Washington County Department of Education

8th Grade English Language Arts
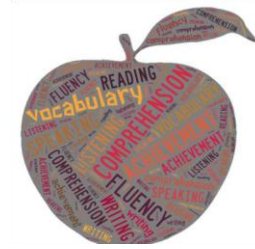
Curriculum and Assessment Guide

2017-2018

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Assessment, Writing, and Unit Schedule				English Language Arts	
Assessment, Writing, and Unit Windows	**Required/ Suggested**	**Instructional Units**	**Writing & Writing Assessments**	**STAR Assessments**	**Common Formative Assessments**
Beginning of the Year Aug. 7- Aug. 25	REQUIRED			❖ Administer Placement Test/Record and file results on **ELA Student Profile Folder:** ➢ *STAR360 Reading* Universal Screening Beginning of Year Assessment	
Beginning of the Year Aug. 7-Aug. 25	Suggested		❖ Administer Placement Tests ➢ *Lucy Calkins' Writing Units of Study* On-Demand Performance Assessment Prompt - Narrative Writing (use *Writing Pathways* page 206 for prompt and page 215-218 for scoring rubric) ❖ **Week 1 & 2:** Establish routines and procedures for Writing *(For support*		

			on establishing routines and procedures, reference Instructional Resources at end of this guide and The Units of Study: A Guide to the Writing Workshop		
During/ End of 1st grading period Aug. 7- Oct. 5	Suggested	❖ ***Suggested Instructional Unit*** ➢ **Call of the Wild** **Unit Goal:** Students read literary and informational texts about human interaction with animals and nature. They understand how authors portray animals to serve a purpose and make a comment about human interaction with animals. Students then explore scientific and personal accounts of animal cognition to express their understanding of Jack London's portrayal of Buck and his interaction with humans in The Call of the Wild. From	❖ Suggested Narrative Writing ➢ *Lucy Calkins' Units of Study Unit 1* Published Narrative Writing (use *Writing Pathways* book resources: rubric and/or checklists) ➢ Utilize *Lucy Calkins' Writing Units of Study If…Then…Curriculum Book*, SRSD strategies, and/or eduTOOLBOX.org resources to teach Narrative Writing in response to text(s) and prompt.		

		Louisiana Believes grade 8 Guidebook			
End of 1st grading period Sept. 18-Sept. 29	REQUIRED				❖ Administer Tests/Record and file results on **ELA Student Profile Folder** at the end of Week 7 or the beginning of Week 8: ➢ WCDE Common Formative Assessment (CFA): Narrative (typed-use TDOE rubric)
Beginning of 2nd grading period Oct. 6-Oct. 20			❖ *Lucy Calkins' Writing Units of Study* On-Demand Performance Assessment Prompt - Argument Writing (use *Writing Pathways* page 110 for prompt and page 121-125 for teaching rubric)		
During/End of 2nd grading period Oct. 16-Dec.20	*Suggested*	❖ <u>***Suggested Instructional Unit***</u> ➢ <u>Tell-Tale Heart</u> **Unit goal:** Students read literary and informational texts to understand the role of the narrator and point of view. Students also understand how the narrative voice of a text can blur the line between fact and fiction. Students express their	❖ <u>Suggested Narrative Writing</u> ➢ *Lucy Calkins' Units of Study Unit 2* ➢ Published Argument Writing (use *Writing Pathways* book resources: rubric and/or checklists) ❖ Utilize *Lucy Calkins' Writing Units of Study If…Then…Curriculum*		

		understanding through writing in different points of view and examining motives and bias in various media. From Louisiana Believes grade 8 Guidebook	*Book*, SRSD strategies, and/or eduTOOLBOX.org resources to teach Information Writing in response to text(s) and prompt.		
During/End of 2nd grading period Nov. 20-Dec.1	REQUIRED				❖ Administer Tests/Record and file results on **ELA Student Profile Folder** at the end of Week 7 or the beginning of Week 8: ➢ WCDE Common Formative Assessment (CFA): Argument (typed-use TDOE rubric)
Beginning of Second Semester Jan. 2-Jan. 12	REQUIRED			❖ Administer Test/ Record and file results **on ELA Student Profile Folder:** ➢ *STAR360 Reading* Universal Screening Mid- Year Assessment	
Beginning of Second Semester	Suggested	❖ ***Suggested Instructional Unit*** ➢ **Flowers for Algernon** Unit goal: Students read literary and informational texts about knowledge and intelligence to understand what happens when humans try to manipulate the minds	❖ Administer Placement Tests ➢ *Lucy Calkins' Writing Units of Study* On-Demand Performance Assessment Prompt - Information Writing (use *Writing Pathways* page 156 for prompt and page 167-171 for teaching rubric)		

Jan. 2- Jan. 12		of others and how our understanding of intelligence has evolved over time. Students express their understanding of these ideas by exploring how authors draw on traditional stories and develop characters and themes to teach us about ourselves and others. From Louisiana Believes grade 8 Guidebook			
During/End of 3rd grading period Jan. 3-Mar. 9	Suggested		❖ *Lucy Calkins' Units of Study Unit 3* Published Argument Writing (use *Writing Pathways* book resources: rubric and/or checklists)		
During/End of 3rd grading period	REQUIRED				❖ Administer Tests/Record and file results on **ELA Student Profile Folder** at the end of Week 7 or the beginning of Week 8: ➢ WCDE Common Formative Assessment (CFA): Informational/ Explanatory

Jan. 2- Mar. 9				(typed- use TDOE rubric)
During/End of 4th grading period Mar.12-May 24	Suggested	❖ *Suggested Instructional Unit* ➤ **Conservation** Unit goal: Unit goal: Students read various informational and literary texts about the beauty of the natural world and the duty of mankind to leave resources for future generations. Students understand and express their understanding of how the various authors use language, devices, and connections between ideas to motivate others to take up the conservation cause. From Believes grade 8 Guidebook		
During/End of 4th grading period Mar.1-May 24	REQUIRED			❖ Administer Test/Record and file results on **ELA Student Profile Folder**: ➤ *STAR360 Reading* Universal Screening End of Year Assessment	

Washington County Department of Education
ELA Curriculum at a Glance - Grade 8

Standard	1ˢᵗ Quarter	2ⁿᵈ Quarter	3ʳᵈ Quarter	4ᵗʰ Quarter
Reading Standards for Literature Key Ideas and Details				
8.1 **8.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.2 **8.RL.KID.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.3 **8.RL.KID.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
Reading Standards for Literature Craft and Structure				
8.4 **8.RL.CS.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 allusions to other texts, repetition of words and phrases, and analogies.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.5 **8.RL.CS.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.6 **8.RL.CS.6** Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	☒Introduce ☐Reinforce	☐Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
Reading Standards for Literature Integration of Knowledge and Ideas				
8.7 **8.RL.IKI.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	☐Introduce ☐Reinforce	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.8 (Not applicable to literature)				
8.9 **8.RL.IKI.9** Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
Reading Standards for Literature Range of Reading and Level of Text Complexity				
8.10 **8.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Reading Standards for Informational Text
Key Ideas and Details

8.1	**8.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.2	**8.RI.KID.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.3	**8.RI.KID.3** Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	☐Introduce ☐Reinforce	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Reading Standards for Informational Text
Craft and Structure

8.4	**8.RI.CS.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, including analogies and allusions to other texts.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.5	**8.RI.CS.5** Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	☐Introduce ☐Reinforce	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.6	**8.RI.CS.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Reading Standards for Informational Text
Integration of Knowledge and Ideas

8.7	**8.RI.IKI.7** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce
8.8	**8.RI.IKI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.9	**8.RI.IKI.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.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Reading Standards for Informational Text
Range of Reading and Level of Text Complexity

8.10	**8.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Writing Standards

Text Types and Purposes						

8.1	**8.W.TTP.1** Write arguments to support claims with clear reasons and relevant evidence.
	    a) Introduce claim(s).
	    b) Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
	    c) Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
	    d) Use credible sources and demonstrate an understanding of the topic or source material.
	    e) Craft an effective and relevant conclusion that supports the argument presented.
	    f) Use precise language and content-specific vocabulary.
	    g) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	    h) Use varied sentence structure to enhance meaning and reader interest.
	    i) Establish and maintain a formal style.
		☐ Introduce
		☐ Reinforce
			☒ Introduce
			☐ Reinforce
				☐ Introduce
				☒ Reinforce
					☐ Introduce
					☒ Reinforce	

8.2	**8.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	    a) Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	    b) Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.
	    c) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	    d) Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	    e) Craft an effective and relevant conclusion.
	    f) Include formatting, graphics, and multimedia when appropriate.
	    g) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	    h) Use precise language and domain-specific vocabulary.
	    i) Use varied sentence structure to enhance meaning and reader interest.
	    j) Establish and maintain a formal style.
		☐ Introduce
		☐ Reinforce
			☐ Introduce
			☐ Reinforce
				☒ Introduce
				☐ Reinforce
					☐ Introduce
					☒ Reinforce	

8.3	**8.W.TTP.3** Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, 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 participants/characters.
	    b) Organize an event sequence that unfolds naturally and logically.
	    c) Create a smooth progression of experiences or events.
	    d) Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
	    e) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	    f) Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	    g) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
		☒ Introduce
		☐ Reinforce
			☐ Introduce
			☒ Reinforce
				☐ Introduce
				☒ Reinforce
					☐ Introduce
					☒ Reinforce

Writing Standards
Production and Distribution of Writing

8.4	**8.W.PDW.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.)	☒ Introduce ☐ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce
8.5	**8.W.PDW.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.)	☒ Introduce ☐ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce
8.6	**8.W.PDW.6** Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	☒ Introduce ☐ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce

Writing Standards
Research to Build and Present Knowledge

8.7	**8.W.RBPK.7** Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	☒ Introduce ☐ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce	☐ Introduce ☒ Reinforce

8.8	**8.W.RBPK.8** Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.9	**8.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Writing Standards
Range of Writing

8.10	**8.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Speaking and Listening Standards
Comprehension and Collaboration

8.1	**8.SL.CC.1** Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.2	**8.SL.CC.2** Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.3	**8.SL.CC.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	☐Introduce ☐Reinforce	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.4	**8.SL.PKI.4** Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.5	**8.SL.PKI.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.6	**6.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Language Standards
Conventions of Standard English

8.1	**8.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage. a) When reading or listening, analyze the use of phrases and clauses within a larger text. b) When reading or listening, explain the function of verbs.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

	c) When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d) When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e) e. When writing or speaking, produce and use varied voice and mood of verbs.				
8.2	**8.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

Language Standards
Knowledge of Language

| 8.3 | **8.L.KL.3** When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context. | ☒Introduce
☐Reinforce | ☐Introduce
☒Reinforce | ☐Introduce
☒Reinforce | ☐Introduce
☒Reinforce |

Language Standards
Vocabulary Acquisition and Use

8.4	**8.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a) Use context as a clue to the meaning of a word or a phrase. b) Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c) Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d) d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.5	**8.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce
8.6	**8.L.VAU.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	☒Introduce ☐Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce	☐Introduce ☒Reinforce

REQUIRED - *STAR360 Reading*
Universal Screening Assessment

Universal Screener: *STAR360 Reading*

➢ Beginning of Year (online administration)
➢ Midyear (online administration)
➢ End of Year (online administration)

Beginning of Year Information: Students will complete the **STAR360 Reading Beginning of Year Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to inform instruction and/or intervention.

Midyear Information: Students will complete the **STAR360 Reading Midyear Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Use results to adjust instruction.

End of Year Information: Students will complete the **STAR360 Reading End of Year Assessment** online. Following administration, record the NCE score, the Percentile Rank, and the Grade Equivalence on the **ELA Student Profile Folder**. (Percentile Rank and Grade Equivalent scores found on the Student Diagnostic Report, NCE found on the Parent Report.) Print the final Student Diagnostic Report and file a copy in the **ELA Student Profile Folder.**

*Please note:
According to **Response to Instruction and Intervention (RtI²)**, students scoring below 25% on the Universal Screener may be considered for Tier II instruction. Please note: *STAR360 Reading* data is only one source of information to use when determining RtI2 status. Use the WCDE guidelines for RtI² when making student placement decisions.

REQUIRED
WCDE Common Formative Assessments (CFAs)

<u>**TNReady Assessment Information:**</u>

- Third- Eighth grade students will participate in an online administration of Part I of the **Tennessee State Assessment** in April 2018. Students will encounter complex texts and prompts requiring evidence to support their writing. For more information on the Assessment, visit eduTOOLBOX.org or the "Assessment" tab at www.tn.gov/education.

<u>**WCDE Writing Instruction & Assessment Information:**</u>

- **WCDE Writing Assessments** will reflect the shifts of the Tennessee Standards and continue to emphasize the following skills:
    - Reading and comprehending grade-level complex text
    - Writing in response to sources, including incorporating textual evidence into an analysis or argument

- **WCDE Writing Assessments** will be structured as follows:
    - Students will read **two** complex informational texts. Texts will cover **social studies or science** topics in order to demonstrate the range of informational reading possible in a rigorous curriculum.
    - Students will write **one** essay about both texts. The essay will be narrative, informational/explanatory, or Argument based.

- To prepare for Part I of the State assessment, students must have opportunities to develop keyboarding skills, build stamina for reading complex texts, and regular practice writing sources. Teachers are to spend several weeks of instruction on a type of writing during Writing Workshop in class daily.

- WCDE writing assessments are to be administered at the end of each writing genre study. Copies of student writing assessments will be delivered from Midway at the beginning of each assessment window. Teachers may read aloud directions for each assessment. Students will respond to these timed assessments on a computer to practice keyboarding skills. Teachers are to score these assessments using the trait-based rubrics provided at eduTOOLBOX.org.

    * Rubrics are found at: http://www.edutoolbox.org/tntools/list/grade/803/961/8#963

- Please note theses are minimum requirements for writing instruction and assessment. Teachers are encouraged to supplement writing instruction based on the needs of the students. Additional Eighth Grade stimuli and prompts can be found at: http://www.edutoolbox.org/tntools/list/grade/803/961/8#963

- After scoring each assessment, teachers will conference with individual students to determine strengths and areas to strengthen in writing. Record assessment data on the *ELA Student Profile Folder*, as seen in the table below. Then file the student's writing in the *ELA Student Profile Folder*.

Timeline/Testing Window	Writing Genre/Type	Total Points Section One (Comprehension Questions)	Total Points Section Two (Writing Traits 1-4)				Total Score (Sections One and Two Combined)
1st nine weeks Sept. 18-Sept. 29	**Writing to Sources: Narrative**		**D**	**F/O**	**L**	**C**	
2nd nine weeks Nov. 20-Dec. 1	**Writing to Sources: Argument**		**D**	**F/O**	**L**	**C**	
3rd nine weeks Feb 12-Feb. 23	**Writing to Sources: Informational/ Explanatory**		**D**	**F/O**	**L**	**C**	

Optional
Instructional Units

CURRICULUM UNITS

Teachers may choose to use the units as curricular resources to support the Tennessee State Standards. Units are composed of multiple texts in which students use claims, evidence, and reasoning to share their thinking in understanding concepts. Unit activities have been built to encourage creativity and leadership development with the goal of empowering students with awareness and responsibility of their own learning. The units are strongly focused on deep analysis of texts in ways that encourage the expression and defense of personal thinking. Approaches to literacy focus on independent questioning of texts, making one's own claims about texts and defending them with evidence, developing inquiry questions and employing independent research to deepen understanding, and constructing personal logical arguments to explain one's perspective.

The units are not intended to be comprehensive curricula. Instead, teachers should see these units as an extended, rigorous series of activities focused on building a discrete set of student skills. We have deliberately chosen units that emphasize some of the key shifts—and greatest areas of need for our students—such as comprehending complex informational texts, following the contours of a nuanced argument, and incorporating textual evidence into writing.

The sequence of instruction has been designed to engage all students in instruction aligned to the Tennessee State Standards. The text choices in this series combined with a purposeful sequence of instruction in each unit work together to bring ALL students, including ELL students and those reading below grade level, into productive struggle with texts, collaborative conversation, and evidence-based writing. Activities, pedagogical notes, worksheets, and handouts have been designed to aid the learning of diverse students.

Louisiana Believes 8th Grade Guidebook:
To access these units, follow the directions below:
URL: https://learnzillion.com/resources/81662-8th-grade-ela-guidebook-units
(Each unit below is hyperlinked in the pacing guide if using the online version of this document.)

> **1st nine weeks:** Optional Unit: ["Call of the Wild"](#)
> **2nd nine weeks**: Optional Unit: ["The Tell-Tale Heart"](#)
> **3rd nine weeks**: Optional Unit: ["Flowers for Algernon"](#)
> **4th nine weeks**: Optional Unit: ["Conservation as a National Duty"](#)

*Please note: Updated Guidebooks are available here. These are "ELA Guidebooks 2.0" and require a username and password for LearnZillion. This is a free site, but you will need to create an account to access all materials.

ADDITIONAL RESOURCES AND ONLINE MATERIALS

EduTOOLBOX resources:

To access these units, follow the directions below:
>URL: http://www.edutoolbox.org
>Scroll down and click "TENNESSEE TOOLS."
>Click on "Instructional Resources" in the ELA/Literacy section.
>Locate your grade level and choose "Additional Resources."
>Choose appropriate Unit per grading period to access teacher instructions, texts, and activities.

- Please note: You will need to create an account to access locked materials. Optional Close Reading Tasks are available on this same website.

ODELL Education

The Developing Core Proficiencies Curriculum is an integrated set of English Language Arts/Literacy units spanning grades 6-12. Funded by the USNY Regents Research Fund, the free curriculum is comprised of a series of four units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the Common Core State Standards. Each unit highlights core literacy proficiency and provides approaches, instructional sequences, handouts, tools and texts for developing independent mastery and creative critical thinking in students.

To access Odell Education visit http://odelleducation.com/literacy-curriculum or click the links below to access the units.

>Unit 1: Reading Closely for Textual Details
>Unit 2: Making Evidence-Based Claims
>Unit 3: Researching to Deepen Understanding
>Unit 4: Building Evidence-Based Arguments

Achieve the Core:
To access these units, follow the directions below:
>URL: http://achievethecore.org/
>Use the search function to search for topics.

Suggested –*Units of Study in Argument, Information, and Narrative Writing*

Unit Writing Assessment Tools:

  - ➢ On-Demand Performance Assessment Prompts
  - ➢ Learning Progressions
  - ➢ Student Writing Checklists
  - ➢ Teaching Rubrics
  - ➢ Annotated Writing Developed through the Progression

In an effort to make the best use of resources, our district will utilize both **Lucy Calkins- *Units of Study in Argument, Information, and Narrative Writing*** instruction, and assessment techniques as well as writing assessments provided by **WCDE**. Please note: **The Units of Study** will be taught out of the order in which they appear in the **Assessment, Instruction and Unit Schedule**. Utilize the timeline provided to ensure adequate practice with informational/explanatory and Argument writing before the February administration of Part I of the **TNReady** assessment.

Each unit of study book represents about five weeks of instruction. Reference the sample pacing schedule located on the inside front cover of each unit of study book. Students can publish a piece of writing at the end of each unit of study. Teachers will use the teaching rubrics found in ***Writing Pathways: Performance Assessments and Learning Progressions*** to score the published writing.

All the tools you need to assess your students' writing—and have students assess themselves—can be found in ***Writing Pathways: Performance Assessments and Learning Progressions***. To become familiar with the different tools available to you, you might first read pp. 4–9 in *Writing Pathways*. This will provide you with an overview of each tool, and how the tools work together to form a robust assessment system.

On-Demand Performance Assessment Prompts:

These three prompts (narrative, information, and argument) direct students to compose the best piece of writing they can in a fixed period of time. The resulting pieces can then be assessed using the learning progressions and rubrics.

Learning progressions:

These are written to communicate expectations to students and teachers. These learning progressions not only help you track students' progress across the three kinds of writing, locating a student's current level of work and the next steps the student should take, but they also help you see the cross-currents between the three types of writing, so that you can help a student realize that lessons learned in narrative writing can transfer to information writing, and so forth.

Student Writing Checklists:

Student-friendly checklists for each type of writing are located in *The Units of Study: Writing Pathways*. The writing checklists help students become independent evaluators of their own writing. These checklists allow students to assess their own writing and set goals. After completing a genre, students use the appropriate genre checklist to remind themselves of the teaching points shared during instruction. Students then compare their genre writing sample to the areas identified on the checklist. If choosing to use these checklists, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Teaching Rubrics:

These rubrics, grounded in the learning progressions, use numbers corresponding to grade levels and give appropriate weight to each category, so that you can derive a point score for each student's work in a particular type of writing, as well as track students' progress statistically. The grade-specific rubrics (provided for each genre) can be used to assess both on demand writing and students' published writing. If choosing to use these rubrics, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Annotated Writing Developed through the Progression:

Leveled Writing Examples-Two sets of carefully selected benchmark student writing samples for each type of writing, at each grade level. The two texts at each grade represent different but equivalent ways for a student to be "at standard" for that grade level.

Suggested –*Units of Study in Argument, Information, and Narrative Writing*

Writing Workshop Tools:

- ➢ Setting Up and Provisioning the Writing Workshop
- ➢ Structures and Management Systems
- ➢ Sample Launching Lesson
- ➢ Lessons About Workshop Procedures

Setting Up and Provisioning the Writing Workshop

Teaching writing does not require elaborate materials or special classroom arrangements. However, you will want to consider how you might set up your classroom for an effective writing workshop. You will want to have a space for gathering (the meeting area); a space for writing and conferring (work areas); and a writing center (to house writing tools and resources). For more on provisioning a writing workshop, see Chapter 5 in the *Guide to the Common Core Writing Workshop.*

Structures and Management Systems

To teach writing, you need to establish the structures and expectations that ensure that all students will continue working throughout the writing workshop on their own. For more on structures and management, see Chapter 6 in the *Guide to the Common Core Writing Workshop.*

Sample Launching Lesson:

Connection:

Today we will be introducing to the Writer's Notebook. "The Writer's Notebook is the "tool" we use during Writer's Workshop. Today we will take a look at the WRITER'S NOTEBOOK, a place for you write down, collect and develop our ideas and thoughts about the world, things that are of interest to you, things you know a lot about but want to know more and real world topics you LOVE. The notebook is the place to sketch, draw, jot, list and write about what we see, hear feel and observe in the world. Today we are going to set up our Writer's Notebooks for our independent writing."

Teaching:

For the next two days, we will use these skills to create writings in our notebooks.

Text to Use "What Is A Writer's Notebook Anyway?" from Ralph Fletcher's: <u>*A Writer's Notebook: Unlocking the Writer Within You.*</u>

1. Bring YOUR OWN notebooks and take the students on a tour of you notebook, talking with them about your own "writing lives". Demonstrate how your notebook is personalized with artifacts that reflect who

you are as a writer (photos, pictures, quotes etc…) Show how you document your writing with your name and date for each entry. Read a few excerpts from your entries.

2. READ ALOUD/THINK ALOUD: Read "What Is A Writer's Notebook Anyway?" to the students focusing on the quote: "A writer's notebook gives you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of the day.

Active Engagement:

TRY IT CHART: WHAT IS A WRITER'S NOTEBOOK ANYWAY/ WHAT DOES IT LOOK LIKE?

WHAT DOES IT SOUND LIKE?

"When I say NOW, make a list of ways you will make your WRITER'S NOTEBOOK your own in your notebook, using the chart to as a tool to help. When you hear 5-4-3-2-1, share your list with your partner."

Link:

Since we will be using our Writer's Notebooks every day, let's start now. You have 10 – 15 minutes to create and design your WRITER's NOTEBOOK. Think about the cover, both front and back, think about the first page. For your first entry on your first page, you can write about having YOUR OWN WRITER'S NOTEBOOK."

Debrief:

Select two to three students to share their notebooks and how they went about creating their notebooks.