

Waverly ELA Curriculum 7-8

<u>7th Grade</u>	<u>8th Grade</u>
Reading: Word Recognition and Word Study	Reading: Word Recognition and Word Study
Reading: Narrative Text	Reading: Narrative Text
Reading: Informational Text	Reading: Informational Text
Reading: Comprehension	Reading: Comprehension
Reading: Metacognition	Reading: Metacognition
Reading: Critical Standards	Reading: Critical Standards
Reading: Reading Attitude	Reading: Reading Attitude
Writing: Writing Genres	Writing: Writing Genres
Writing: Writing Process	Writing: Writing Process
Writing: Personal Style	Writing: Personal Style
Writing: Grammar and Usage	Writing: Grammar and Usage
Writing: Spelling	Writing: Spelling
Writing: Handwriting	Writing: Handwriting
Writing: Writing Attitude	Writing: Writing Attitude
Speaking: Conventions	Speaking: Conventions
Speaking: Spoken Discourse	Speaking: Spoken Discourse
Listening & Viewing: Conventions	Listening & Viewing: Conventions
Listening & Viewing: Response	Listening & Viewing: Response

7th Grade ELA Curriculum

7th Grade ELA	The Student Will	Assessments/Resources:
---------------------------------	-------------------------	-------------------------------

<p>Reading Word Recognition and Word Study</p>	<p>use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context (R.WS.07.01)</p>	
	<p>use structural, semantic, and syntactic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication) (R.WS.07.02)</p>	
	<p>recognize frequently encountered words automatically ("automatically" should be defined in the glossary) (R.WS.07.03)</p>	
	<p>know the meanings of words encountered frequently in written and oral contexts (research to support specific words) (R.WS.07.04)</p>	
	<p>apply strategies to construct meaning and identify unknown words (R.WS.07.05)</p>	
	<p>fluently read 7th grade level texts (increasingly demanding texts read with fluency as the year proceeds) (R.WS.07.06)</p>	

	use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures) (R.WS.07.07)	
Narrative Text	identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences (R.NT.07.01)	
	analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends) (R.NT.07.02)	
	analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes (R.NT.07.03)	
	analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration) (R.NT.07.04)	
Informational Text	analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography) (R.IT.07.01)	

	analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence) (R.IT.07.02)	
	explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices) (R.IT.07.03)	
Comprehension	connect personal knowledge, experience and understanding of the world to themes and perspectives in the text (R.CM.07.01)	
	read, retell and summarize grade level appropriate narrative and informational texts (R.CM.07.02)	
	state global themes, universal truths, and principles within and across text to create a deeper understanding (R.CM.07.03)	
	apply significant knowledge from what had been read in grade level appropriate science and social studies texts (R.CM.07.04)	

Metacognition	independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing) (R.MT.07.01)	
	plan, monitor, regulate, and evaluate skills, strategies and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQ3R, pattern guides) (R.MT.07.02)	
Critical Standards	analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others (R.CS.07.01)	
Reading Attitude	be enthusiastic about reading and do substantial reading on their own (R.AT.07.01)	
Writing Writing Genres	write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification) (W.GN.07.01)	

	<p>write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features (W.GN.07.02)</p>	
	<p>formulate research questions using multiple resource, perspectives and arguments/counterarguments to develop a thesis statement that culminates in a presented, final project (W.GN.07.03)</p>	
Writing Process	<p>set a purpose, consider audience, and replicate author's style and patterns when writing narrative or informational text (W.PR.07.01)</p>	
	<p>apply a variety of pre-writing strategies for both narrative (e.g., story maps that are designed to depict role of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution, compare/contrast) (W.PR.07.02)</p>	
	<p>revise their writing to reflect different perspectives for multiple purposes (W.PR.07.03)</p>	

	select and use titles, leads, and endings to achieve a specific purpose for specific audiences (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent) (W.PR.07.04)	
	edit their writing using proofreaders' checklists both individually and in peer editing groups (W.PR.04.05)	
Personal Style	exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support) (W.PS.07.01)	
Grammar and Usage	use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns (W.GR.07.01)	
Spelling	correctly spell the derivatives of bases and affixes in the context of their own writing (W.SP.07.01)	
Handwriting	be legible in their compositions (W.HW.07.01)	

Writing Attitude	be enthusiastic about writing (W.AT.07.01)	
Speaking Conventions	use specialized language related to a topic and select words carefully to achieve precise meaning when presenting (S.CN.07.01)	
	use slang, dialect, and colloquial language suitably to create interest and drama when presenting (S.CN.07.02)	
	present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English) (S.CN.07.03)	
Spoken Discourse	engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols) (S.DS.07.01)	
	discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme (S.DS.07.02)	

	<p>discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements and expressions) (S.DS.07.03)</p>	
	<p>plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact) is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence) and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience (S.DS.07.04)</p>	
<p>Listening & Viewing Conventions</p>	<p>distinguish facts from opinions and question their validity during speeches and presentations delivered by peers (L.CN.07.01)</p>	
	<p>demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations (L.CN.07.02)</p>	
<p>Response</p>	<p>identify, state, and react to a speaker's point of view and bias (L.RP.07.01)</p>	

	respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit (L.RP.07.02)	
	identify a speaker's attitude toward a subject (L.RP.07.03)	
	ask probing questions of speakers, focusing on claims and conclusions presented (L.RP.07.04)	
	respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions (L.RP.07.05)	
	evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not (L.RP.07.06)	
	identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the technique used achieved their intended effects (L.RP.07.07)	

8th Grade ELA Curriculum

8th Grade ELA	The Student Will	Assessments/Resources:
---------------------------------	-------------------------	-------------------------------

<p>Reading Word Recognition and Word Study</p>	<p>use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context (R.WS.08.01)</p>	
	<p>use structural, semantic, and syntactic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication) (R.WS.08.02)</p>	
	<p>recognize frequently encountered words automatically ("automatically" should be defined in the glossary) (R.WS.08.03)</p>	
	<p>know the meaning of words encountered frequently in written and oral contexts (research to support specific words) (R.WS.08.04)</p>	
	<p>apply strategies to construct meaning and identify unknown words (R.WS.08.05)</p>	
	<p>fluently read 8th grade level texts (increasingly demanding texts read with fluency as the year proceeds) (R.WS.08.06)</p>	

	use strategies (e.g., prior knowledge, text features, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms) (R.WS.08.07)	
Narrative Text	investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences (R.NT.08.01)	
	analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction) (R.NT.08.02)	
	analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator (R.NT.08.03)	
	analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters (R.NT.08.04)	
Informational Text	analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essay) (R.IT.08.01)	

	analyze organizational patterns (e.g., theory, evidence, sequence) (R.IT.08.02)	
	explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes) (R.IT.08.03)	
Comprehension	connect personal knowledge, experience and understanding of the world to themes and perspectives in text (R.CM.08.01)	
	read, retell and summarize grade level appropriate narrative and informational texts (R.CM.08.02)	
	state global themes, universal truths, and principles within and across text to create a deeper understanding (R.CM.08.03)	
	apply significant knowledge from what had been read in grade level appropriate science and social studies texts (R.CM.08.04)	
Metacognition	independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain	

	about meaning, inferring, summarizing) (R.MT.08.01)	
	plan, monitor, regulate, and evaluate skills, strategies and processes for their own reading comprehension by applying appropriate metacognitive skills (R.MT.08.02)	
Critical Standards	evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others (R.CS.08.01)	
Reading Attitude	be enthusiastic about reading and do substantial reading on their own (R.AT.08.01)	
Writing Writing Genres	write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery) (W.GN.08.01)	
	write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations (W.GN.08.02)	

	formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/counter-arguments that culminate in a presented, final project (W.GN.08.03)	
Writing Process	set a purpose, consider audience, and replicate author's style and patterns when writing narrative or informational text (W.PR.08.01)	
	apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling action, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns) (W.PR.08.02)	
	experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance) (W.PR.08.03)	
	review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity (W.PR.08.04)	
	edit their writing using proofreaders' checklists both individually and in peer editing groups (W.PR.08.05)	

Personal Style	exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in text: emotional appeal, strong opinion, credible support) (W.PS.08.01)	
Grammar and Usage	use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses (W.GR.08.01)	
Spelling	use correct spelling conventions in the context of their own writing (W.SP.08.01)	
Handwriting	be legible in their compositions (W.HW.08.01)	
Writing Attitude	be enthusiastic about writing (W.AT.08.01)	
Speaking Conventions	use enunciation and stress to emphasize key ideas and concepts when presenting (S.CN.08.01)	
	use body language (e.g., gestures, posture, facial expressions) tone of voice, and pace of speaking to enhance meaning and influence interpretations when presenting (S.CN.08.02)	
	present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English) (S.CN.08.03)	

Spoken Discourse	engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols) (S.DS.08.01)	
	discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal truth (S.DS.08.02)	
	discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters) (S.DS.08.03)	
	plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively	

	impact the intended audience (S.DS.08.04)	
Listening & Viewing Conventions	listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support (L.CN.08.01)	
	demonstrate the appropriate social skills of audience behavior and critically examine the verbal and non-verbal strategies in the communication process (L.CN.08.02)	
Response	react to a speaker's intent and apply a speaker's reasoning to other situations and topics (L.RP.08.01)	
	respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit (L.RP.08.02)	
	paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation (L.RP.08.03)	
	analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener (L.RP.08.04)	

	<p>respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions (L.RP.08.05)</p>	
	<p>evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased (L.RP.08.06)</p>	
	<p>interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions (L.RP.08.07)</p>	

Seventh & Eighth Grade English Curriculum

Texts	Reading	Writing	Punctuation and Grammar
--------------	----------------	----------------	--

<p>Poetry Unit</p> <p>D.C. Heath Middle Level Anthologies of short stories.</p> <p>Independent novels</p> <p><u>Hatchet</u></p> <p><u>The Contender</u></p> <p><u>The Pushcart War</u></p> <p><u>Bridge to Terabithia</u></p> <p><u>Trino's Choice</u></p>	<p>Comprehension strategies</p> <p>Examples: (KWL F&Q charts Double entry journals tea party)</p> <p>Literature Circles</p>	<p>Reading responses</p> <p>Comprehension questions</p> <p>Journal/Diary</p> <p>Letter (formal, informal)</p> <p>Outlining (intro)</p> <p>Poetry</p> <p>Fictional</p> <p>Essay (5 paragraph)</p> <p>Notetaking (basic)</p> <p>Plagiarism (intro, summary, paraphrase, quote)</p> <p>Interview</p> <p>Legend</p> <p>Writing Process</p> <p>Compare and contrast</p>	<p>Spelling Program</p> <p>8 Parts of Speech and (linking, helping, subj.-verb agreement)</p> <p>Fragments</p> <p>Run-ons</p> <p>Commas (before conjunctions, interrupters)</p>
<p>Literary Terms</p>	<p>Oral Skills and Presentation</p>	<p>Research and Technology</p>	

Simile	Group Discussion	Appleworks	
Metaphor	(small, large)	Spelling	
Personification	Skits	Editing	
End rhyme	Interview	Database	
Onomatopoeia	Project Presentation	Powerpoint	
Concrete Poetry		Spread sheet	
Alliteration		Inspiration	
Connotation		REMC-research	
Denotation		ibistro	
Narrative			
Fiction			
Non-fiction			
Journal			
Setting			
Narrator			
Character (round, flat)			
Plot			
Conflict			
Climax			
Theme			
Foreshadowing			
Symbolism			
Point of View			