

Wilson Area School District Planned Course Guide

Title of planned course: Language Arts

Grade Level: Eight

Course Description: To develop independent student writers, who make connections and use background knowledge, this course addresses the three modes of writing- narrative, informational, and argumentative. Students complete the three modes addressing an audience with a clear, concise topic. Strategies and skills incorporate content into an organized writing, which follows the recursive writing process from ideas and draft to revision and editing. Students analyze and model written style and voice utilizing mentor texts. Through instruction and practice of conventions of language in formal writing, students demonstrate mastery in authentic published works. Additionally, the reading-language arts block provides students with a variety of texts to analyze for evidence supporting claim and counterclaim arguments in the writings.

Time/Credit for this course: One Full Academic Year

Curriculum Writing Committee: Jennifer Kesselring, Dawn Seiple

Wilson Area School District Planned Course Materials

Title of planned course: Language Arts

Grade Level: Eight

Textbooks:

Elements of Language Second Course
Holt, Rinehart, and Winston
2004
<http://go.hrw.com/eolang>

Vocabulary Workshop Level C
William H. Sadlier, Inc.
2013
www.vocabularyworkshop.com

Curriculum Map

<u>August / September:</u>	Continued development of Writing Domains and Writer's Notebook
<u>September / October:</u>	Criteria and analysis of three modes of writing
<u>October / November:</u>	Narrative mode – personal narrative, memoir, creative story
<u>November:</u>	Continued development of Argumentative Writing /Evidence Based Analysis – Fiction
<u>December:</u>	Argumentative writing/Evidence Based Analysis – Non-fiction
<u>January:</u>	Continued development of Informative Writing
<u>February:</u>	Literary/Poetry Analysis
<u>March:</u>	Three Modes of Writing Revisited/ Proofreading for Grammar, Usage and Mechanics
<u>April:</u>	Research
<u>April / May:</u>	Imagery/ “Show not tell” Narrative Writing
<u>May / June:</u>	Year-End Culminating Portfolio

Year Round Recursive Instruction:

- Use of journaling / reader's notebook
- Utilization of the writing process through the five domains of writing
- Response to literature
- Vocabulary instruction
- Conventional use of language (grammar, usage, punctuation)

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Continued development of the Writing Domains and Creation of a Writer's Notebook

Time frame: Two weeks

Common Core Standards and Related Anchors: CC1.4.8 A – F, CC 1.4.8 G – L, CC 1.4.8 M – R, CC 1.4.8 S

Essential Content/Objectives: By the end of the unit, students will be able to:

- Identify and analyze five domains – focus, content, organization, style and conventions
- Implement a variety of strategies to develop ideas for writing
- Organize a writer's notebook/journal
- Describe and use the writing process
- Discuss writing using domain specific vocabulary

Core Activities: Students will complete / participate in the following:

- Create visual representations of five domains
- Analyze mentor text to the representations of the five domains
- Compare and contrast components of effective writings
- Analyze writing for strengths and weaknesses
- Respond and share quickwrite opportunities with classmates
- Develop drafts
- Journaling / reading notebook usage

Extensions:

- Create and present a multi-media presentation visualizing the five domains
- Provide an example of a mentor text and analyze connection to a domain
- Provide a quote or visual for a quick-write opportunity

Remediation:

- Allow additional time to complete quick-write
- Offer single sheets over notebook for organization
- Create poster of five domains

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Teacher student/group conferencing

Materials and Resources:

- Poster materials
- Markers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Assorted mentor texts
- Document camera
- Supplemental resources

Assessments:

- **Diagnostic:** Large and small group discussion, observation and review of student work
- **Formative:** Ability to use domain specific vocabulary, match text to domain, drafts
- **Summative:** Completion of notebook entries, visual representation

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Overview of Three Modes of Writing – Narrative, Informative/Explanatory, Argumentative

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC1.4.8 A – F, CC 1.4.8 G – L, CC 1.4.8 M – R, CC 1.5.8 A

Essential Content/Objectives: By the end of the unit, students will be able to:

- Read and analyze the criteria within each mode, focusing on the five domains
- Analyze the similarities and differences between the three modes of writing
- Identify mentor text for each mode
- Create a writing sample of each mode of writing

Core Activities: Students will complete / participate in the following:

- Diagram or chart the five domains of each mode with specific examples
- Analyze characteristics needed for each mode of writing
- Explain differences in charts/graphic organizers
- Evaluate differences in organization of each mode
- Develop ideas for topics
- Compose a draft/sample of each mode of writing

Extension:

- Publish work in school newspaper
- Create a brochure or multimedia presentation explaining the three modes of writing and their characteristics within each of the five domains
- Publish a drafted work

Remediation:

- Additional time to create sample writings
- Sample topics to assist with ideas
- Match characteristics to mode

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Teacher student/group conferencing

Materials and Resources:

- Chart materials
- Markers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Assorted mentor texts
- Access to Internet
- Document camera

Assessments:

- **Diagnostic:** Large and small group discussion, observation, conference and review of student work
- **Formative:** Information on charts, reading comprehension, compare/contrast abilities
- **Summative:** Completion of notebook entries, visual representation, written samples

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Narrative Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC 1.4.8 M – R, E08.C.1.3.1 – E08.C.1.3.5, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08.D.2.1.6

Essential Content/ Objectives: By the end of the unit, students will be able to:

- Incorporate characteristics of narrative writing to compose an original personal narrative
- Incorporate tone, mood, foreshadowing, and/or flashback techniques by composing a mysterious story
- Analyze character and plot development
- Incorporate dialogue
- Complete writing process

Core activities: Students will complete / participate in the following:

- Model narrative writing after reading samples
- Model strange and mysterious story from reading classes
- Review components of character analysis
- Review five stages of plot development
- Compare/contrast foreshadowing and flashback
- Practice word usage to describe tone and mood
- Vivid verb instruction
- Dialogue/dialect instruction
- Brainstorm story starters

Extensions:

- Publish in school newspaper
- Multimedia presentation of narrative or story
- Design a children's book of narrative
- Design a graphic comic book of narrative

Remediation:

- Modified assignment narrative or mysterious story
- Tiered assignment
- Tutoring to meet criteria
- Complete draft and revision

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Teacher student/group conferencing

Materials and Resources:

- Graphic organizers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Reading textbooks/supplemental reading material
- Access to Internet
- Document camera

Assessments:

- **Diagnostic:** Large and small group discussion, prior student work, comprehension of reading materials
- **Formative:** graphic organizer responses, reading comprehension, story starter responses, compare/contrast abilities, responses to pre-activity questions
- **Summative:** Published personal narrative, published mysterious story

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Continued development of Argumentative Writing /Evidence Based Analysis - Fiction

Time Frame: Three weeks

Common Core Standards and Related Anchors: CC1.4.8.G – L, CC1.4.8.S, E08C.1.1.1 – E08C.1.1.5, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/Objectives: By the end of the unit, students will be able to:

- Demonstrate and identify domain specific vocabulary for argumentative writing-claim, evidence, counterclaims, thesis, warrant, response
- Draw evidence from literary text to support analysis
- Write a claim and organize evidence into a concise response
- Identify a counterclaim and response in preparation for rebuttal
- Compose an argumentative response to a reading sample using writing process

Core activities: Students will complete / participate in the following:

- Compare and contrast persuasive and argumentative writing
- Develop a claim/thesis statement
- Organize evidence from text
- Utilize transitions to clarify writing
- Identify counterclaim
- Develop a conclusion
- Develop introductions using narrative style
- Compose argument to published copy

Extensions:

- Write a book review for school newspaper
- Write an argumentative essay for an advertisement

Remediation:

- Match information to criteria
- Highlight facts from text
- Use graphic organizers to structure writing

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Guided reading
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Teacher student/group conferencing

Materials and Resources:

- Graphic organizers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Reading textbooks and supplemental reading materials
- Access to Internet
- Document camera

Assessments:

- **Diagnostic:** Large and small group discussion, student notebook responses, comprehension of reading materials
- **Formative:** graphic organizer responses, reading comprehension, compare/contrast abilities, multi-level questioning
- **Summative:** Collection of evidence, Samples of claims, Published literary responses

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Argumentative writing/Evidence Based Analysis – Non-fiction

Time Frame: Three weeks

Common Core Standards and Related Anchors: CC1.4.8.G – L, CC1.4.8.V, E08C.1.1.1 – E08C.1.1.5, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/Objectives: By the end of the unit, students will be able to:

- Identify and characterize components of argumentative writing
- Compose an original argumentative essay
- Research topic to fully support thesis/claim and rebut counterclaim
- Summarize and take notes to avoid plagiarism
- Choose credible sources
- Follow MLA format for publishing essay and works cited page

Core Activities: Students will complete / participate in the following:

- Generate topics and thesis/claims
- Conduct internet research on topic with practice on credible sources
- MLA instruction for citing
- Taking notes and conducting summaries
- Complete graphic organizer for evidence with researched support
- Draft, proofread and edit argumentative essay
- Publish essay using MLA format with a works cited page

Extensions:

- Publish essay in school newspaper
- Create an advertisement with both claim/counterclaim
- Present essay in public forum

Remediation:

- Informational text provided for essay
- Highlight information in lieu of taking notes
- Summarize reading for credit
- Teacher/student claim development
- Assistance with typing essay

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Guided reading
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Web Quest
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing

Materials and Resources:

- Graphic organizers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Access to Internet
- Document camera
- Laptops/computer lab

Assessments:

- **Diagnostic:** Large and small group discussion, student notebook responses, comprehension of reading materials, prior work on argumentative essay
- **Formative:** graphic organizer responses, reading comprehension, development of claim and counterclaim, multi-level questioning, student draft
- **Summative:** Collection of evidence, MLA assessment, credible sources web quest, responses published argumentative essay

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Continued Development of Informative Writing

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC1.4.8.A – F, E08C.1.2.1 – E08C.1.2.6, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/Objectives: By the end of the unit, students will be able to:

- Employ characteristics of informative writing
- Organize content in logical, detailed, progressive order
- Identify purpose, audience and format of topic
- Determine connections between information acquired and background knowledge
- Complete writing process

Core activities: Students will complete / participate in the following:

- View sample instructional videos and note organization
- Generate concept map
- Identify purpose for essay
- Analysis of audience to the type of format for essay
- Research background of topic
- Include domain specific vocabulary

Extensions:

- Publish for school newspaper
- Create graphics to accompany the essay
- Public presentation of essay

Remediation:

- Pre-selected topics
- Provide research information on topic
- Assisted organization and format

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Demonstration
- Think-pair-share
- Large and small group discussion
- Flexible/jigsaw grouping
- Teacher/Student Modeling
- Video
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing

Materials and Resources:

- Teacher-generated graphic organizer
- Create Greco-Roman myths using the conventions of the genre
- Video excerpts
- Access to Internet/research materials
- Holt Elements of Language Second Course
- Examples of student work
- Document camera
- Mimio

Assessments:

- **Diagnostic:** previous student work, journaling, group discussion, collective brainstorm
- **Formative:** observation, multi-leveled questioning, completion of graphic organizers, planning and research
- **Summative:** published informative essay, Quiz/Test

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Literary/Poetry Analysis

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC1.4.8.A – F, CC1.4.8. G – L, E08C.1.2.1 – E08C.1.2.6, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/ Objectives: By the end of the unit, students will be able to:

- Combine informative and argumentative writing modes to create analysis
- Identify poetic forms
- Analysis of literary devices, literary techniques
- Analysis of author's style and effectiveness to convey purpose
- Compare/contrast poems within and across poetic genre and with other types of literature

Core activities: Students will complete / participate in the following:

- Read and interpret poetry
- Define/identify poetic terms
- Compose/analyze a variety of poetry across genre
- Create individual portfolio of poem analysis and comparative analysis
- Complete an analysis on student selected poem to published essay
- Complete writing process

Extensions:

- Publish original poetry in school newspaper
- Create a media presentation, poster, or book that shows how various academic disciplines can be expressed through poetry
- Participate in "Poem in a Pocket Day" or other public forum
- Illustrate poetry using the imagery and sensory details in the poem as cues

Remediation:

- differentiated rubric requirement
- pre-selected poem for analysis
- small group discussion of poems components

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Guided reading of poetry
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing

Materials and Resources:

- Supplemental poetry resources
- Reading textbook
- Teacher generated worksheets
- Mimio
- Document camera

Assessments:

- **Diagnostic:** Pre-assessment worksheet, discussion, student journaling
- **Formative:** observation, multi-leveled questioning, teacher/peer guided reading
- **Summative:** Poetry analysis essay, original student poems

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Three Modes of Writing Revisited/ Proofreading for Grammar, Usage and Mechanics

Time Frame: Four weeks

Common Core Standards and Related Anchors: CC1.4.8.A – F, CC1.4.8. G – L, CC 1.4.8.M – R, CC1.4.8.S, E08C.1.2.1 – E08C.1.2.6, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/Objectives: By the end of the unit, students will be able to:

- Review characteristics of three modes of writing
- Analyze model texts in each mode, focusing on the five domains
- Select a previous essay and revise based on conventions of language
- Read and analyze a writing prompt
- Identify key words in prompts to determine purpose for writing
- Generate practice prompts

Core activities: Students will complete / participate in the following:

- Small group analysis of writing prompts
- Identify characteristics in the five domains needed for each mode of writing
- Write using the characteristics of each genre
- Peer edit and proofread to target errors
- Resolve problems of focus, content, and organization in essays
- Elevate sentence structure to improve style
- Elevate vocabulary

Extensions:

- Re-submission of previous essays
- Student generated prompts and review questions

Remediation:

- Use student generated prompts and review questions
- Group composition

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing

Materials and Resources:

- Teacher-generated worksheets,
- Holt *Elements of Language Second Course*
- Examples of student work
- Document camera
- Mimio

Assessments:

- **Diagnostic:** Pre-assessments, previous student work
- **Formative:** observation, multi-level questioning, responses to prompts, revisions
- **Summative:** quizzes, tests, revised essays, on-demand prompt responses

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Research

Time Frame: Three weeks

Common Core Standards and Related Anchors: CC1.4.8.A – F, CC1.4.8. G – L, CC 1.4.8.M – R, CC1.4.8.S, E08C.1.2.1 – E08C.1.2.6, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/ Objectives: By the end of the unit, students will be able to:

- Select a research topic
- Brainstorm questions to answer about a topic
- Research using credible sources and take notes
- Summarize to avoid plagiarism
- Incorporate paraphrasing and direct quotes with citations on a works cited page
- Employ style, content, and organizational skills supporting thesis
- Defend essay through full writing process
- Apply MLA format to published piece with works cited page

Core Activities: Students will complete / participate in the following:

- Review note taking using multiple resources
- Practice identification of credible resources
- Employ usage of SIRS Discover
- Develop thesis
- Gather evidence or support
- Compose essay interweaving three writing modes and maintaining five domains
- Review in-text citation and develop Works Cited page
- Individual revision, editing and publishing

Extensions:

- Highlight your research in a two-page magazine spread
- Multi-media presentation of research

Remediation:

- Modified instruction and rubric
- Assess note taking and summarizing
- Provide assistance for MLA formatted essay

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing
- Librarian Instruction on SIRS Discoverer/other databases

Materials and resources:

- Sample essays
- Teacher generated outline
- Worksheets
- Graphic organizers
- Access to Internet
- Library resources
- Mimio
- Document camera

Assessments:

- **Diagnostic:** creation of questions, pre-writing and note taking
- **Formative:** note-taking and credible sources observation, drafts, interviewing with “thick or thin” questions, teacher editing/proofreading
- **Summative:** Published author essay, quizzes

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Imagery/"Show not Tell" Narrative Writing

Time Frame: Three Weeks

Common Core Standards and Related Anchors: CC 1.4.8 M – R, E08.C.1.3.1 – E08.C.1.3.5, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08.D.2.1.6

Essential Content/ Objectives: By the end of the unit, students will be able to:

- Describe an event or scene using sensory descriptions
- Generate a reader's ability to assess writing through a technique of "Show not tell"
- Draw conclusions based on author's descriptions
- Model style of writing
- "Show not tell" a person's uniqueness through the descriptions of an event

Core Activities: Students will complete / participate in the following:

- Read selected works and discuss "show not tell" characteristics
- Evaluate a picture using sensory descriptions
- Create a narrative story based on a picture
- Select a role model to develop through "show not tell" (encomium)

Extensions:

- Use Microsoft Publisher or other means of illustration and publication to produce a selected piece from this unit
- Present encomium to the role model and describe the circumstances
- Create a activity/game for participants to match writing to a person or event

Remediation:

- Modified instruction and rubric
- Teacher assisted sensory vocabulary
- Encomium to pet

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Large and small group discussion
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision
- Teacher student/group conferencing

Materials and Resources:

- Graphic organizers
- Mimio presentation
- Student notebook/journal
- Textbook
- Teacher generated handouts
- Model texts
- Document camera

Assessments:

- **Diagnostic:** Large and small group discussion, prior student work, comprehension of reading materials
- **Formative:** graphic organizer responses, reading comprehension, modeling “show not tell”, descriptive writing
- **Summative:** Published personal encomium, published descriptive writing

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Year End Culminating Portfolio

Time Frame: Two weeks

Common Core Standards and Related Anchors: CC1.4.8.A – F, CC1.4.8. G – L, CC 1.4.8.M – R, CC1.4.8.S, CC1.4.8.X, E08C.1.2.1 – E08C.1.2.6, E08.D.1.1.1 – E08.D.1.1.11, E08.D.1.2.1 – E08.D.1.2.5, E08.D.2.1.1 – E08D.2.1.6, E08E.1.1.1 – 1.1.6

Essential Content/Objectives: By the end of the unit, students will be able to:

- Revise collective works to demonstrate skills and strategies obtained throughout the year
- Justify the essay/writing selected to the criteria requested
- Formulate a reflective analysis requested for each component

Core Activities: Students will complete / participate in the following:

- Compose, proofread, and edit reflective writings for each required component
- Interpret requirements and rubric
- Discriminate between writings to choose the featured essays
- Revise or rewrite submitted essays

Extensions:

- Provide more than one piece of evidence for each genre
- Provide an original piece of writing demonstrating a learned skill

Remediation:

- Teacher guided selection
- Make one type of revision on each essay

Instructional Methods:

- Large and small group instruction
- Teacher/peer conference
- Peer editing

Materials and Resources:

- Teacher generated rubric and requirements
- Mimio presentation
- Document camera
- Samples
- File folders
- Access to personal essays via computer

Assessments:

- **Diagnostic:** ongoing student work
- **Formative:** Student mastery of essays through corrections/improvements
- **Summative:** Completed portfolio with reflections

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Spelling and Vocabulary

Time Frame: Year-Round

Common Core Standards: CC1.4.8.E & F, CC1.4.8. K & L, 1.4.8.Q & R

Essential Content/Objectives: By the end of the unit, students will be able to:

- Develop strategies to recognize, spell, and interpret common words in the English Language
- Use a variety of context clues, knowledge of root words, and glossaries to identify the origins and meanings of unfamiliar words

Core Activities: Students will complete / participate in the following:

- **Spelling:**
 - Review and pronounce new word lists in large group
 - Sort spelling words based on number of syllables, vowel or consonant patterns, root patterns, and/or affixes
 - Complete analogies
 - Re-word provided sentences
 - Proofread
 - Analyze word structure
- **Vocabulary:**
 - Read word lists in the context of a provided passage
 - Model usage of target context-clue strategy to predict meanings of unfamiliar words in the text
 - Check meanings using glossary
 - Categorize and classify words based on roots, affixes, and letter patterns
 - Identify synonyms and antonyms of vocabulary words
 - Complete sentences using the correct vocabulary word
 - Use new vocabulary accurately when speaking and writing

Extension:

- Completion of Writing in Action activities for each unit in *Vocabulary Workshop*

Remediation:

- Personal spelling or vocabulary journal, alternate word lists

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Guided practice
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision

Materials and Resources:

- Sadlier *Vocabulary Workshop Level C*
- Teacher-generated resources
- Assessments
- Document camera
- Mimio

Assessments:

- **Diagnostic:** journaling, ongoing writing assignments, chapter activities
- **Formative:** observation, group discussion, chapter activities, related writing activities
- **Summative:** formal quiz or test, conventions score in writing

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Grammar, Usage and Mechanics

Time Frame: Year-Round

Common Core Standards: CC1.4.8.E & F, CC1.4.8. K & L, CC1.4.8.Q & R

Essential Content/Objectives: By the end of the unit, students will be able to:

- Target specific grammar skills while developing and refining writing style, conventions, and mechanics.

Core Activities: Students will complete / participate in the following:

- Identify sentence structure/types of sentences
- Define parts of speech and use correctly in independent writing
- Write dialogue and cite sources using proper punctuation
- Target and correct problems in punctuation with a specific focus on hyphenation, apostrophe, semi-colons, underlining, italics, capitalization, commas, ellipsis, dash, and parentheses
- Identify verbals within a given sentence
- Use verbs in both the active and passive voice and the various moods as well as correct inappropriate shifts in voice and mood
- Maintain subject/verb agreement
- Use clear pronouns and maintain pronoun/antecedent agreement
- Correctly use frequently confused homophones
- Correctly use/place phrases and clauses
- Self- and group- teaching, oral presentations, poster presentations

Extensions:

- Peer proofreading/editing
- Create student-centered handbook addressing target skills
- Observe and monitor professional publications for grammatical errors

Remediation:

- Teacher or peer-guided proofreading/editing
- Differentiated exercises and prompts

Instructional Methods:

- Direct instruction with Mimio projection/document camera
- Guided practice
- Flexible/jigsaw grouping
- Modeling
- Group and independent practice
- Peer/Teacher/Student revision

Materials and Resources:

- Holt *Elements of Language Second Course*
- Drafts of related writing pieces
- Teacher-generated worksheets/quizzes/tests
- Document camera
- Mimio
- Daily Oral Language Practice

Assessments:

- **Diagnostic:** journaling, previous writing pieces
- **Formative:** related and ongoing writing pieces
- **Summative:** published writing pieces, formal quizzes/tests

Curriculum Scope & Sequence

Title of planned course: Language Arts

Grade Level: Eight

Unit: Journaling

Time Frame: Year-Round

Common Core Standards: CC.1.4.8.X

Essential Content/Objectives: By the end of the unit, students will be able to:

- Freely compose responses to posed prompts and thought-provoking quotations.

Core Activities: Students will complete / participate in the following:

- Respond to posed prompt or quotation freely
- Share responses orally
- Use entries to generate ideas for future writing pieces

Extensions:

- Develop personal free-response into published writing
- Share writing in a school or community newspaper/literary magazine

Remediation:

- Extended time
- Alternate prompt

Instructional Methods:

- Large and small group discussion
- Think-pair share
- Independent writing
- Modeling

Materials and Resources:

- Writing prompts/quotations (teacher-generated or from supplemental materials)
- Student composition journals
- Document camera
- Mimio

Assessments:

- **Diagnostic:** discussion
- **Formative:** related and ongoing writing pieces, leveled questioning
- **Summative:** entry content