

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Reading

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: **A. READING**

*Assessment

Reading:	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
Reading Process	<p>1. Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency.</p> <p>a. Use a range of before, during, and after reading strategies to deepen their understanding of the author’s message.</p>	<p>Students will use among others:</p> <p>*See Appendix A for the Before, During, and After Read Process Skills</p> <p><u>Literacy Strategies</u></p> <p>a1. <u>Before reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Anticipation/Reaction Guide</p> <p>a2. <u>During reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Triple Entry Vocabulary Journal</p> <p>a3. <u>After reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Sum It Up <u>RAFT</u></p>	<p>a1-c1. <i>I Read It, But I don’t Get It: Comprehension strategies for adolescent readers</i> Tovani, C. 2000 (Stenhouse)</p> <p>a1. Power Practice Reading Skills 7-8</p> <p>a1. <i>Classroom Strategies for Interactive Learning</i> (ISBN: 0872072843)</p> <p>a1. <i>50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading</i></p> <p>a1-a3. Team Literacy Binder</p> <p>a1-a3. Use Literacy Team members as support</p> <p>a1-a3. Resources from Literacy Specialists</p>

<p>Vocabulary Strategies</p> <p>*NWEA Reading: Unknown words</p>	<p>a. Identify the meaning of unfamiliar vocabulary (R-8-2)</p> <p>b. Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships. (R-8-3)</p>	<p><u>Vocabulary</u></p> <p>Students will</p> <p>a1. use strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resource, such as dictionaries, glossaries, thesauruses; or prior knowledge) (R-8-2.1)</p> <p>a2. learn and use at least the following set of word parts: 8th Grade Roots: bio, chron, geo, hydr, phobia, therm, ped, dent/dont, chrome, flex Prefixes: im/in, ex, mono, non, post, pre, semi, trans, auto, re Suffixes: er-noun, er-adj. or adv., ment, ness, est, s, ism, ed, able, ology, ward</p> <p>b1. identify synonyms, antonyms, homonyms/homophones, shades of meaning, or word origins, including words from other languages that have been adopted into our language. (R-8-3.1) EXAMPLE: (word origin from other language: de'ja'vu (R-8-3.1)</p> <p>b2. select appropriate words or explain the use of words in context, including content specific vocabulary, words with multiple meanings, or</p>	<p>b1-b2. <i>Be A Better Reader</i></p> <p>b1-b2. <i>Reading Reminders</i> (ISBN: 0867095008)</p> <p>b1-b2. <i>Glencoe Writer's Choice</i> (red or green)</p> <p>b1-b2. <i>Teaching Literary Elements with Short Stories</i> (ISBN: 0439098432)</p> <p>b1-b2. <i>Scholastic Writing Series</i> (ISBN: 0-590-2-9329)</p>
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	<p>c. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression. (L)</p>	<p>precise vocabulary. (R-8-3.2)</p> <p>b3. recognize and complete analogies EXAMPLE: map: locate as recipe: cook (R-8-3)</p> <p>Students will:</p> <p>c1. continue to use prior concepts and skills to fluently read text</p> <p>See Appendix B</p>	
<p>A2 Literary Texts Analysis an Interpretation of Literary Texts/ Citing Evidence</p> <p>*NWEA Reading/Literature: Interpretation</p>	<p>a. Students have ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix B.</p> <p>b. Analyze the effect of the qualities of a character on the plot and on the resolution of the conflict.</p>	<p><u>Literary Text</u></p> <p>Students will:</p> <p>a1. identify or describe character(s), setting, problem/solution, or plots/subplots as appropriate to text; or identify any significant changes in character or setting over time; or identify rising action, climax, or falling action. (R-8-4.1)</p> <p>a2. paraphrase or summarize key ideas/plot, with major events sequences, as appropriate to text. (R-8-4.2)</p> <p>b1. analyze an author's characterization techniques including the character's thoughts, words, and actions; the narrator's description; and</p>	<p>a1-i1. <i>Glencoe Reader's Choice - Anthology</i> (green and red)</p> <p>a1-i1. <i>Invitations: Changing as Teachers and Learners, K-12</i> (Heinemann ISBN: 978-0-435-08836-1)</p> <p>a1-i1. <i>Reading Essentials: The</i></p>

<p>*NWEA Reading/Literature: Devices/Structure</p> <p>*"Short Story" Common Assessment</p>	<p>c.Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.</p> <p>d.Explain how different points of view can affect the overall theme of the work.</p> <p>e.Analyze the literary devices that define a writer's style and use those elements to interpret the text.</p> <p>f.Identify and analyze</p>	<p>the thoughts, words, and actions of other characters.</p> <p>b2.describe <u>characterization</u> (e.g., <u>stereotype, antagonist, protagonist</u>), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time. (R-8-5.2)</p> <p>c1. evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.</p> <p>c2.Make inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (R-8-5.3)</p> <p>d1.explain how the theme of a story might change were the point of view different.</p> <p>d2.explain how the narrator's point of view affects the reader's interpretation (R-8-5.4)</p> <p>e1. identify the relationship between the use of literary devices and a writer's style to understand the text.</p> <p>f1. identify stated or implied</p>	<p><i>specifics you need to teach reading well.</i> Routman, R. (Heinemann ISBN: 0-325-00492-7)</p> <p>a1-i1. <i>Mosaic of Thought: Teaching comprehension in a reader's workshop.</i> (Heinemann ISBN: 0-435-07237-4)</p> <p>a1-i1. <i>I Read it But I don't Get It: Comprehension strategies for adolescent readers.</i> Tovani, C. 2000 (Stenhouse)</p> <p>a1-i1. <i>Teaching Literary Elements</i> (Prentice Hall ISBN: 0590209450)</p> <p>a1-i1. <i>Teaching for Comprehension and Fluency</i> Fountas and Pinnell (ISBN: 0-325-00308-4)</p> <p>a1-i1. Maine Speaks</p> <p>a1-i1.Short Story Unit</p> <p>d1-h1.Tied to short story unit.</p>
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	<p>recurring themes that appear frequently across traditional and contemporary works.</p> <p>g. Describe the use of diction, figurative language, repetition, rhyme and tone to convey meaning in poetry.</p> <p>h. Analyze and interpret elements of literary texts, citing evidence where appropriate. (R-8-5)</p> <p>i. Analyze and interpret author's craft, citing evidence where appropriate. (R-8-6)</p>	<p>theme</p> <p>f2. explain how the author's message or theme (<u>which may include universal themes</u>) is supported within the text. (R-8-5.5)</p> <p>g1. describe the use of diction, figurative language (simile, metaphor, symbolism, personification, alliteration, onomatopoeia, hyperbole), repetition, rhyme and tone to convey meaning in poetry.</p> <p>h1. explain or support logical predictions (R-8-5.1)</p> <p>i1. demonstrate knowledge of author's style or use of literary elements and devices (i.e., imagery repetition, flashback, foreshadowing, personification, <u>hyperbole</u>, <u>symbolism</u>, or use of <u>punctuation</u> to analyze literary works (R-8-6.1)</p>	
<p>A3 Informational Texts</p> <p>Analysis and Interpretation of Informative Texts Citing Evidence</p> <p>*NWEA Reading Informational Text: Parts/Structures</p>	<p>3. Students have ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of</p>		<p>a1-f1. <i>Invitations: Changing as Teachers and Learners, K-12</i> (Heinemann ISBN: 978-0-435-08836-1)</p>

<p>*NWEA Reading Informational Texts: Interpretation</p> <p>*NWEA Reading: Interpret & Evaluate</p>	<p>informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix B.</p> <p>a.Create and revise the questions that can be answered by using text structures and information found within texts.</p> <p>b.Analyze difference in the structures and purposes of varied informational materials.</p>	<p><u>Informational Text</u> Students will</p> <p>a1. be aware of organizational features including table of contents, index, headings, subheadings, footnotes, etc, within narrative nonfiction</p> <p>a2.obtain information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (R-8-7.1)</p> <p>a3.use information from the text to answer questions, to state the main/central ideas, or to provide supporting details. (R-8-7.2)</p> <p>b1. will compare the structures and purposes of newspapers, textbooks, magazines, and internet services.</p> <p>b2.explain connections about information within a text, across texts, or to related ideas. (R-8-8.1)</p> <p>b3.synthesize and evaluate information within or across text(s) (e.g., constructing</p>	<p>a1-f1. <i>Reading Essentials: The specifics you need to teach reading well.</i> Routman, R. (Heinemann ISBN: 0-325-00492-7)</p> <p>a1. See the Research Strand.</p> <p>a1-e1. <i>Nonfiction In Focus: A comprehensive framework for helping students become independent readers and writers of nonfiction</i> Kristo & Bramford (Scholastic Item #NTS93658)</p> <p>a1-e1. <i>Making Facts Come Alive: Choosing quality nonfiction literature, K-8.</i> Bamford, R. & Kristo, J. 1998 (Christopher Gordon Publishers ISBN: 1-929024-51-7)</p> <p>a1-e1. <i>Checking Out Nonfiction K-8: Good choices for best learning.</i> Bamford, R. & Kristo, K. (Christopher Gordon Publishers ISBN: 1-929024-02-9)</p> <p>a1-e1. <i>Mosaic of Thought: Teaching comprehension in a reader's workshop.</i> (Heinemann ISBN: 0-435-07237-4)</p> <p>a1-e1. <i>I Read It But I Don't Get It: Comprehension strategies for adolescent readers</i> Tovani, C. 2000 (Stenhouse)</p> <p>a1-e1. <i>Reading Essentials: The specifics you need to teach reading well.</i> Routman, R. (Heinemann ISBN: 0-325-00492-7)</p> <p>c1-2. See the Research Strand.</p> <p>d1-3. See the Research Strand.</p> <p>e1.Students fill out applications such as hunting,</p>
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	<p>c.Evaluate the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.</p> <p>d.Draw conclusions about information from multiple texts and support them with evidence from the texts.</p>	<p>appropriate titles; or formulating assertions or controlling ideas) (R-8-8.2)</p> <p>b4.draw inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explain how purpose may affect the interpretation of the text</u>; or use supporting evidence to form or evaluate opinions, judgments and assertions about central ideas that are relevant. (R-8-8.3)</p> <p>c1. evaluate the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.</p> <p>c2.distinguish fact from opinion and identify possible bias/propaganda or conflicting information within or across texts. (R-8-8.4)</p> <p>d1.make inferences about causes or effects.</p> <p>d2. draw conclusions and evaluate whether the author adequately supports inferences.</p> <p>d3.organize information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., represent main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or <u>outlining</u>) (R-8-7.3)</p>	<p>fishing, and drivers licenses.</p>
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<p>A4 Persuasive Texts</p> <p>*NWEA Reading: Interpret & Evaluate</p> <p>*NWEA Informational Text: Interpretation</p>	<p>e. Follow multiple step instructions to complete an application.</p> <hr/> <p>4. Analyze and interpret informational text, citing evidence as appropriate. (R-8-8)</p> <p>a. Explain how organizational patterns such as compare/contrast, proposition/support, and problem/solution shape an author's argument.</p> <p>b. Explain connections about information within a text, across texts, or to related ideas. (R-8-8.1)</p> <p>c. Synthesize and evaluate information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). (R-8-8.2)</p> <p>d. Draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explain</p>	<p>e1. follow multiple step instructions to complete an application.</p> <hr/> <p>Students will:</p> <p>a1. explain how organizational patterns such as compare/contrast, proposition/support, and problem/solution shape an author's argument.</p> <p>b1. explain connections about information within a text, across texts, or to related ideas. (R-8-8.1)</p> <p>c1. synthesize and evaluate information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). (R-8-8.2)</p> <p>d1. draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explain how purpose may affect the interpretation of the text; or</p>	<p>b1-g1. Glencoe Literature <i>Reader's Choice, Gr. 8</i></p>
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	<p>how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant. (R-8-8.3)</p> <p>e. Distinguish fact from opinion, and identify possible bias/propaganda or conflicting information within or across texts. (R-8-8.4)</p> <p>f. Make inferences about causes or effects. (R-8-8.5)</p> <p>g. Evaluate positions presented and take a supported stand.</p>	<p>using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant. (R-8-8.3)</p> <p>e1. distinguish fact from opinion, and identify possible bias/propaganda or conflicting information within or across texts. (R-8-8.4)</p> <p>f1. make inferences about causes or effects. (R-8-8.5)</p> <p>g1. evaluate positions presented and take a supported stand.</p>	
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Writing

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: **B. WRITING**

Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

Writing	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
B1 Interconnected Elements	<p>1. Students use a writing process to communicate for a variety of audiences and purposes.</p> <p>a. Determine a purpose for writing.</p> <p>b. Decide which information to include to achieve the desired purpose.</p> <p>c. Revise drafts to improve focus and effect and voice, incorporating when appropriate peer feedback.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create writing to achieve a specific purpose. (L)</p> <p>f. Create legible final drafts.</p>	<p><u>Writing Process</u> Students will</p> <p>a1. select a purpose for writing</p> <p>b1. decide which information to include to achieve the desired purpose</p> <p>c1. revise drafts incorporating peer and teacher feedback</p> <p>d1. edit for correct grammar, usage and mechanics</p> <p>e1. publish writing to achieve the specific purpose</p> <p>f1. create legible final drafts</p>	<p>a1-f1. <i>Nonfiction In Focus: A comprehensive framework for helping students become independent readers and writers of nonfiction.</i> Kristo & Bamford (Scholastic Item # NTS93658)</p> <p>a1-f1. <i>Writing Workshop: The essential guide.</i> Fletcher, R. & Portalopi 2001 (Heinemann ISBN: 978-0325-00362-7)</p> <p>a1-f1. <i>Writing Essentials: Raising expectations and results while simplifying teaching</i> Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7)</p> <p>a1-f1. <i>In The Middle: New understanding about Writing, Reading, and Learning.</i> Atwell, N. (Heinemann ISBN: 978-0-86709-374-2)</p> <p>a1-e1. <i>Glencoe Writer's Choice</i> (red and green)</p> <p>a1-e1. <i>Write Source</i></p>

			<p>a1-f1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN: 978-0-86709-506-7)</p> <p>a1-e1. <i>6+1 Traits of Writing</i> (ISBN: 0439280389)</p> <p>a1-f1. www.thewritesource.com</p> <p>a1-f1. Graphics Organizers</p>
<p>B2 Narrative</p>	<p>2.Students write narratives that convey ideas, observations, events, or reflections.</p> <p>a.Establish a plot (or other narrative structure), point of view, setting, and conflict.</p> <p>b.Develop characters.</p> <p>c.Use a range of narrative strategies for effect.</p> <p>d.Use stylistic devices to clarify, enhance, and develop ideas.</p>	<p><u>Narrative</u> Students will</p> <p>a1. establish a plot, point of view, setting and conflict within a narrative story</p> <p>b1. develop characters within a narrative story</p> <p>c1. use a variety of narrative strategies such as dialogue, suspense, etc.</p> <p>d1. use stylistic devices to clarify, enhance and develop ideas such as word choice, flashback, foreshadowing</p>	<p>a1-d1. <i>Write Source</i></p> <p>a1-d1. Glencoe <i>Writer’s Choice</i> and Glencoe <i>Reader’s Choice</i> (red and green)</p> <p>a1-d1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN: 0-86709-506-7)</p>
<p>B3 Argument/Analysis Expository</p>	<p>3.Students write academic essays that state a clear position, supporting the position with relevant evidence.</p> <p>a.Summarize and paraphrase and/or</p>	<p><u>Expository</u></p> <p>Students will</p> <p>a1. choose a research topic and brainstorm, record key words and</p>	<p>a1-b1. <i>Write Source</i></p> <p>a1-b1. <i>Writer’s Choice</i> Glencoe (red and green)</p>

	<p>explain information from reading, listening, or viewing.</p> <p>b. Write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.</p>	<p>key concepts of what they know about it</p> <p>b1. write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.</p>	<p>a1-b1. Library</p> <p>a1-b1. Internet</p> <p>a1-b1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN: 978-0-86709-506-7)</p>
<p>B4 Persuasive Expository</p>	<p>4. Students write persuasive essays addressed to a specific audience for a particular purpose.</p> <p>a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims in a thesis-driven essay to influence the opinion, belief, or position of others.</p>	<p><u>Persuasive</u> Students will</p> <p>a1. develop a problem solution essay</p> <p>a2. use an organized format of introduction, body, and conclusion</p> <p>a3. state a thesis clearly in the introductory paragraph</p> <p>a4. support their thesis with evidence, differentiating between facts and opinions in the body</p> <p>a5. present alternate views and address potential counterclaims</p>	<p>a1-a5. Write Source</p> <p>a1-a5. <i>Why We Must Run With Scissors</i> Barry Lane (ISBN: 096567477)</p> <p>a1-a5. <i>Writer's Choice</i> Glencoe</p> <p>a1-a5. Graphic Organizers</p>
<p>B5 Practical Application</p>	<p>5. Students write documents related to career development and simple business letters and job applications.</p> <p>a. Present information purposefully and succinctly to meet the needs of the audience.</p>	<p><u>Expository/Informational</u> Students will:</p> <p>a1. present information purposefully and succinctly, as in a job application</p>	<p>a1. Local job applications</p> <p>a1. <i>Write Source</i></p> <p>a1. <i>Writer's Choice</i> Glencoe</p>

	<p>b. Convey specific requests for detailed information.</p> <p>c. Follow a conventional format such as for resumes, memoranda, and proposals.</p> <p>d. Write multiple step directions with annotation where appropriate, for completing a task.</p>	<p>b1. See Grade 7</p> <p>c1. See Grade 7</p> <p>d1. See Grade 7 How to Paper</p>	<p>a1. Internet</p> <p>a1. <i>Writing to Inform</i> (ISBN: 0822475367)</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Research

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: **C.RESEARCH**

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or mixed media.

Research	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
C1 Research	<p>1. Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources and follow the conventions of documentation to communicate findings.</p> <p>a. Determine the nature and extent of information needed.</p> <p>b. Locate and access relevant information.</p> <p>c. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p> <p>d. Distinguish between primary and secondary</p>	<p><u>Research</u> Students will</p> <p>a1. choose a research topic and brainstorm, record key words and key concepts of what they know about it</p> <p>b1. formulate questions that they have and want to have answered during their research</p> <p>b2. research using multiple appropriate resources, to include but not limited to the internet, and taking notes</p> <p>c1. demonstrate facility with note-taking, organizing information, and creating bibliographies.</p> <p>d1. distinguish between primary and secondary resources</p>	<p>a1-i1. <i>Writer's Choice</i> Glencoe (red and green)</p> <p>a1-i1. <i>Write Source</i></p> <p>a1-i1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN : 978-0-86709-506-7)</p> <p>a1-i1. Library</p> <p>a1-i1. Internet</p> <p>h1-i1. MLA format</p>

	<p>sources.</p> <p>e.Evaluate and verify the credibility of the information found in print and non-print sources.</p> <p>f.Use additional sources to resolve contradictory information.</p> <p>g.Summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.</p> <p>h.Present findings paraphrasing and quoting sources, and using proper citation.</p> <p>i.Use information ethically and legally.</p>	<p>e1. evaluate information from primary and secondary sources</p> <p>e2. use critical evaluation of website checklist to evaluate websites and information.</p> <p>f1. use additional sources to resolve contradictory information</p> <p>g1. reformulate notes into formal research paper, summarizing information from primary and secondary sources and/or from field work, experiments, oral interviews, and other sources</p> <p>g2. revise paper using student and teacher feedback</p> <p>h1-i1. use MLA format to cite resources</p>	<p>e2. <i>Critical Evaluation of Website Checklist</i> Skowhegan 21 Century Skills Model 1 Lessons created for 21st Century</p> <p>h1-i1. MLA Format</p> <p>h1-i1. <i>Write Source, Gr. 8</i></p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Language

Grade: Grade 8
MLR Span: 6 - 8

MLR Content Standard: **D. LANGUAGE**

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

Language	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
D1 Grammar and Usage	<p>1. Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <p>a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions and interjections correctly.</p> <p>b. Use compound complex sentences.</p> <p>c. Use active and passive voices effectively.</p>	<p style="text-align: center;"><u>Grammar and Usage</u> Students will</p> <p>a1. use verb forms correctly</p> <p>a2. use modifiers (adjectives and adverbs) and pronouns correctly</p> <p>a3. use transitions and conjunctions to connect ideas</p> <p>a4. be introduced to prepositions and prepositional phrases</p> <p>a5. use interjections</p> <p>b1. use compound complex sentences.</p> <p>c1. use active and passive voices effectively.</p>	<p>a1-a5. <i>Writer's Choice</i> Glencoe (red and green)</p> <p>a1-a5. <i>School House Rock</i> video</p> <p>a1-a5. <i>Mad Libs</i></p> <p>a1-c1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN: 978-0-86709-506-7)</p> <p>a1-c1. <i>Writing Workshop: The essential guide</i>. Fletcher, R. & Portalopi 2001 (Heinemann ISBN: 978-0-325-00362-7)</p> <p>a1-c1. <i>Writing Essentials: Raising expectations and results while simplifying teaching</i> Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7)</p> <p>a1-c1. <i>In The Middle: New understanding about</i></p>

<p>D2 Mechanics</p>	<p>2. Students apply the rules of capitalization, punctuation and spelling to communicate effectively.</p> <p>a. Use correct capitalization and punctuation to include commas and semicolons.</p> <p>b. Correctly spell frequently misspelled words and common homophones.</p>	<p><u>Mechanics</u> Students will</p> <p>a1. use correct capitalization</p> <p>a2. spell roots, suffixes, prefixes, contractions and syllable constructions correctly</p> <p>b1. correctly spell frequently misspelled words and common homophones. to, two, too there, their, they're accept, except weight, wait brake, break capital, capitol your, you're it's, its here, hear no, know new, knew quiet, quite, quit one, won a lot, that's, what's, correct in dialogue: would've, could've, should've, but in formal writing use would have, could have, should have.</p>	<p><i>Writing, Reading, and Learning</i> Atwell, N. (Heinemann ISBN: 978-086709-374-2)</p> <p>a1-c1. <i>Write Source, Grade 8: A book for writing, thinking and learning</i></p> <p>a1-b1. <i>Writing Workshop: The essential guide.</i> Fletcher, R. & Portalopi 2001 (Heinemann ISBN: 978-0-325-00362-7)</p> <p>a1-b1. <i>Writing Essentials: Raising expectations and results while simplifying teaching</i> Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7)</p> <p>a1-b1. <i>In The Middle: New understanding about Writing, Reading, and Learning</i> Atwell, N. (Heinemann ISBN: 978-086709-374-2)</p> <p>a1-b1. <i>Write Source, Grade 8: A book for writing, thinking and learning</i></p> <p>a1-b1. <i>Writer's Choice</i> Glencoe (red and green)</p> <p>a1-b1. <i>Lessons That Change Writers</i> Atwell, N. (ISBN: 978-0-86709-546-6)</p> <p>a1-b1. <i>Words! Words! Words!</i> Barbara T. Doherty and Charlotte S. Jaffe (ISBN: 566440874)</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
 Unit: Listening and Speaking

Grade: Grade 8
 MLR Span: 6 - 8

MLR Content Standard: **E. LISTENING AND SPEAKING**
 Students listen to comprehend and speak to communicate effectively.

Listening & Speaking	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
E1 Listening	1. Students adjust listening strategies to understand formal and informal discussion, debates or presentations, and then apply the information. a. Ask appropriate clarifying questions. b. Summarize and apply information presented. c. Acknowledge and build upon the ideas of others.	<p><u>Listening</u> Students will</p> a1. listen attentively and take notes b1. summarize and paraphrase information presented orally c1. participate in group discussions	b1. <i>Writer's Choice</i> Glencoe (red and green) b1. <i>Mad Libs</i>
E2 Speaking	1. Students adjust speaking strategies for formal and informal discussions, debates or presentations appropriate to the audience and purpose. a. Organize and present information logically.	<p><u>Speaking</u> Students will</p> a1. share information orally using an organizational structure (i.e. persuasive debate, research outline, how-to writing) a1. use precise language and sensory details appropriate to the context	a1-b2. choral reading a1-b2. poetry assignments a1-b2. <i>Scope Magazine</i> a1-b2. <i>Literature: Reader's Choice</i> Glencoe (red and green) a1-b2. <i>Writer's Choice</i> Glencoe (red and green)

	<p>b.Adjust volume, tone, eye contact, and gestures to suit the audience.</p> <p>c.Use conventions of <i>Standard American English</i>.</p> <p>d.Seek feedback and revise to improve effectiveness of communication.</p> <p>e.Select appropriate media, relevant to audience and purpose, that extend and supports oral, written, and visual communication.</p>	<p>b1. use the active voice to enliven oral communication (i.e. poems, reader’s theater)</p> <p>b2. make oral presentations using tone and gestures to suit the context (i.e. poems, reader’s theater)</p> <p>c1. use conventions of <i>Standard American English</i>.</p> <p>d1. seek feedback and revise to improve effectiveness of communication.</p> <p>e1. Select appropriate media, relevant to audience and purpose. that extend and supports oral, written, and visual communication.</p>	<p>a1-b2. <i>Monsters Are Due on Maple Street</i></p> <p>a1-b2. <i>Learning With Readers Theatre: Building Connections</i> Anne Davies (ISBN: 1-895411-80-7)</p> <p>a1-c1. <i>Public Speaking for Kids</i> Charlotte Jaffe and Barbara T. Doherty (ISBN: 1-56644-034-3)</p> <p>c1. Use developed rubric.</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
 Unit: Media

Grade: Grade 8
 MLR Span: 6 - 8

MLR Content Standard: F. MEDIA

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Media	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
<p>F1 Analysis of Media</p>	<p>1. Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.</p> <p>a. Describe and evaluate the test structures of visual and non-visual media.</p> <p>b. Explain the role of the media in shaping opinions.</p> <p>c. Note instances of bias, stereotyping, and propaganda.</p>	<p><u>Analysis of Media</u> Students will</p> <p>a1. describe and evaluate the structural features of visual and non-visual media</p> <p>b1. explain how media shapes opinions</p> <p>c1. identify bias, stereotyping, and propaganda</p>	<p>a1-c1. <i>Deconstructing an Advertisement</i> handout</p> <p>a1-c1. <i>Thinking Critically About Movies</i></p> <p>a1-c1. www.mediaed.org</p> <p>a1-c1. www.medialit.med.sc.edu</p> <p>a1-c1. <i>Be a Better Reader</i> series</p>

New England Common Assessment Program (NECAP) Grade Level Expectations (GLSs) for Reading in Grades 5-8

Appendix A: Metacognition Strategies for Understanding Text

Teachers continually model and reinforce use of strategies, so that students learn to flexibly apply strategies that help them comprehend and interpret literary and informational texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Complexity of text and purpose of reading will determine the extent to which each strategy is applied.

Before reading, students...	During reading, students...	After reading, students...
<ul style="list-style-type: none"> -Set a purpose -Activate prior knowledge (schema) -Preview text -Identify text structure clues (e.g., chronological, cause/effect, compare/contrast, etc.) -Locate text features (e.g., transitional words, subheadings, bold print, etc.) -Use Cues: graphics and pictures -Skim/Scan -Predict and make text-based references -Sample a page of text for readability and interest 	<ul style="list-style-type: none"> -Self-monitor using: <ul style="list-style-type: none"> -Meaning -Language structure -Print cues -Reread -Self-correct -Clarify -Determine Importance -Generate literal, clarifying, and inferential questions -Visualize -Construct sensory images -Summarize and paraphrase -Check predictions -Interpret <ul style="list-style-type: none"> -Literal meaning -Inferential meaning -Make Connections, using <ul style="list-style-type: none"> -Graphics -Pictures -Monitor fluency (oral/silent; or text complexity) <ul style="list-style-type: none"> -Adjust rate -Use punctuation and dialogue cues -Use phrasing, intonation, expression -Read for accuracy -Use note-taking strategies 	<ul style="list-style-type: none"> -Reread for confirmation -Summarize and paraphrase key ideas -Evaluate <ul style="list-style-type: none"> -Accuracy of information -Literacy merit and use of author's craft -Clarify -Analyze information within and across texts -Support conclusions with references from text -Synthesize -Connect ideas/themes in text to ... <ul style="list-style-type: none"> -Text: compare one text to another text -Self: Relate and explain ideas or events in text to personal experience -World: Recognize commonalities of text to world

Appendix B: Reading Fluency Rates

Recommended Fluency Rates* (in words read correctly per minute)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Oral:	90-120	115-140	125-150	135-160	140-175	150-180
Silent:	115-140	130-175	160-200	190-220	215-245	235-270

***The following sources were referenced to determine fluency rates:**

- Caldwell, *Reading Assessment*, Guilford Press, 2002
- Fountas and Pinnell, *Guiding Readers and Writers Grades 3-6*, Heinemann, 2001
- *Put Reading First*, National Institute for Literacy, 2001
- Lipson and Wixson, *Assessment and Instruction of Reading and Writing Difficulty*, Pearson Education, 2003
- NAEP's Scale for Assessing Oral Reading Fluency, 2001