.PII.7.2: Understanding cohesion | ELD.PII.7.1: Understanding text structure |
| ELD.PII.7.7: Condensing ideas | ELD.PII.7.5: Modifying to add details | ELD.PII.7.5: Modifying to add details | ELD.PII.7.2: Understanding cohesion |
| | | | ELD.PII.7.5: Modifying to add details |
| | | | ELD.PII.7.6: Connecting ideas |
| | | | ELD.PII.7.7: Condensing ideas |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Adapted from CUSD

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.1 | ELD Classroom Strategies for ELD.PI.7.1 |
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| <p>ELD.PI.7.1 (Bridging): Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations encourages students to understand alternatives and multiple perspectives.</p> <p><u>Academic Language Scripts</u> Sentence starters that can be used in a variety of scenarios for a variety of purposes.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with bot time and space to do so.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.2 | ELD Classroom Strategies for ELD.PI.7.3 |
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| <p>ELD.PI.7.2 (Bridging): Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p><u>I Want To Say..., and Yet</u> An ongoing translation on students' casual language to academic language.</p> <p><u>Repeat-Reword-Discuss</u> In this activity, students read a text, and as they are reading, they identify long or grammatically interesting sentences. Sentences selected should be important to the text. Students will have an opportunity to hear the selection multiple times, reword the selection and discuss</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> | <p>ELD.PI.7.3 (Bridging): Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses.</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. Give One, Get One is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.5 | ELD Classroom Strategies for ELD.PI.7.5 |
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| <p>ELD.PI.7.5 (Bridging): Demonstrate actively listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.</p> <p><u>Connect-Extend-Challenge</u> This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles, and difficulties as they reflect on what they are learning.</p> <p><u>Stop and Slow Down</u> Working individually in pairs or groups. Students search a text for ideas that "stop them in their tracks" because they doubt their accuracy and ideas that "slow them down, or give them pause and make them wonder" if they are true and accurate.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. Is is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with bot time and space to do so.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PI.7.6 | ELD Classroom Strategies for ELD.PI.7.7 |
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| <p>ELD.PI.7.6a (Bridging): Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p><u>Text Reconstruction</u> Through multiple reads, students will reconstruct a text independently, with a partner, and in a small group.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Annotation</u> This strategy has students mark important parts of text and write questions or observations for deeper understanding. Can be found in chapter 7 of the Writing and Literacy Handbook.</p> | <p>ELD.PI.7.7 (Bridging): Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Circle of Viewpoints</u> Teacher introduces source material and leads students to generate a list of viewpoints. Students then select one viewpoint and write a response and/or respond to a question from this viewpoint.</p> <p><u>Sentence-Phrase-Word Routine</u> This routine has students engage meaningfully with a text. Students will capture "what speaks to them". It also calls for them to justify their choices which makes it a useful springboard into a speaking activity.</p> <p><u>Charting the Text Table: Analyzing the Micro-Structure</u> Table used to help organize your charting statements. The table can be useful when distinguishing between what an author is saying and what an author is doing. It can be used to chart texts that cannot be marked.</p> <p><u>Analyzing an Author's Evidence</u> Use this activity to help you analyze an author's evidence. After the initial information is filled out, identify and record a claim made by the author of the text you are assigned to read.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies 7th Grade

| ELD Classroom Strategies for ELD.PI.7.11 | ELD Classroom Strategies for ELD.PI.7.12 |
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| <p>ELD.PI.7.11 (Bridging): Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p><u>Socratic Conversation Plus</u> The conversation begins with a general statement of truth and extends in using questioning and negotiation of contradictory ideas.</p> <p><u>What Makes You Say That?</u> Students or teacher look for moments when students make assertions, give explanations, provide interpretations or offer opinions. Students or teacher push for more elaboration by asking, "What makes you say that?" Variation: "What did you read/see that makes you say that?"</p> <p><u>I Used to Think..., Now I think</u> Students will reflect on current understanding of a topic and respond using sentence stems: "I used to think.." and "Now I think..."</p> <p><u>Center: Conversation Corner</u> Students will respond to a given topic or statement in order to reflect on their understanding or experiences, share ideas, or voice an opinion.</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> | <p>ELD.PI.7.12 (Bridging): Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p><u>Sentence Frames</u> Sentence frames provide a frame of a complete sentence for students. This strategy provides an opportunity for students to use key vocabulary while providing a structure that may be more rigorous than what they could produce on their own. The sentence can be filled in with any content. To develop sentence frames, think through the variety of ways you could respond to a prompt. Then remove key vocabulary and look for the structure of the sentences. This can be dissected and shared with students. Can be found in chapters 8 and 9 of the Writing and Literacy Handbook.</p> <p><u>Philosophical Chairs</u> Philosophical chairs is similar to debate. Students are given a central topic or question. They must choose a side or remain neutral regarding the answer.</p> <p><u>2-Minute Opinion</u> Partner A or B must describe their opinion to a controversial topic backed up by examples and evidence for two minutes. The remaining partner must discuss the opposing side. Partners should challenge and question each other.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies

7th Grade

| ELD Classroom Strategies for ELD.PII.7.5 | ELD Classroom Strategies for ELD.PII.7.6 |
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| <p>ELD.PII.7.5 (Bridging): Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p> <p>Anita Archer - Sentence Expansion Through the sentence expansion process students learn the structure of sentences and gain "sentence sense". Students will add words or phrases to sentences that answer questions such as when, where, why, and how.</p> <p>ACE the Question Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> | <p>ELD.PII.7.6 (Bridging): Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).</p> <p>ACE the Question Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p>Anita Archer - Sentence Combining Sentence combining has a positive effect on students' writing. Students start with a stem sentence and combine it with one to four other sentences. Students combine the sentences into one simple, compound, complex or compound-complex sentence.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

Integrated ELD Strategies 7th Grade

| ELD Classroom Strategies for ELD.PII.7.7 | |
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| <p>ELD.PII.7.7 (Bridging): Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> ...The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p> <p><u>GIST</u> Students will identify the main idea of paragraphs or short sections of a text through a gist statement. The summary will contain about 15 words or fewer that identifies the most important "who" or "what" of a text, and the most important information about that "who" or "what".</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> | |

* All strategies can be found in chapter 8 of the Writing and Literacy Handbook.

MODESTO CITY SCHOOLS COURSE OUTLINE

COURSE TITLE: 8 Language Arts S1 8 Language Arts S2
COURSE NUMBER: ENG512131 ENG512132
RECOMMENDED GRADE LEVEL: 8
DURATION: One Year
GRADING FORMAT: Standard
REQUIRED FOR GRADUATION: Yes
CBEDS CODE: 2116

Course Description:

This course requires students to read required texts and to read from district-approved extended reading lists independently, to write in the four discourses as detailed in the California State Standards, and to demonstrate good study habits. The course is a comprehensive English course aligned to state standards with skills-based units in which are embedded critical reading, composition and grammar instruction, speaking and listening skills, and vocabulary development. Students who perform poorly in this course will have their placement reviewed.

Board Approved:

REQUIRED TEXTS:
StudySync, McGraw-Hill, 2017

SUPPLEMENTARY MATERIALS

MCS Passport to Literature, Grade 8

Video List approved by the Board for Grade 8. (Videos shown must have obvious curricular relevance and accompanying assignments. No “PG-13” videos may be shown unless by prior approval by the Modesto City Schools Video Committee or prior approval from site administration based on BP/AR 6161.11. No “R” rated videos may be shown in grades 7-8).

Curriculum Map English Grade 8

| Unit 1-Suspense Quarter 1 | Unit 2-In Time of War Quarter 2 | Unit 3-A Moral Compass Quarter 3 | Unit 4-The Civil War Quarter 4 |
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| Essential Question Why do we love suspense? | Essential Question What does our response to conflict say about us? | Essential Question How can life experiences shape our values? | Essential Question How did the War Between the States redefine America? |
| Instructional Sequence First Read Skill Close Read Selections Let 'Em Play God The Monkey's Paw Sorry, Wrong Number Violence in the Movies: Real Suspense or Hollywood Gone Too Far? A Night to Remember Cujo Lord of the Flies Ten Days in a Mad-House The Tell-Tale Heart Annabel Lee The Bells | Instructional Sequence First Read Skill Close Read Selections Blood, Toil, Tears and Sweat The Diary of Anne Frank The Diary of Anne Frank: A Play The Boy in the Striped Pajamas: A Fable Teaching History Through Fiction Hitler Youth: Growing Up in Hitler's Shadow Parallel Journeys Dear Miss Breed Nobel Prize Acceptance Speech Remarks in Memory of Victims of the Holocaust | Instructional Sequence First Read Skill Close Read Selections Abuela Invents the Zero Home A Celebration of Grandfathers Mother to Son Little Women The Adventures of Tom Sawyer Born Worker Ode to Thanks Songs of Innocence: The Little Boy Lost and The Little Boy Found Songs of Experience: A Poison Tree Mandatory Volunteer Work for Teenagers | Instructional Sequence First Read Skill Close Read Selections House Divided Speech Narrative of the Life of Frederick Douglass: An American Slave Across Five Aprils Paul Revere's Ride Speech to the Ohio Women's Conference: And Ain't I a Woman Sullivan Ballou Letter Civil War Journal The Red Badge of Courage Gettysburg Address Chasing Lincoln's Killer O Captain! My Captain! |
| Required: One full text is to be taught in eighth grade. The titles below are aligned thematically to the unit and are incorporated into the pacing guides. Sites determine novels used for seventh and eighth grade. Listing on pacing guide does not necessarily mean it equates with site grade-level determination. | | | |
| Full-Text Study A Night to Remember (excerpt) | Full-Text Study The Diary of Anne Frank: A Play (excerpt) Anne Frank: The Diary of a Young Girl (alternate) (excerpt) | Full-Text Study The Adventures of Tom Sawyer (full-text pdf) Little Women (full-text pdf) | Full-Text Study Narrative of the Life of Frederick Douglass, An American Slave (full-text pdf) Across Five Aprils (excerpt) |

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| Key Reading Skills Author's Purpose and Author's Point of View Theme Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots | Key Reading Skills Textual Evidence Central or Main Idea Informational Text Elements Dramatic Elements Theme Media Point of View Character Argument and Claim Compare and Contrast Reasons and Evidence Author's Purpose and Point of View Informational Text Structure | Key Reading Skills Theme Character Main or Central Idea Tone Compare and Contrast Plot Point of View Media Story Structure Allusion Poetic Structure Figurative Language Connotation and Denotation Word Relationships Author's Purpose Reasons and Evidence | Key Reading Skills Informational Text Structure Tone Figurative Language Informational Text Elements Compare/Contrast Central or Main Idea Argument and Claim Character Media Text Evidence Poetic Structure Point of View Theme Connotation and Denotation Figurative Language |
| Key Grammar Skills First Read: Let 'Em Play God - The Suffixes -ible and -able First Read: Violence in Movies - Words Often Confused First Read: The Tell-Tale Heart - Verb Moods Extended Writing Project: Draft - Adjective Suffixes Extended Writing Project: Revise - Words Often Confused Extended Writing Project: Publish - Verb Moods Review | Key Grammar Skills First Read: Teaching History Through Fiction - Using Commas with Clauses First Read: Parallel Journeys - Active and Passive Voice First Read: Dear Miss Breed - Transitive and Intransitive Verbs Extended Writing Project: Draft - Using the Dash Extended Writing Project: Revise - Active and Passive Voice Extended Writing Project: Publish - Verb Moods | Key Grammar Skills First Read: Abuela Invents the Zero - Participles and Participial Phrases First Read: A Celebration of Grandfathers - Spelling Possessive Forms First Read: Born Worker - Using Commas Extended Writing Project: Draft - Verbals Extended Writing Project: Revise - Verb Moods Extended Writing Project: Publish - Commas, Ellipses, and Dashes | Key Grammar Skills First Read: House Divided Speech - Commas, Ellipses, and Dashes First Read: The Narrative of the Life of Frederick Douglass - Active and Passive Voice First Read: Red Badge of Courage - Verbals (Participles) Extended Writing Project: Draft - Verbals (Infinitives) Extended Writing Project: Revise - Active and Passive Voice Extended Writing Project: Publish - Commas and Compound Sentences |
| Extended Writing Project Narrative | Extended Writing Project Argument | Extended Writing Project Literary Analysis | Extended Writing Project Informative/Explanatory |
| Key Writing Skills Organize Narrative Writing Introductions Narrative Techniques and Sequencing Descriptive Details Writing Dialogue Audience and Purpose Conclusions | Key Writing Skills Audience, Purpose, and Style Research and Note-Taking Thesis Statement Organize Argumentative Writing Supporting Details Introductions and Conclusions Transitions | Key Writing Skills Thesis Statement Audience and Purpose Organize Narrative Writing Supporting Details Introductions Transitions Conclusions | Key Writing Skills Thesis Statement Audience and Purpose Organize Informative Writing Supporting Details Introduction Body Paragraphs and Transitions Conclusions |

| Transitions | Sources and Citations | Style Sources and Citations Career Development | Style Sources and Citations | | | | | | | | | | | | | | | | | | | | | | | | |
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| Core Handouts- vary by selection <ul style="list-style-type: none">• Grammar• Vocabulary• Access• Graphic Organizers• Student Models | | Integrated ELD/Universal Access <ul style="list-style-type: none">• Access 1- Emerging• Access 2- Expanding• Access 3- Bridging• Access 4- Approaching• See Appendix B of the curriculum map | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other Resources-Core ELA Program page ELA Assessments Placement and Diagnostic Speaking and Listening Handbook Grammar, Language and Composition Guide and TE Vocabulary Workbook Spelling Workbook Language Transfers Handbook Student and Teacher Glossary Newcomer EL Support | | Teacher Resources- Home (Welcome) page <table><tr><td>Teacher Guides</td><td>Student Guides</td><td>Teacher Resources and Instructions</td></tr><tr><td>Path Walkthrough</td><td>Mobile Apps</td><td>Google doc Integration</td></tr><tr><td>Getting Started</td><td>Program</td><td>Grammar Resources</td></tr><tr><td>FAQs</td><td>Walkthrough</td><td>Library Titles</td></tr><tr><td>Tutorial Videos</td><td></td><td>Table of Contents</td></tr><tr><td>Start Units</td><td>Featured Videos</td><td>Scope and Sequence</td></tr><tr><td></td><td>Catlin Tucker</td><td></td></tr><tr><td></td><td>Doug Fisher</td><td></td></tr></table> | | Teacher Guides | Student Guides | Teacher Resources and Instructions | Path Walkthrough | Mobile Apps | Google doc Integration | Getting Started | Program | Grammar Resources | FAQs | Walkthrough | Library Titles | Tutorial Videos | | Table of Contents | Start Units | Featured Videos | Scope and Sequence | | Catlin Tucker | | | Doug Fisher | |
| Teacher Guides | Student Guides | Teacher Resources and Instructions | | | | | | | | | | | | | | | | | | | | | | | | | |
| Path Walkthrough | Mobile Apps | Google doc Integration | | | | | | | | | | | | | | | | | | | | | | | | | |
| Getting Started | Program | Grammar Resources | | | | | | | | | | | | | | | | | | | | | | | | | |
| FAQs | Walkthrough | Library Titles | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorial Videos | | Table of Contents | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start Units | Featured Videos | Scope and Sequence | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Catlin Tucker | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Doug Fisher | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Reading comprehension quiz per selection Placement and Diagnostic Assessment Unit 1 Performance Task Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 2 Multiple Choice Assessment Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 3 Assessment Multiple Choice and Performance Task Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 4 Assessment Multiple Choice and Performance Task End-of-Year Assessment End-of-Year Assessment PT Grammar Quizzes | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark Derived from Unit 1-Multiple Choice | Performance Task Derived from Unit 2 -Argument | Benchmark Suspended | Benchmark N/A | | | | | | | | | | | | | | | | | | | | | | | | |

Writing Scaffolding Chart

Word count goal per semester:

| 7th | 8th | 9th | 10th | 11th | 12th | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | | |
| Daily Writing/ CFU | Writing Assignments/ Tasks | Identify Structure/ Domains | Suggested Scaffolding | Strategies Integrated | Common Core Focus | Revision/ Editing Strategies | Writing Terms (Handbook) |
| <ul style="list-style-type: none">• Entrance Slips• Quick Writes• Exit Slips• Short Sentence Answers• Paragraph Responses In-class• Journal (edited)• Prior Knowledge• KWL• 1-Page Holistically Graded Essay• Introduction• Body• Conclusion | <ul style="list-style-type: none">• Sentences/ Paragraphs• Narrative• Argument• Expository• Full-Process Essay• In-Class Essay• Test w/ Essay Response• Research• Speech• Critiquing/ Analysis• Letter Writing: Explaining Analyzing Evaluating | <ul style="list-style-type: none">• Narrative Description• Thesis/ Support• Argument• Cause/ Effect• Problem/ Solution• Sequence/ Order• Division/ Analysis• Compare/ Contrast• Reflection• Business | <ul style="list-style-type: none">• Essay Elements• Writing Devices• 4 Sentence Types• Sentence Practice• Paragraph Practice: Introductions Bodies Final Thoughts• Group Work: Paragraphs Class-Generated Essay• Individual Mini Essays: #1 essay 150 #2 essay 250 #3 essay 350 (Use appropriate scaffolding)• Full-Process Essay• In-Class or Test Essay• Research/ Informational | <ul style="list-style-type: none">• Summarize• Paraphrase• Integrate Quotations• Signal Phrase• Parenthetical Documentation• Appeals• Fallacies• Works Cited | <ul style="list-style-type: none">• MLA/ Formatting• Academic Language• 3 Discourses• Emphasis on Informational and Argumentative Writing• Content Rich Non-Fiction• Writing from Sources• Citing Textual Evidence• Pair/Group Collaboration• Real-World Issues | <ul style="list-style-type: none">• Revise vs Edit• Backwards• Read Aloud• Cut-up Paragraphs• All Lines• Peer Edit• Rough Draft• Final Draft | <p>Terms to Emphasize:</p> <ul style="list-style-type: none">• Purpose• Theses• Topic Sentences• Claims• Paragraphing Strategies• Focus• Coherence• Unity• Transitions• Verbs• Academic Diction• Examples• Evidence:• Concrete Details• Commentary• Circular Connection (Topicsentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence.) |

***Notes and Clarifications**

The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.
This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level—except the word count.

Handbooks

StudySync Core Program Guide

Grade 8 ELA Overview

Grade 8 ELD Overview

Grade 8 ELA Scope and Sequence

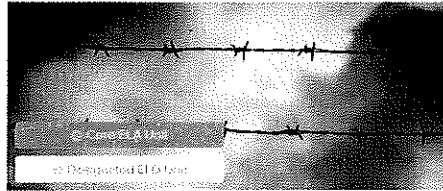
Grade 8 ELD Scope and Sequence

Unit 1: Suspense!



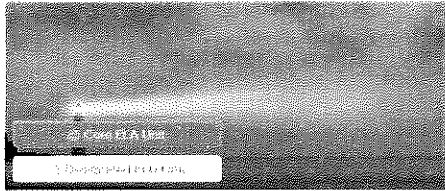
Pacing Guide

Unit 2: In Time of War



Pacing Guide

Unit 3: A Moral Compass



Pacing Guide

Unit 4: The Civil War



Pacing Guide

Additional Resources

Grade 8 ELA Assessments

(5L) Grammar, Language, and Composition

Language Learners Handbook

Grade 8 ELD Assessments

(1L) Grammar, Language, and Composition

Research-based Assignments

Placement and Diagnostic Assessments

Vocabulary Workbook

Student Glossary

Foundational Skills

Spelling Workbook

Teacher Glossary

Speaking & Listening Handbook

Student English Learners Handbook

Newcomer EL Support

Handbooks

Other Teacher Resources

Welcome back,

StudySync Tutorials

Teacher Guides

[Dear Blast through \(PDF\)](#)
[Click Path Walkthrough \(PDF\)](#)
[Getting Started \(PDF\)](#)
[StudySync FAQs \(PDF\)](#)
[App Store Units \(PDF\)](#)
[Unit Creation \(PDF\)](#)

New! StudySync Teaching Lab Videos

[Teaching a Reading Skills Lesson](#)
[Teaching a First Read Lesson](#)
[Teaching a Close Read Lesson](#)
[Teaching a Writing Skills Lesson](#)
[Teaching a StudySync Blast: 1 to 1 Device Access](#)
[Teaching a StudySync Blast: Limited Device Access](#)
[Teaching a StudySync Blast: No Student Device Access](#)

Student User Guide

[Make Apps \(PDF\)](#)
[Getting Started Student Guide \(PDF\)](#)

Teacher Resources & Instructions

[Accessing Video Tutorials](#)
[Google Docs Integration \(PDF\)](#)
[Grammar Resources \(PDF\)](#)
[Linked Tech Resources \(PDF\)](#)
[Core ELA Table of Contents & Library Titles \(PDF\)](#)
[Scope & Sequence 6-8 \(PDF\)](#)
[Scope & Sequence 9-12 \(PDF\)](#)

Featured Videos

[Streamed Learning with Catia Tucker](#)
[Ringing Liberty to Life with Dr. Chang Eichen](#)

- Navigating Your New Account
- How to Create Sub-groups in StudySync
- How to Remove Students from a Sub-group
- How to Assign a Blast
- How to Assign a First Read
- How to Assign a Close Read
- How to Assign a Skill
- How to Assign Extended Writing Project Lessons
- How to Mimic a Student
- How to Create a Blast
- How to Create a Read/Write Assignment
- How to Create a Writing Assignment
- How to De-activate an Assignment
- How to Pull up an Individual Student Report
- How to Re-use an Assignment
- How to Change the Start and End Dates on Assignments

- How to Edit an Assignment
- How to Edit an Assignment's Writing Prompt
- Assessing an Assignment
- How to Use the Annotation Tool to Assess Student Writing
- How to Add a Student to an Assignment
- How to Remove a Student from an Assignment
- How to Export Assignment Data to Excel
- How to send an Assignment Back to a Student
- How to Create a New Rubric
- How to View a Rubric
- How to Attach a New Rubric to an Assignment
- How to Assign a Blast from the Library to Only Your Students
- Cloning a Blast
- How to Suggest a Library Option
- How to Join the StudySync Blast Community

Tutorial videos and other resources are available on the ELA Website, which can be accessed through Schoology.

Destiny

ELA 7-12

ERWC 12

GALE Databases

Appendix A

ELA Standards

Reading Literature

Key Ideas and Details

Literature 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- I can identify and explain how textual evidence supports what the author states directly and what he/she implies.
- I can determine the quality of the evidence used to support what the text says.

Literature 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- I can identify the theme in a text.
- I can explore how characters, setting, and plot interact to support and develop a theme.
- I can summarize a text.

Literature 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- I can explain how elements of a story work together.
- I can explain how what the character says or does moves the plot of the story forward or reveals more about the character.

Craft and Structure

Literature 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- I can identify several types of figurative language in a text.
- I can identify the connotative meanings of certain words in a text.
- I can analyze how specific word choice influences the meaning and tone of a text.
- I can identify how the author's analogies or allusions to other text influence meaning and tone.

Literature 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

- I can compare and contrast two or more different texts.
- I can explain how the texts' structural differences contribute to their meaning.
- I can explain how the texts' structural differences contribute to their style.

Literature 6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- I can identify the point of view of the characters or narrator(s) in a text.
- I can tell the difference between the character's point of view and the audience's or reader's point of view.
- I can analyze how differences in the character's point of view and the reader's point of view create suspense or humor.

Integration of Knowledge and Ideas

Literature 7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- I can explain how a film or live production of a story or drama is similar or different from the original text.
- I can evaluate how the director's choices to stay with or make changes to the script affects the story.

Literature 8: (Not applicable to literature)

- (Not applicable to literature)

Literature 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

- I can analyze a piece of fiction and connect its themes, events, or characters to a traditional or religious piece of writing.
- I can analyze how a traditional or religious piece of writing is transformed into a modern work.

Range of Reading and Level of Text Complexity

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| Literature 10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | <ul style="list-style-type: none"> I can independently understand a variety of readings of varying complexities. |
| Reading Informational | |
| Key Idea and Details | |
| Informational 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine the quality of the evidence used to support what the text says. |
| Informational 2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | <ul style="list-style-type: none"> I can find a central idea in a text. I can explain how supporting ideas develop the central idea. I can explain how supporting ideas relate to the central idea. I can summarize a text. |
| Informational 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | <ul style="list-style-type: none"> I can compare individuals, ideas, or events in a text. I can contrast individuals, ideas, or events in a text. |
| Craft and Structure | |
| Informational 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can explain the meaning of figurative language, the connective meanings of specific words, and the technical meanings of words in a text. I can identify and explain analogies and allusions and how they affect the meaning and tone of the text. |
| Informational 5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | <ul style="list-style-type: none"> I can break a paragraph into sentences and identify their functions within that paragraph. I can explain how the sentences support the paragraph's key point. |
| a. Analyze the use of text features (e.g., graphics, headers, captions) consumer materials. CA | <ul style="list-style-type: none"> I can analyze text features and explain how they contribute to the meaning of the text. |
| Informational 6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> I can identify an author's point of view or purpose in a text. I can identify and explain how the author acknowledges and responds to others' opinions. |
| Integration of Knowledge and Ideas | |
| Informational 7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | <ul style="list-style-type: none"> I can identify several different ways to present information on a topic. I can evaluate the advantages and disadvantages of presenting information in various formats. |
| Informational 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | <ul style="list-style-type: none"> I can outline and explain specific claims and supportive evidence in an argument. I can determine whether or not the reasons linking the evidence to the claims are sound (good quality and logical). I can determine whether or not there is enough relevant evidence to support the claim. I can determine if irrelevant evidence is introduced. |
| Informational 9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | <ul style="list-style-type: none"> I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |

| Range of Reading and Level of Text Complexity | |
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| Informational 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | <ul style="list-style-type: none"> I can understand a variety of reading varying in complexities independently. |
| Writing | |
| Text Types and Purposes | |
| Writing 1: Write arguments to support claims with clear reasons and relevant evidence. | I can write a claim and support it with reasons and evidence. |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | <ul style="list-style-type: none"> I can write a claim(s) and distinguish it from a different or opposing claim. I can logically organize reasons and evidence that support a claim or claims. |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | <ul style="list-style-type: none"> I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information. |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | <ul style="list-style-type: none"> I can use words, phrases, and clauses to show clearly how claims, counterclaims, reasons, and evidence fit together. |
| d. Establish and maintain a formal style. | <ul style="list-style-type: none"> I can use formal words and language to write about an issue or topic. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| Writing 2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA | <ul style="list-style-type: none"> I can examine a topic and generate my own ideas on the topic. I can select and gather relevant information on the topic to support my ideas. I can analyze the topic information I have gathered. I can use my research combined with my ideas to write an organized informative text. |
| a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | <ul style="list-style-type: none"> I can organize my paper using a clear introduction. I can organize and categorize my information. I can use headings, charts, tables, etc. to add clarification to my papers. |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | <ul style="list-style-type: none"> I can support my topic using facts, definitions, details, and examples. |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> I can use a variety of appropriate transitions to show connections between ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | <ul style="list-style-type: none"> I can use precise language and vocabulary specific to my topic. |
| e. Establish and maintain a formal style. | <ul style="list-style-type: none"> I can write a formal paper. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none"> I can write a conclusion that supports the information presented in my paper. |

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| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | <ul style="list-style-type: none"> I can write a logical, detailed narrative about real or imagined events or experiences. |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <ul style="list-style-type: none"> I can hook the reader by introducing ideas, point of view, a narrator and/or character. I can organize events in a natural, logical order. |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | <ul style="list-style-type: none"> I can write a narrative using techniques such as dialogue, timing, and description. |
| c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | <ul style="list-style-type: none"> I can use transition words and phrases to show order of events or changes in setting. |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul style="list-style-type: none"> I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <ul style="list-style-type: none"> I can conclude my story by reflecting on experiences or events. |
| Production and Distribution of Writing | |
| Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience. |
| Writing 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | <ul style="list-style-type: none"> I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can improve my writing through feedback from peers and adults. I can revise with a focus on how well purpose and audience have been addressed. |
| Writing 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | <ul style="list-style-type: none"> I can write a claim and support it with reasons and evidence. |
| Research to Build and Present Knowledge | |
| Writing 7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | <ul style="list-style-type: none"> I can research several different resources to answer assigned questions that I create. I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources. |
| Writing 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <ul style="list-style-type: none"> I can search specific terms to gather relevant information from and digital sources. I can determine if a source is believable and uses correct information. I can quote and paraphrase information from sources without plagiarizing others' words and ideas. I can correctly cite my sources in the text or at the end of my paper. |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> I read literary or informational texts to find specific facts, examples or details that support my own ideas. |

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| a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). | <ul style="list-style-type: none"> See grade 8 Reading standard. |
| b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | <ul style="list-style-type: none"> See grade 8 Reading standard. |
| Range of Writing | |
| Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> I can write for a variety of time frames. I can write to the assigned task, for a purpose, and for a specific audience. |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Speaking and Listening 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | <ul style="list-style-type: none"> I can communicate and respond to ideas about a variety of topics during discussions. |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <ul style="list-style-type: none"> I can bring materials that I have read and researched to discussions. |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | <ul style="list-style-type: none"> I can follow group rules to meet specific goals during discussions. |
| c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | <ul style="list-style-type: none"> I can ask questions to link others’ ideas and answer questions with relevant information. |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | <ul style="list-style-type: none"> I can consider others’ viewpoints, but continue to support my view with evidence. |
| Speaking and Listening 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <ul style="list-style-type: none"> I can determine a purpose behind information presented visually, orally, or in numerals. I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons. |
| Speaking and Listening 3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <ul style="list-style-type: none"> I can outline specific claims and link them to a speaker’s argument. I can evaluate whether or not the speaker’s reasons support the claims in the argument. I can determine whether or not there is enough relevant evidence to support the argument. I can recognize evidence that does not relate to the argument. |

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| Presentation of Knowledge and Ideas | |
| Speaking and Listening 4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA | <ul style="list-style-type: none"> I can give a presentation that makes claims and uses relevant evidence, reasons, and details. I can give a presentation where I use eye contact and a clear, loud voice. |
| a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA | <ul style="list-style-type: none"> I can give a presentation that makes claims and uses relevant evidence, reasons, and details. I can give a presentation where I use eye contact and a clear, confident voice. |
| Speaking and Listening 5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <ul style="list-style-type: none"> I can give a presentation using interesting multimedia and visual displays to strengthen my claims and evidence. |
| Speaking and Listening 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) | <ul style="list-style-type: none"> I can give a presentation or speak in a group demonstrating command of formal English. |
| Language | |
| Conventions of Standard English | |
| Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> I can use language correctly when writing or speaking. |
| a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | <ul style="list-style-type: none"> I can define “verbals” and explain how they work in sentences. |
| b. Form and use verbs in the active and passive voice. | <ul style="list-style-type: none"> I can explain the difference between active and passive verbs and use them in sentences. |
| c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | <ul style="list-style-type: none"> I can use verbs in the following forms: indicative, imperative, interrogative, conditional, and subjunctive. |
| d. Recognize and correct inappropriate shifts in verb voice and mood. | <ul style="list-style-type: none"> I can recognize verb shifts between active and passive voices and correct them. I can recognize misused verb forms and correct them. |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling in my writing. |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | <ul style="list-style-type: none"> I can use correct punctuation to indicate a pause or break in a sentence. |
| b. Use an ellipsis to indicate an omission. | <ul style="list-style-type: none"> I can use an ellipsis to indicate omitted words or phrases. |
| c. Spell correctly. | <ul style="list-style-type: none"> I can spell correctly and review my work for mistakes in spelling. |
| Knowledge of Language | |
| Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <ul style="list-style-type: none"> I can demonstrate how language should sound when it's spoken, written, and read. |
| a. Use verbs in the active and passive voice and in the conditional and | <ul style="list-style-type: none"> I can use active and passive voice in my writing. |

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| subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | <ul style="list-style-type: none"> I can create a specific effect by using conditional and subjunctive mood. |
| Vocabulary Acquisition and Use | |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. | <ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means. |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> I can determine the meaning of a word through context clues or by the way it is used in a sentence. |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). | <ul style="list-style-type: none"> I can clarify a word through examining its parts such as prefixes, roots and suffixes. |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | <ul style="list-style-type: none"> I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> I can infer the meaning of a word and then double check to see if I am correct by using a dictionary. |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none"> I can identify examples of figurative language. I can recognize word relationships by comparing them to similar or opposite meaning words. I can recognize the slight difference in word meanings based on how they are used. |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | <ul style="list-style-type: none"> I can identify figures of speech like verbal irony and puns and explain their intended meanings. |
| b. Use the relationship between particular words to better understand each of the words. | <ul style="list-style-type: none"> I can clarify a word through examining other words and ideas that are similar or opposite. |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). | <ul style="list-style-type: none"> I can explain the differences between the implied meaning of a word and its technical meaning. |
| Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> I can explain what general academic words are and use them in my writing. I can define words and phrases that are specific to language arts and apply them in speaking and writing. I can use various resources to build my vocabulary and help me understand what I read or hear. |

Appendix B

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics |
| ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) |
| ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges |
| ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts |
| ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area |
| ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology |
| ELD.PII.8.5: Modifying to add details | ELD.PI.8.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.8.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing |
| ELD.PII.8.6: Connecting ideas | ELD.PII.8.2: Understanding cohesion | ELD.PII.8.2: Understanding cohesion | ELD.PII.8.1: Understanding text structure |
| ELD.PII.8.7: Condensing ideas | ELD.PII.8.5: Modifying to add details | ELD.PII.8.5: Modifying to add details | ELD.PII.8.2: Understanding cohesion |
| | | | ELD.PII.8.5: Modifying to add details |
| | | | ELD.PII.8.6: Connecting ideas |
| | | | ELD.PII.8.7: Condensing ideas |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.1 | ELD Classroom Strategies for ELD.PI.8.1 |
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| <p>ELD.PI.8.1 (Bridging): Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations encourages students to understand alternatives and multiple perspectives.</p> <p><u>Academic Language Scripts</u> Sentence starters that can be used in a variety of scenarios for a variety of purposes.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.2 | ELD Classroom Strategies for ELD.PI.8.3 |
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| <p>ELD.PI.8.2 (Bridging): Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate</p> <p><u>I Want To Say..., and Yet</u> An ongoing translation on students' casual language to academic language.</p> <p><u>Repeat-Reword-Discuss</u> In this activity, students read a text, and as they are reading, they identify long or grammatically interesting sentences. Sentences selected should be important to the text. Students will have an opportunity to hear the selection multiple times, reword the selection and discuss</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> | <p>ELD.PI.8.3 (Bridging): Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. Give One, Get One is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.5 | ELD Classroom Strategies for ELD.PI.8.5 |
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| <p>ELD.PI.8.5 (Bridging): Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.</p> <p><u>Connect-Extend-Challenge</u> This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles, and difficulties as they reflect on what they are learning.</p> <p><u>Stop and Slow Down</u> Working individually in pairs or groups. Students search a text for ideas that "stop them in their tracks" because they doubt their accuracy and ideas that "slow them down, or give them pause and make them wonder" if they are true and accurate.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.6 | ELD Classroom Strategies for ELD.PI.8.7 |
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| <p>ELD.PI.8.6a (Bridging): Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support</p> <p><u>Text Reconstruction</u> Through multiple reads, students will reconstruct a text independently, with a partner, and in a small group.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Annotation</u> This strategy has students mark important parts of text and write questions or observations for deeper understanding. Can be found in chapter 7 of the Writing and Literacy Handbook.</p> | <p>ELD.PI.8.7 (Bridging): Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Circle of Viewpoints</u> Teacher introduces source material and leads students to generate a list of viewpoints. Students then select one viewpoint and write a response and/or respond to a question from this viewpoint.</p> <p><u>Sentence-Phrase-Word Routine</u> This routine has students engage meaningfully with a text. Students will capture "what speaks to them". It also calls for them to justify their choices which makes it a useful springboard into a speaking activity.</p> <p><u>Charting the Text Table: Analyzing the Micro-Structure</u> Table used to help organize your charting statements. The table can be useful when distinguishing between what an author is saying and what an author is doing. It can be used to chart texts that cannot be marked.</p> <p><u>Analyzing an Author's Evidence</u> Use this activity to help you analyze an author's evidence. After the initial information is filled out, identify and record a claim made by the author of the text you are assigned to read.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.11 | ELD Classroom Strategies for ELD.PI.8.12 |
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| <p>ELD.PI.8.11 (Bridging): Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support</p> <p><u>Socratic Conversation Plus</u> The conversation begins with a general statement of truth and extends in using questioning and negotiation of contradictory ideas.</p> <p><u>What Makes You Say That?</u> Students or teacher look for moments when students make assertions, give explanations, provide interpretations or offer opinions. Students or teacher push for more elaboration by asking, "What makes you say that?" Variation: "What did you read/see that makes you say that?"</p> <p><u>I Used to Think..., Now I think</u> Students will reflect on current understanding of a topic and respond using sentence stems: "I used to think.." and "Now I think..."</p> <p><u>Center: Conversation Corner</u> Students will respond to a given topic or statement in order to reflect on their understanding or experiences, share ideas, or voice an opinion.</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> | <p>ELD.PI.8.12 (Bridging): Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane), synonyms, antonyms, and figurative language to create precision and shade of meaning while speaking and writing</p> <p><u>Sentence Frames</u> Sentence frames provide a frame of a complete sentence for students. This strategy provides an opportunity for students to use key vocabulary while providing a structure that may be more rigorous than what they could produce on their own. The sentence can be filled in with any content. To develop sentence frames, think through the variety of ways you could respond to a prompt. Then remove key vocabulary and look for the structure of the sentences. This can be dissected and shared with students. Can be found in chapters 8 and 9 of the Writing and Literacy Handbook.</p> <p><u>Philosophical Chairs</u> Philosophical chairs is similar to debate. Students are given a central topic or question. They must choose a side or remain neutral regarding the answer.</p> <p><u>2-Minute Opinion</u> Partner A or B must describe their opinion to a controversial topic backed up by examples and evidence for two minutes. The remaining partner must discuss the opposing side. Partners should challenge and question each other.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PII.8.5 | ELD Classroom Strategies for ELD.PII.8.6 |
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| <p>ELD.PII.8.5 (Bridging): Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes</p> <p>Anita Archer - Sentence Expansion Through the sentence expansion process students learn the structure of sentences and gain "sentence sense". Students will add words or phrases to sentences that answer questions such as when, where, why, and how.</p> <p>ACE the Question Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> | <p>ELD.PII.8.6 (Bridging): Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim)</p> <p>ACE the Question Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p>Anita Archer - Sentence Combining Sentence combining has a positive effect on students' writing. Students start with a stem sentence and combine it with one to four other sentences. Students combine the sentences into one simple, compound, complex or compound-complex sentence.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PII.7.7 | |
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| <p>ELD.PII.7.7 (Bridging): Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> ...The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p> <p><u>GIST</u> Students will identify the main idea of paragraphs or short sections of a text through a gist statement. The summary will contain about 15 words or fewer that identifies the most important "who" or "what" of a text, and the most important information about that "who" or "what".</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> | |

* All strategies can be found in chapter 8 of the Writing and Literacy

**MODESTO CITY SCHOOLS
COURSE OUTLINE**

COURSE TITLE: 8 Language Arts Honors GATE S1 8 Language Arts Honors GATE S2

COURSE NUMBER: ENG512141

ENG512142

RECOMMENDED GRADE LEVEL: 8

DURATION: One Year

GRADING FORMAT: Standard

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 2116

Course Description:

This course is designed for students performing at or above grade level in language arts who plan to follow a more rigorous college preparatory program in high school. Students are required to read required texts, to read extensively from district-approved extended reading lists, to write in the four discourses as detailed in the California State Standards, to work independently, and to demonstrate higher-level critical thinking skills in their written and oral work. The comprehensive program is aligned to state standards with thematic or skills-based units in which are embedded critical reading, composition, grammar, vocabulary development, and speaking and listening instruction. Students who perform poorly in this course will have their placement reviewed.

Recommended Prerequisites: Honors/GATE identification by current district criteria is a requirement for placement in this course. Other criteria for placement are the recommendation of 7th grade language arts teachers, Proficient or higher on the CASSPP and grades indicating good study habits.

Board Approved:

REQUIRED TEXTS:

StudySync, McGraw-Hill, 2017

SUPPLEMENTARY MATERIALS

MCS Passport to Literature, Grade 8

Video List approved by the Board for Grade 8. (Videos shown must have obvious curricular relevance and accompanying assignments. No “PG-13” videos may be shown unless by prior approval by the Modesto City Schools Video Committee or prior approval from site administration based on BP/AR 6161.11. No “R” rated videos may be shown in grades 7-8).

Curriculum Map English Grade 8

| Unit 1-Suspense Quarter 1 | Unit 2-In Time of War Quarter 2 | Unit 3-A Moral Compass Quarter 3 | Unit 4-The Civil War Quarter 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential Question Why do we love suspense? | Essential Question What does our response to conflict say about us? | Essential Question How can life experiences shape our values? | Essential Question How did the War Between the States redefine America? |
| Instructional Sequence First Read Skill Close Read Selections Let 'Em Play God The Monkey's Paw Sorry, Wrong Number Violence in the Movies: Real Suspense or Hollywood Gone Too Far? A Night to Remember Cujo Lord of the Flies Ten Days in a Mad-House The Tell-Tale Heart Annabel Lee The Bells | Instructional Sequence First Read Skill Close Read Selections Blood, Toil, Tears and Sweat The Diary of Anne Frank The Diary of Anne Frank: A Play The Boy in the Striped Pajamas: A Fable Teaching History Through Fiction Hitler Youth: Growing Up in Hitler's Shadow Parallel Journeys Dear Miss Breed Nobel Prize Acceptance Speech Remarks in Memory of Victims of the Holocaust | Instructional Sequence First Read Skill Close Read Selections Abuela Invents the Zero Home A Celebration of Grandfathers Mother to Son Little Women The Adventures of Tom Sawyer Born Worker Ode to Thanks Songs of Innocence: The Little Boy Lost and The Little Boy Found Songs of Experience: A Poison Tree Mandatory Volunteer Work for Teenagers | Instructional Sequence First Read Skill Close Read Selections House Divided Speech Narrative of the Life of Frederick Douglass: An American Slave Across Five Aprils Paul Revere's Ride Speech to the Ohio Women's Conference: And Ain't I a Woman Sullivan Ballou Letter Civil War Journal The Red Badge of Courage Gettysburg Address Chasing Lincoln's Killer O Captain! My Captain! |
| Required: One full text is to be taught in eighth grade. The titles below are aligned thematically to the unit and are incorporated into the pacing guides. Sites determine novels used for seventh and eighth grade. Listing on pacing guide does not necessarily mean it equates with site grade-level determination. | | | |
| Full-Text Study A Night to Remember (excerpt) | Full-Text Study The Diary of Anne Frank: A Play (excerpt) Anne Frank: The Diary of a Young Girl (alternate) (excerpt) | Full-Text Study The Adventures of Tom Sawyer (full-text pdf) Little Women (full-text pdf) | Full-Text Study Narrative of the Life of Frederick Douglass, An American Slave (full-text pdf) Across Five Aprils (excerpt) |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Reading Skills Author's Purpose and Author's Point of View Theme Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots | Key Reading Skills Textual Evidence Central or Main Idea Informational Text Elements Dramatic Elements Theme Media Point of View Character Argument and Claim Compare and Contrast Reasons and Evidence Author's Purpose and Point of View Informational Text Structure | Key Reading Skills Theme Character Main or Central Idea Tone Compare and Contrast Plot Point of View Media Story Structure Allusion Poetic Structure Figurative Language Connotation and Denotation Word Relationships Author's Purpose Reasons and Evidence | Key Reading Skills Informational Text Structure Tone Figurative Language Informational Text Elements Compare/Contrast Central or Main Idea Argument and Claim Character Media Text Evidence Poetic Structure Point of View Theme Connotation and Denotation Figurative Language |
| Key Grammar Skills First Read: Let 'Em Play God - The Suffixes -ible and -able First Read: Violence in Movies - Words Often Confused First Read: The Tell-Tale Heart - Verb Moods Extended Writing Project: Draft - Adjective Suffixes Extended Writing Project: Revise - Words Often Confused Extended Writing Project: Publish - Verb Moods Review | Key Grammar Skills First Read: Teaching History Through Fiction - Using Commas with Clauses First Read: Parallel Journeys - Active and Passive Voice First Read: Dear Miss Breed - Transitive and Intransitive Verbs Extended Writing Project: Draft - Using the Dash Extended Writing Project: Revise - Active and Passive Voice Extended Writing Project: Publish - Verb Moods | Key Grammar Skills First Read: Abuela Invents the Zero - Participles and Participial Phrases First Read: A Celebration of Grandfathers - Spelling Possessive Forms First Read: Born Worker - Using Commas Extended Writing Project: Draft - Verbals Extended Writing Project: Revise - Verb Moods Extended Writing Project: Publish - Commas, Ellipses, and Dashes | Key Grammar Skills First Read: House Divided Speech - Commas, Ellipses, and Dashes First Read: The Narrative of the Life of Frederick Douglass - Active and Passive Voice First Read: Red Badge of Courage - Verbals (Participles) Extended Writing Project: Draft - Verbals (Infinitives) Extended Writing Project: Revise - Active and Passive Voice Extended Writing Project: Publish - Commas and Compound Sentences |
| Extended Writing Project Narrative | Extended Writing Project Argument | Extended Writing Project Literary Analysis | Extended Writing Project Informative/Explanatory |
| Key Writing Skills Organize Narrative Writing Introductions Narrative Techniques and Sequencing Descriptive Details Writing Dialogue Audience and Purpose Conclusions | Key Writing Skills Audience, Purpose, and Style Research and Note-Taking Thesis Statement Organize Argumentative Writing Supporting Details Introductions and Conclusions Transitions | Key Writing Skills Thesis Statement Audience and Purpose Organize Narrative Writing Supporting Details Introductions Transitions Conclusions | Key Writing Skills Thesis Statement Audience and Purpose Organize Informative Writing Supporting Details Introduction Body Paragraphs and Transitions Conclusions |

| Transitions | Sources and Citations | Style Sources and Citations Career Development | Style Sources and Citations |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Handouts- vary by selection <ul style="list-style-type: none"> • Grammar • Vocabulary • Access • Graphic Organizers • Student Models | | Integrated ELD/Universal Access <ul style="list-style-type: none"> • Access 1- Emerging • Access 2- Expanding • Access 3- Bridging • Access 4- Approaching • See Appendix B of the curriculum map | |
| Other Resources-Core ELA Program page <div> <div> ELA Assessments Placement and Diagnostic Speaking and Listening Handbook Grammar, Language and Composition Guide and TE </div> <div> Vocabulary Workbook Spelling Workbook Language Transfers Handbook Student and Teacher Glossary Newcomer EL Support </div> </div> | | Teacher Resources- Home (Welcome) page <div> <div> Teacher Guides Path Walkthrough Getting Started FAQs Tutorial Videos Start Units </div> <div> Student Guides Mobile Apps Program Walkthrough Featured Videos Catlin Tucker Doug Fisher </div> <div> Teacher Resources and Instructions Google doc Integration Grammar Resources Library Titles Table of Contents Scope and Sequence </div> </div> | |
| Assessment Reading comprehension quiz per selection Placement and Diagnostic Assessment Unit 1 Performance Task Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 2 Multiple Choice Assessment Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 3 Assessment Multiple Choice and Performance Task Grammar Quizzes | Assessment Reading comprehension quiz per selection Unit 4 Assessment Multiple Choice and Performance Task End-of-Year Assessment End-of-Year Assessment PT Grammar Quizzes |
| Benchmark Derived from Unit 1-Multiple Choice | Performance Task Derived from Unit 2 -Argument | Benchmark Suspended | Benchmark N/A |

Writing Scaffolding Chart

Word count goal per semester:

| Word count goal per semester: | | | | | | | |
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| 7th | 8th | 9th | 10th | 11th | 12th | | |
| 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | | |
| Daily Writing/ CFU | Writing Assignments/ Tasks | Identify Structure/ Domains | Suggested Scaffolding | Strategies Integrated | Common Core Focus | Revision/ Editing Strategies | Writing Terms (Handbook) |
| <ul style="list-style-type: none">• Entrance Slips• Quick Writes• Exit Slips• Short Sentence Answers• Paragraph Responses In-class• Journal (edited)• Prior Knowledge• KWL• 1-Page Holistically Graded Essay• Introduction• Body• Conclusion | <ul style="list-style-type: none">• Sentences/ Paragraphs• Narrative• Argument• Expository• Full-Process Essay• In-Class Essay• Test w/ Essay Response• Research• Speech• Critiquing/ Analysis• Letter Writing: Explaining Analyzing Evaluating | <ul style="list-style-type: none">• Narrative Description• Thesis/ Support• Argument• Cause/ Effect• Problem/ Solution• Sequence/ Order• Division/ Analysis• Compare/ Contrast• Reflection• Business | <ul style="list-style-type: none">• Essay Elements• Writing Devices• 4 Sentence Types• Sentence Practice• Paragraph Practice: Introductions Bodies Final Thoughts• Group Work: Paragraphs Class-Generated Essay• Individual Mini Essays: #1 essay 150 #2 essay 250 #3 essay 350 (Use appropriate staircasing)• Full-Process Essay• In-Class or Test Essay• Research/ Informational | <ul style="list-style-type: none">• Summarize• Paraphrase• Integrate Quotations• Signal Phrase• Parenthetical Documentation• Appeals• Fallacies• Works Cited | <ul style="list-style-type: none">• MLA/ Formatting• Academic Language• 3 Discourses• Emphasis on Informational and Argumentative Writing• Content Rich Non-Fiction• Writing from Sources• Citing Textual Evidence• Pair/Group Collaboration• Real-World Issues | <ul style="list-style-type: none">• Revise vs Edit• Backwards• Read Aloud• Cut-up Paragraphs• All Lines• Peer Edit• Rough Draft• Final Draft | <p>Terms to Emphasize:</p> <ul style="list-style-type: none">• Purpose• Theses• Topic Sentences• Claims• Paragraphing Strategies• Focus• Coherence• Unity• Transitions• Verbs• Academic Diction• Examples• Evidence:• Concrete Details• Commentary• Circular Connection (Topic sentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence.) |

***Notes and Clarifications**

The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.

This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level—except the word count.

Handbooks

Handbook, Language Acquisition

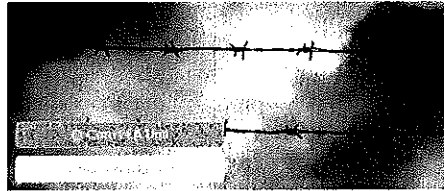
- 1) Student Core Program Guide
- 2) Grade 8 ELA Overview
- 3) Grade 8 ELA Overview
- 4) Grade 8 ELA Scope and Sequence
- 5) Grade 8 ELA Scope and Sequence

Unit 1: Suspense!



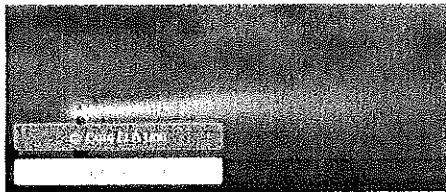
1) Pacing Guide

Unit 2: In Time of War



1) Pacing Guide

Unit 3: A Moral Compass



1) Pacing Guide

Unit 4: The Civil War



1) Pacing Guide

Additional Resources

- 1) Grade 8 ELA Assessment
- 2) Grade 8 ELA Assessment
- 3) Placement and Diagnostic Assessment
- 4) Foundation Skills
- 5) Spacing & Learning Handbook
- 6) Language Acquisition Handbook
- 7) Grade 8 ELA Overview
- 8) Grade 8 ELA Overview
- 9) Grade 8 ELA Overview
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- 100) Grade 8 ELA Overview

Handbooks

Other Teacher Resources

StudySync Tutorials

Welcome back,

Teacher Guides

How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website

New! StudySync Teaching Lab Videos

How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website

Student User Guide

How to Use the StudySync
Library Website

Teacher Resources & Instructions

How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website
How to Use the StudySync
Library Website

Featured Videos

How to Use the StudySync
Library Website

- Navigating Your New Account
- How to Create Sub-groups In StudySync
- How to Remove Students from a Sub-group
- How to Assign a Blast
- How to Assign a First Read
- How to Assign a Close Read
- How to Assign a Skill
- How to Assign Extended Writing Project Lessons
- How to Mimic a Student
- How to Create a Blast
- How to Create a Read/Write Assignment
- How to Create a Writing Assignment
- How to De-activate an Assignment
- How to Pull up an Individual Student Report
- How to Re-use an Assignment
- How to Change the Start and End Dates on Assignments

- How to Edit an Assignment
- How to Edit an Assignment's Writing Prompt
- Assessing an Assignment
- How to Use the Annotation Tool to Assess Student Writing
- How to Add a Student to an Assignment
- How to Remove a Student from an Assignment
- How to Export Assignment Data to Excel
- How to send an Assignment Back to a Student
- How to Create a New Rubric
- How to View a Rubric
- How to Attach a New Rubric to an Assignment
- How to Assign a Blast from the Library to Only Your Students
- Cloning a Blast
- How to Suggest a Library Option
- How to Join the StudySync Blast Community

Tutorial videos and other resources are available on the ELA Website, which can be accessed through Schoology.

Destiny



ELA 7-12



ERWC 12



GALE Databases

Appendix A

| ELA Standards | |
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| Reading Literature | |
| Key Ideas and Details | |
| Literature 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine the quality of the evidence used to support what the text says. |
| Literature 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | <ul style="list-style-type: none"> I can identify the theme in a text. I can explore how characters, setting, and plot interact to support and develop a theme. I can summarize a text. |
| Literature 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | <ul style="list-style-type: none"> I can explain how elements of a story work together. I can explain how what the character says or does moves the plot of the story forward or reveals more about the character. |
| Craft and Structure | |
| Literature 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can identify several types of figurative language in a text. I can identify the connotative meanings of certain words in a text. I can analyze how specific word choice influences the meaning and tone of a text. I can identify how the author's analogies or allusions to other text influence meaning and tone. |
| Literature 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | <ul style="list-style-type: none"> I can compare and contrast two or more different texts. I can explain how the texts' structural differences contribute to their meaning. I can explain how the texts' structural differences contribute to their style. |
| Literature 6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | <ul style="list-style-type: none"> I can identify the point of view of the characters or narrator(s) in a text. I can tell the difference between the character's point of view and the audience's or reader's point of view. I can analyze how differences in the character's point of view and the reader's point of view create suspense or humor. |
| Integration of Knowledge and Ideas | |
| Literature 7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | <ul style="list-style-type: none"> I can explain how a film or live production of a story or drama is similar or different from the original text. I can evaluate how the director's choices to stay with or make changes to the script affects the story. |
| Literature 8: (Not applicable to literature) | <ul style="list-style-type: none"> (Not applicable to literature) |
| Literature 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | <ul style="list-style-type: none"> I can analyze a piece of fiction and connect its themes, events, or characters to a traditional or religious piece of writing. I can analyze how a traditional or religious piece of writing is transformed into a modern work. |
| Range of Reading and Level of Text Complexity | |

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| Literature 10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | <ul style="list-style-type: none"> I can independently understand a variety of readings of varying complexities. |
| Reading Informational | |
| Key Idea and Details | |
| Informational 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine the quality of the evidence used to support what the text says. |
| Informational 2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | <ul style="list-style-type: none"> I can find a central idea in a text. I can explain how supporting ideas develop the central idea. I can explain how supporting ideas relate to the central idea. I can summarize a text. |
| Informational 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | <ul style="list-style-type: none"> I can compare individuals, ideas, or events in a text. I can contrast individuals, ideas, or events in a text. |
| Craft and Structure | |
| Informational 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA | <ul style="list-style-type: none"> I can explain the meaning of figurative language, the connective meanings of specific words, and the technical meanings of words in a text. I can identify and explain analogies and allusions and how they affect the meaning and tone of the text. |
| Informational 5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | <ul style="list-style-type: none"> I can break a paragraph into sentences and identify their functions within that paragraph. I can explain how the sentences support the paragraph's key point. |
| a. Analyze the use of text features (e.g., graphics, headers, captions) consumer materials. CA | <ul style="list-style-type: none"> I can analyze text features and explain how they contribute to the meaning of the text. |
| Informational 6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> I can identify an author's point of view or purpose in a text. I can identify and explain how the author acknowledges and responds to others' opinions. |
| Integration of Knowledge and Ideas | |
| Informational 7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | <ul style="list-style-type: none"> I can identify several different ways to present information on a topic. I can evaluate the advantages and disadvantages of presenting information in various formats. |
| Informational 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | <ul style="list-style-type: none"> I can outline and explain specific claims and supportive evidence in an argument. I can determine whether or not the reasons linking the evidence to the claims are sound (good quality and logical). I can determine whether or not there is enough relevant evidence to support the claim. I can determine if irrelevant evidence is introduced. |
| Informational 9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | <ul style="list-style-type: none"> I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |

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| Range of Reading and Level of Text Complexity | |
| Informational 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | <ul style="list-style-type: none"> I can understand a variety of reading varying in complexities independently. |
| Writing | |
| Text Types and Purposes | |
| Writing 1: Write arguments to support claims with clear reasons and relevant evidence. | I can write a claim and support it with reasons and evidence. |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | <ul style="list-style-type: none"> I can write a claim(s) and distinguish it from a different or opposing claim. I can logically organize reasons and evidence that support a claim or claims. |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | <ul style="list-style-type: none"> I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information. |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | <ul style="list-style-type: none"> I can use words, phrases, and clauses to show clearly how claims, counterclaims, reasons, and evidence fit together. |
| d. Establish and maintain a formal style. | <ul style="list-style-type: none"> I can use formal words and language to write about an issue or topic. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| Writing 2: Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA | <ul style="list-style-type: none"> I can examine a topic and generate my own ideas on the topic. I can select and gather relevant information on the topic to support my ideas. I can analyze the topic information I have gathered. I can use my research combined with my ideas to write an organized informative text. |
| a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | <ul style="list-style-type: none"> I can organize my paper using a clear introduction. I can organize and categorize my information. I can use headings, charts, tables, etc. to add clarification to my papers. |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | <ul style="list-style-type: none"> I can support my topic using facts, definitions, details, and examples. |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> I can use a variety of appropriate transitions to show connections between ideas and concepts. |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | <ul style="list-style-type: none"> I can use precise language and vocabulary specific to my topic. |
| e. Establish and maintain a formal style. | <ul style="list-style-type: none"> I can write a formal paper. |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <ul style="list-style-type: none"> I can write a conclusion that supports the information presented in my paper. |

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| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <ul style="list-style-type: none"> I can write a logical, detailed narrative about real or imagined events or experiences. I can hook the reader by introducing ideas, point of view, a narrator and/or character. I can organize events in a natural, logical order. |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | <ul style="list-style-type: none"> I can write a narrative using techniques such as dialogue, timing, and description. |
| c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | <ul style="list-style-type: none"> I can use transition words and phrases to show order of events or changes in setting. |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul style="list-style-type: none"> I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <ul style="list-style-type: none"> I can conclude my story by reflecting on experiences or events. |
| Production and Distribution of Writing | |
| Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> I can develop and organize clear and understandable writing, which is appropriate for a specific task, purpose, and audience. |
| Writing 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | <ul style="list-style-type: none"> I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can improve my writing through feedback from peers and adults. I can revise with a focus on how well purpose and audience have been addressed. |
| Writing 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | <ul style="list-style-type: none"> I can write a claim and support it with reasons and evidence. |
| Research to Build and Present Knowledge | |
| Writing 7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | <ul style="list-style-type: none"> I can research several different resources to answer assigned questions that I create. I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources. |
| Writing 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <ul style="list-style-type: none"> I can search specific terms to gather relevant information from and digital sources. I can determine if a source is believable and uses correct information. I can quote and paraphrase information from sources without plagiarizing others' words and ideas. I can correctly cite my sources in the text or at the end of my paper. |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> I read literary or informational texts to find specific facts, examples or details that support my own ideas. |

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| a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). | <ul style="list-style-type: none"> • See grade 8 Reading standard. |
| b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | <ul style="list-style-type: none"> • See grade 8 Reading standard. |
| Range of Writing | |
| Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • I can write for a variety of time frames. • I can write to the assigned task, for a purpose, and for a specific audience. |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Speaking and Listening 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | <ul style="list-style-type: none"> • I can communicate and respond to ideas about a variety of topics during discussions. |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <ul style="list-style-type: none"> • I can bring materials that I have read and researched to discussions. |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | <ul style="list-style-type: none"> • I can follow group rules to meet specific goals during discussions. |
| c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | <ul style="list-style-type: none"> • I can ask questions to link others’ ideas and answer questions with relevant information. |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | <ul style="list-style-type: none"> • I can consider others’ viewpoints, but continue to support my view with evidence. |
| Speaking and Listening 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <ul style="list-style-type: none"> • I can determine a purpose behind information presented visually, orally, or in numerals. • I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons. |
| Speaking and Listening 3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <ul style="list-style-type: none"> • I can outline specific claims and link them to a speaker’s argument. • I can evaluate whether or not the speaker’s reasons support the claims in the argument. • I can determine whether or not there is enough relevant evidence to support the argument. • I can recognize evidence that does not relate to the argument. |

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| Presentation of Knowledge and Ideas | |
| Speaking and Listening 4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA | <ul style="list-style-type: none"> I can give a presentation that makes claims and uses relevant evidence, reasons, and details. I can give a presentation where I use eye contact and a clear, loud voice. |
| a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA | <ul style="list-style-type: none"> I can give a presentation that makes claims and uses relevant evidence, reasons, and details. I can give a presentation where I use eye contact and a clear, confident voice. |
| Speaking and Listening 5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <ul style="list-style-type: none"> I can give a presentation using interesting multimedia and visual displays to strengthen my claims and evidence. |
| Speaking and Listening 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) | <ul style="list-style-type: none"> I can give a presentation or speak in a group demonstrating command of formal English. |
| Language | |
| Conventions of Standard English | |
| Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> I can use language correctly when writing or speaking. |
| a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | <ul style="list-style-type: none"> I can define "verbals" and explain how they work in sentences. |
| b. Form and use verbs in the active and passive voice. | <ul style="list-style-type: none"> I can explain the difference between active and passive verbs and use them in sentences. |
| c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | <ul style="list-style-type: none"> I can use verbs in the following forms: indicative, imperative, interrogative, conditional, and subjunctive. |
| d. Recognize and correct inappropriate shifts in verb voice and mood. | <ul style="list-style-type: none"> I can recognize verb shifts between active and passive voices and correct them. I can recognize misused verb forms and correct them. |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling in my writing. |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | <ul style="list-style-type: none"> I can use correct punctuation to indicate a pause or break in a sentence. |
| b. Use an ellipsis to indicate an omission. | <ul style="list-style-type: none"> I can use an ellipsis to indicate omitted words or phrases. |
| c. Spell correctly. | <ul style="list-style-type: none"> I can spell correctly and review my work for mistakes in spelling. |
| Knowledge of Language | |
| Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <ul style="list-style-type: none"> I can demonstrate how language should sound when it's spoken, written, and read. |
| a. Use verbs in the active and passive voice and in the conditional and | <ul style="list-style-type: none"> I can use active and passive voice in my writing. |

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| subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | <ul style="list-style-type: none"> I can create a specific effect by using conditional and subjunctive mood. |
| Vocabulary Acquisition and Use | |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. | <ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means. |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <ul style="list-style-type: none"> I can determine the meaning of a word through context clues or by the way it is used in a sentence. |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). | <ul style="list-style-type: none"> I can clarify a word through examining its parts such as prefixes, roots and suffixes. |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | <ul style="list-style-type: none"> I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <ul style="list-style-type: none"> I can infer the meaning of a word and then double check to see if I am correct by using a dictionary. |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none"> I can identify examples of figurative language. I can recognize word relationships by comparing them to similar or opposite meaning words. I can recognize the slight difference in word meanings based on how they are used. |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | <ul style="list-style-type: none"> I can identify figures of speech like verbal irony and puns and explain their intended meanings. |
| b. Use the relationship between particular words to better understand each of the words. | <ul style="list-style-type: none"> I can clarify a word through examining other words and ideas that are similar or opposite. |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). | <ul style="list-style-type: none"> I can explain the differences between the implied meaning of a word and its technical meaning. |
| Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> I can explain what general academic words are and use them in my writing. I can define words and phrases that are specific to language arts and apply them in speaking and writing. I can use various resources to build my vocabulary and help me understand what I read or hear. |

Appendix B

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | ELD.PI.8.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics |
| ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) | ELD.PI.8.2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) |
| ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges |
| ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.5: Listening actively to spoken English in a range of social and academic contexts |
| ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | ELD.PI.8.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area | ELD.PI.8.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| Blasts | Readings | Sync TV | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | ELD.PI.8.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area |
| ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing | ELD.PI.8.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology |
| ELD.PII.8.5: Modifying to add details | ELD.PI.8.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.8.12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. | ELD.PI.8.11: Justifying own arguments and evaluating others' arguments in writing |
| ELD.PII.8.6: Connecting ideas | ELD.PII.8.2: Understanding cohesion | ELD.PII.8.2: Understanding cohesion | ELD.PII.8.1: Understanding text structure |
| ELD.PII.8.7: Condensing ideas | ELD.PII.8.5: Modifying to add details | ELD.PII.8.5: Modifying to add details | ELD.PII.8.2: Understanding cohesion |
| | | | ELD.PII.8.5: Modifying to add details |
| | | | ELD.PII.8.6: Connecting ideas |
| | | | ELD.PII.8.7: Condensing ideas |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies

8th Grade

| ELD Classroom Strategies for ELD.PI.8.1 | ELD Classroom Strategies for ELD.PI.8.1 |
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| <p>ELD.PI.8.1 (Bridging): Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations encourages students to understand alternatives and multiple perspectives.</p> <p><u>Academic Language Scripts</u> Sentence starters that can be used in a variety of scenarios for a variety of purposes.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.2 | ELD Classroom Strategies for ELD.PI.8.3 |
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| <p>ELD.PI.8.2 (Bridging): Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate</p> <p><u>I Want To Say..., and Yet</u> An ongoing translation on students' casual language to academic language.</p> <p><u>Repeat-Reword-Discuss</u> In this activity, students read a text, and as they are reading, they identify long or grammatically interesting sentences. Sentences selected should be important to the text. Students will have an opportunity to hear the selection multiple times, reword the selection and discuss</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> <p><u>Talking Chips</u> This strategy is used for accountable and equitable talk in small group discussions and promotes academic conversations.</p> | <p>ELD.PI.8.3 (Bridging): Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses</p> <p><u>Four Corners</u> This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. Give One, Get One is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.5 | ELD Classroom Strategies for ELD.PI.8.5 |
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| <p>ELD.PI.8.5 (Bridging): Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>What Makes You Say That?</u> This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.</p> <p><u>Connect-Extend-Challenge</u> This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles, and difficulties as they reflect on what they are learning.</p> <p><u>Stop and Slow Down</u> Working individually in pairs or groups. Students search a text for ideas that "stop them in their tracks" because they doubt their accuracy and ideas that "slow them down, or give them pause and make them wonder" if they are true and accurate.</p> <p><u>Carousel Brainstorm</u> This routine is used to build background knowledge, review material, or generate opinions. It encourages students to build upon other's ideas.</p> | <p><u>Give One, Get One</u> This strategy is intended to foster critical thinking and collaboration. It is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. The strategy challenges students to go through their own metacognitive process as they build knowledge.</p> <p><u>10 - 2 - 2 Notetaking</u> This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> <p><u>Helping Trios</u> This routine is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both time and space to do so.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PI.8.6 | ELD Classroom Strategies for ELD.PI.8.7 |
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| <p>ELD.PI.8.6a (Bridging): Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support</p> <p><u>Text Reconstruction</u> Through multiple reads, students will reconstruct a text independently, with a partner, and in a small group.</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Annotation</u> This strategy has students mark important parts of text and write questions or observations for deeper understanding. Can be found in chapter 7 of the Writing and Literacy Handbook.</p> | <p>ELD.PI.8.7 (Bridging): Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support</p> <p><u>Cohesion Devices for Pro/Con</u> Students will orally use academic transitions and cohesion devices to discuss the pros/cons of a given topic.</p> <p><u>Circle of Viewpoints</u> Teacher introduces source material and leads students to generate a list of viewpoints. Students then select one viewpoint and write a response and/or respond to a question from this viewpoint.</p> <p><u>Sentence-Phrase-Word Routine</u> This routine has students engage meaningfully with a text. Students will capture "what speaks to them". It also calls for them to justify their choices which makes it a useful springboard into a speaking activity.</p> <p><u>Charting the Text Table: Analyzing the Micro-Structure</u> Table used to help organize your charting statements. The table can be useful when distinguishing between what an author is saying and what an author is doing. It can be used to chart texts that cannot be marked.</p> <p><u>Analyzing an Author's Evidence</u> Use this activity to help you analyze an author's evidence. After the initial information is filled out, identify and record a claim made by the author of the text you are assigned to read.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies

8th Grade

| ELD Classroom Strategies for ELD.PI.8.11 | ELD Classroom Strategies for ELD.PI.8.12 |
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| <p>ELD.PI.8.11 (Bridging): Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support</p> <p>Socratic Conversation Plus The conversation begins with a general statement of truth and extends in using questioning and negotiation of contradictory ideas.</p> <p>What Makes You Say That? Students or teacher look for moments when students make assertions, give explanations, provide interpretations or offer opinions. Students or teacher push for more elaboration by asking, "What makes you say that?" Variation: "What did you read/see that makes you say that?"</p> <p>I Used to Think..., Now I think Students will reflect on current understanding of a topic and respond using sentence stems: "I used to think.." and "Now I think..."</p> <p>Center: Conversation Corner Students will respond to a given topic or statement in order to reflect on their understanding or experiences, share ideas, or voice an opinion.</p> <p>Four Corners This strategy can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.</p> | <p>ELD.PI.8.12 (Bridging): Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane), synonyms, antonyms, and figurative language to create precision and shade of meaning while speaking and writing</p> <p>Sentence Frames Sentence frames provide a frame of a complete sentence for students. This strategy provides an opportunity for students to use key vocabulary while providing a structure that may be more rigorous than what they could produce on their own. The sentence can be filled in with any content. To develop sentence frames, think through the variety of ways you could respond to a prompt. Then remove key vocabulary and look for the structure of the sentences. This can be dissected and shared with students. Can be found in chapters 8 and 9 of the Writing and Literacy Handbook.</p> <p>Philosophical Chairs Philosophical chairs is similar to debate. Students are given a central topic or question. They must choose a side or remain neutral regarding the answer.</p> <p>2-Minute Opinion Partner A or B must describe their opinion to a controversial topic backed up by examples and evidence for two minutes. The remaining partner must discuss the opposing side. Partners should challenge and question each other.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PII.8.5 | ELD Classroom Strategies for ELD.PII.8.6 |
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| <p>ELD.PII.8.5 (Bridging): Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes</p> <p><u>Anita Archer - Sentence Expansion</u> Through the sentence expansion process students learn the structure of sentences and gain "sentence sense". Students will add words or phrases to sentences that answer questions such as when, where, why, and how.</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> | <p>ELD.PII.8.6 (Bridging): Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim)</p> <p><u>ACE the Question</u> Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p><u>Anita Archer - Sentence Combining</u> Sentence combining has a positive effect on students' writing. Students start with a stem sentence and combine it with one to four other sentences. Students combine the sentences into one simple, compound, complex or compound-complex sentence.</p> |

* All strategies can be found in chapter 8 of the Writing and Literacy

Integrated ELD Strategies 8th Grade

| ELD Classroom Strategies for ELD.PII.7.7 | |
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| <p>ELD.PII.7.7 (Bridging): Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> ...The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p> <p>GIST Students will identify the main idea of paragraphs or short sections of a text through a gist statement. The summary will contain about 15 words or fewer that identifies the most important "who" or "what" of a text, and the most important information about that "who" or "what".</p> <p>ACE the Question Students ACE the question by answering the question in complete sentences and provide evidence to expand or explain the answer.</p> <p>10 - 2 - 2 Notetaking This method divides instruction into manageable chunks and provides students with the time necessary to process information and concepts that are presented by way of whole group or direct instruction.</p> | |

* All strategies can be found in chapter 8 of the Writing and Literacy