



WCSD  
Middle School  
English Language Arts (ELA)  
Curriculum Framework

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## At-A-Glance: WCSD Middle School English (ELA) Scope & Sequence

Quarter 1: Narrative			
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Essential Question (s)</b>	How do authors write narratives to develop real or imagined experiences or events?	How do writers and speakers use language for effect? How does the development of literary elements convey meaning? How does understanding the characteristics/structure contribute to a greater understanding of a text?	How does character, setting, and plot develop the theme or central idea over the course of a narrative? How do incidents or dialogue in a narrative affect the pacing and engage the reader?
<b>Aligned Instructional Materials</b>	<b>HMH Unit 6:</b> Hidden Truths	<b>HMH Unit 2:</b> Take Control -OR- <b>HMH Unit 5:</b> Game On!	<b>HMH Unit 3:</b> Places We Call Home -OR- <b>HMH Unit 6:</b> The Legacy of Anne Frank
<b>Learning Outcomes</b>	<p><b>Reading:</b> Identify and examine story elements of plot and characterization. (flipped the two words since there's not really elements of characterization but there are elements of plot)</p> <p><b>Writing:</b> Write narratives to develop real or imagined experiences or events by using effective story telling techniques. Writing should include figurative language as well as powerful and concise adjectives and nouns and proper use of conventions.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a range of collaborative discussions and express own ideas clearly.</p>	<p><b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts.</p> <p><b>Writing:</b> Write organized narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.</p>	<p><b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts.</p> <p><b>Writing:</b> Write a personal narrative using story elements, figurative language, powerful and concise adjectives and nouns, and proper use of conventions. Personal narrative should encompass proper tone and mood that are appropriate to the prompt.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.</p>

## At-A-Glance: WCSD Grade English (ELA) Scope & Sequence

### Quarter 2: Informational

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Essential Question (s)</b>	How do writers select and cite relevant texts to convey ideas and information in informative essays?	How do writers select evidence from a text to connect to their explanation and support their thesis appropriately and effectively?	What are the most effective ways an author supports their thesis and explanations with text-based evidence?
<b>Aligned Instructional Materials</b>	<b>HMH Unit 3:</b> Finding Courage -OR- <b>HMH Unit 5:</b> Surviving the Unthinkable	<b>HMH Unit 1:</b> Reality Check -OR- <b>HMH Unit 2:</b> Take Control	<b>HMH Unit 2:</b> The Thrill of Horror
<b>Learning Outcomes</b>	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write informative texts to examine a topic and convey ideas, concepts, and information by selecting and citing reliable sources, organizing information, and analyzing relevant content.</p> <p><b>Speak &amp; Listening:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author’s point of view, compare and contrast, determine meaning of words using context clues.</p> <p><b>Writing:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; produce clear and coherent writing; use elements of the writing process (planning, drafting, revising, editing, and publishing).</p> <p><b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.</p>	<p><b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author’s point of view, compare and contrast, determine meaning of words using context clues.</p> <p><b>Writing:</b> Write an informative essay exploring the world of horror fiction. Investigate why people are drawn to scary stories and what makes them so compelling. Writers should research the effect of specific horror elements such as, suspense, setting, and characters. Writers should be able to explain how these elements evoke fear in a reader.</p> <p><b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.</p>

## At-A-Glance: WCSD Middle School English (ELA) Scope & Sequence

Quarter 3: Research & Argument			
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Essential Question (s)</b>	How do speakers/writers present claims and sequence ideas to present well-developed arguments?	What are the elements needed in order to write a strong argument?	How does the use of research enhance the ability to persuade/argue effectively? How do writers and speakers use persuasive appeals to influence their audience?
<b>Aligned Instructional Materials</b>	<b>HMH Unit 1:</b> Discovering Your Voice -OR- <b>HMH Unit 4:</b> Through an Animal’s Eyes	<b>HMH Unit 3:</b> The Terror & Wonder of Space -OR- <b>HMH Unit 4:</b> Inspired by Nature	<b>HMH Unit 1:</b> Gadgets and Glitches -OR- <b>HMH Unit 5:</b> Finding Your Path
<b>Learning Outcomes</b>	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes: use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints.</p> <p><b>Writing:</b> Write organized arguments to support claims with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details and examples.</p>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose, and varying viewpoints.</p> <p><b>Writing:</b> Students will take a pro/con stance on how current or evolving technology is being used and utilized in today’s culture. Students will then write an organized argument that supports claims with clear reasons and relevant evidence from multiple sources, and address opposing claims in a counterargument paragraph.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details, and examples.</p>

## At-A-Glance: WCSD Middle School English (ELA) Scope & Sequence

Quarter 4: Formal Presentation & Discussion			
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Essential Question (s)</b>	What speaking and listening skills do individuals need to participate effectively in conversations, collaborations, and presentations?	How can I create a multimedia presentation to effectively communicate my message to an audience? How can I use media/visual aides to enhance my presentation that connects to my chosen audience?	How do I research and create a multimedia presentation to communicate the importance of my topic? How can I use media/visual aides to enhance my presentation that connects to my chosen audience?
<b>Aligned Instructional Materials</b>	<b>HMH Unit 2:</b> Never Give Up	<b>HMH Unit 4:</b> Inspired by Nature -OR- <b>HMH Unit 6:</b> Change Agents	<b>HMH Unit 4:</b> The Fight for Freedom
<b>Learning Outcomes</b>	<p><b>Reading:</b> Read and analyze a grade level appropriate common novel of choice. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing:</b> Use technology/internet to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speak &amp; Listening:</b> Adapt speech to a variety of contexts and tasks demonstrating command of English when indicated or appropriate.</p>	<p><b>Reading:</b> Read and analyze a grade-level appropriate common novel/text-selection of choice.</p> <p><b>Writing:</b> Respond and connect to literature selection of choice by writing in a variety of writing formats of choice: narrative – poetry, personal essay, etc; informative – research essay or response to literature; argumentative – make a claim to develop about something relating to text of choice.</p> <p><b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.</p>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints.</p> <p><b>Writing: For Argument:</b> Write organized arguments to support a claim about a human rights or global issue. Where students write with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing. <i>For Informative:</i> You will plan, write, and revise, a research report about a human rights or global issue where students explain the origins and go into detail on possible solutions to these issues.</p> <p><b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.</p>

## WCSD 6<sup>th</sup> Grade English (ELA) Scope & Sequence

	Essential Question(s)	Instructional Materials	Learning Outcomes
<b>Quarter 1: Narrative</b>	How do authors write narratives to develop real or imagined experiences or events?	HMH Unit 6: Hidden Truths	<p><b>Reading:</b> Identify and examine story elements of plot and characterization. (flipped the two words since there's not really elements of characterization but there are elements of plot)</p> <p><b>Writing:</b> Write narratives to develop real or imagined experiences or events by using effective story telling techniques. Writing should include figurative language as well as powerful and concise adjectives and nouns and proper use of conventions.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a range of collaborative discussions and express own ideas clearly.</p>
<b>Quarter 2: Informational</b>	How do writers select and cite relevant texts to convey ideas and information in informative essays?	HMH Unit 3: Finding Courage -OR- HMH Unit 5: Surviving the Unthinkable	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write informative texts to examine a topic and convey ideas, concepts, and information by selecting and citing reliable sources, organizing information, and analyzing relevant content.</p> <p><b>Speak &amp; Listening:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>
<b>Quarter 3: Research &amp; Argument</b>	How do speakers/writers present claims and sequence ideas to present well-developed arguments?	HMH Unit 1: Discovering Your Voice -OR- HMH Unit 4: Through an Animal's Eyes	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes: use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<b>Quarter 4: Formal Presentation &amp; Discussion</b>	What speaking and listening skills do individuals need to participate effectively in conversations, collaborations, and presentations?	HMH Unit 2: Never Give Up	<p><b>Reading:</b> Read and analyze a grade level appropriate common novel of choice. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing:</b> Use technology/internet to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speak &amp; Listening:</b> Adapt speech to a variety of contexts and tasks demonstrating command of English when indicated or appropriate.</p>

## WCSD 6<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>6<sup>th</sup> Grade ELA Quarter 1: Narrative</b>	
<b>Essential Question(s):</b> How do authors write narratives to develop real or imagined experiences or events?	
<b>HMH Unit 6 Thematic Question:</b> What keeps people from giving up? What truths are revealed about people and/or the world through stories?	
<b>Time Frame:</b> 8-9 weeks	
<b>Standards (NVACS)</b>	<p><b>Essential Standards</b></p> <p><b>Reading:</b></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL. 6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change a the plot moves toward a resolution.</p> <p><b>Writing:</b></p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Language:</b></p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Supporting Standards:</b></p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 6: Hidden Truths (Sites should choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 6: Hidden Truths</b>  <i>from Storytelling</i> (Book Introduction) by Josepha Sherman 1050L, <b>The Prince and the Pauper</b> (Play) by Mark Twain N/AL, Compare Poems: <b>Archetype</b> (Poem) by Margarita Engle N/AL / <b>Fairy-tale Logic</b> (Poem) by A.E. Stallings N/AL, Compare Themes: <b>The Boatman’s Flute</b> (Folktale) by Sherry Garland 1050L / <b>The Mouse Bride</b> (Folktale) by Heather Forest 780L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 6: <b>Holes</b> (Novel) by Louis Sachar 660L, <b>The Lightning Thief</b> (Novel) by Rick Riordan 680L, <b>The Jungle Book</b> (Story Collection) by Rudyard Kipling 1080L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Identify and examine story elements of plot and characterization. (flipped the two words since there’s not really elements of characterization but there are elements of plot)</p> <p><b>Writing:</b> Write narratives to develop real or imagined experiences or events by using effective story telling techniques. Writing should include figurative language as well as powerful and concise adjectives and nouns and proper use of conventions.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a range of collaborative discussions and express own ideas clearly.</p>
<b>Academic Vocabulary</b>	<p>Plot, Conflict, Theme, Point of View, Character, Figurative Language (metaphor, hyperbole, personification), Sequencing, Dialogue</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 6 Writing Task: Write a Short Story</b>  A literary journal for teens has put out a call for short stories that reveal hidden truths about growing up. Incorporating ideas and literary elements from texts in this unit, write a short story expressing a clear theme, or message about life or human nature.</p> <p><b>-OR-</b></p> <p><b>Alternate Writing Task:</b> After reading (insert mentor text), write an original story demonstrating the use of story elements.</p> <p><b>*Common rubric: Writing a Short Story Rubric on p. 553 of HMH book (for either writing task)</b></p>
<b>District-Wide Common Reading Selection Test</b>	<p>HMH Unit 6 Reading Selection Test: Hidden Truths Online Unit Test</p>

## WCSD 6<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>6<sup>th</sup> Grade ELA Quarter 2: Informational/Explanatory</b>	
<b>Essential Question(s):</b> How do writers select and cite relevant texts to convey ideas and information in informative essays?	
<b>HMH Unit 3 Thematic Question:</b> How do you find courage in the face of fear? <b>HMH Unit 5 Thematic Question:</b> What does it take to be a survivor?	
<b>Time Frame:</b> 8-9 weeks	
<b>Standards (NVACS)</b>	<p><b>Essential Standards</b></p> <p><b>Reading:</b></p> <p>RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>Writing:</b></p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Language:</b></p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>Supporting Standards:</b></p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.6.2 Interpret information presented in diverse media formats and explain how it contributes to topic, text, or issue under study.</p> <p>RI. 6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p>
<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 3 OR 5 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 3: Finding Courage</b></p>

	<p><i>from The Breadwinner</i> (Novel) by Deborah Ellis 590L, <i>Life Doesn't Frighten Me</i> (Poem) by Maya Angelou N/AL, <b>Fears and Phobias</b> (Informational Text) by kidshealth.org 1040L, <b>Wired for Fear</b> (Video) by California Science Center, Compare Across Genres: <b>Embarrassed? Blame Your Brain</b> (Informational Text) by Jennifer Connor-Smith 960L / <b>The Ravine</b> (Short Story) by Graham Salisbury 640L, Compare Presentations: <i>from Into the Air</i> (Graphic Biography) by Robert Burleigh 760L / <i>from The Wright Brothers: How They Invented the Airplane</i> (Biography) by Russell Freedman 1100L</p> <p>-OR-</p> <p><b>Unit 5: Surviving the Unthinkable</b></p> <p><i>from A Long Walk to Water</i> (Novel) by Linda Sue Park 560L, <i>Salva's Story</i> (Documentary) by POVRoseMedia, <b>Into the Lifeboat</b> <i>from Titanic Survivor</i> (Memoir) by Violet Jessop 950L, Compare Across Genres: <b>from After the Hurricane</b> (Poem) by Rita Williams-Garcia N/AL / <i>from Ninth Ward</i> (Novel) by Jewell Parker Rhodes 970L</p>
<b>Suggested HMH Novel Alignment</b>	<p>Unit 3: <b>Dragonwings</b> (Novel) by Laurence Yep 870L, <b>The Parker Inheritance</b> (Novel) by Varian Johnson 610L, <b>The Breadwinner</b> (Novel) by Deborah Ellis 710L</p> <p>Unit 5: <b>Hatchet</b> (Novel) by Gary Paulsen 1020L, <b>A Long Walk to Water</b> (Novel) by Linda Sue Park 720L, <b>Ninth Ward</b> (Novel) by Jewell Parker Rhodes 470L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write informative texts to examine a topic and convey ideas, concepts, and information by selecting and citing reliable sources, organizing information, and analyzing relevant content.</p> <p><b>Speak &amp; Listening:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>
<b>Academic Vocabulary</b>	Inference, Central Idea, Summary, Thesis, Evidence, Reasoning, Cite, Formal Style, Compare/Contrast
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 3 Writing Task: Write an Informative Essay</b></p> <p>Using ideas, information, and examples from multiple texts in this unit, write an informative essay for your community newspaper explaining how people find the courage to face their fears.</p> <p>-OR-</p> <p><b>HMH Unit 5 Writing Task: Write an Explanatory Essay</b></p> <p>Using ideas, information, and examples from multiple texts in this unit, write an explanatory essay for a school blog in which you identify the qualities, or characteristics, of a survivor and describe why these qualities are important.</p> <p>-OR-</p> <p><b>Alternate Writing Task:</b> [Insert optional question] After reading/researching (<u>informational texts</u>) on (<u>content</u>), write an essay in which you compare (<u>content</u>). Support your discussion with evidence from your research.</p> <p>*Common rubric: <b>Writing an Informative Essay on p. 453 of HMH book (for selected writing task)</b></p>

<b>District-Wide Common Reading Selection Test</b>	HMH Unit 3 Reading Selection Test: Finding Courage Online Unit Test -OR- HMH Unit 5 Reading Selection Test: Surviving The Unthinkable Online Unit Test
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## WCSD 6<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>6<sup>th</sup> Grade ELA Quarter 3: Research &amp; Argument</b>	
<b>Essential Question(s):</b> How do speakers/writers present claims and sequence ideas to present well-developed arguments?	
<b>HMH Unit 1 Thematic Question:</b> What are the ways you can make yourself heard?	
<b>HMH Unit 4 Thematic Question:</b> What can you learn from seeing the world through an animal's eyes?	
<b>Time Frame:</b> 8-9 weeks	
<b>Standards (NVACS)</b>	<p><b>Essential Standards</b></p> <p><b>Reading:</b></p> <p>RL/RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Writing:</b></p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speaking and Listening:</b></p> <p>SL. 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Supporting Standards:</b></p> <p>RL/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (*RL. analyze the impact of a specific word choice on meaning and tone.)</p> <p>W.6.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.</p>
<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 1 OR 4 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 1: Discovering Your Voice</b></p> <p><i>from</i> <b>Brown Girl Dreaming</b> (Memoir in Verse) by Jacqueline Woodson N/AL, <i>from</i> <b>Selfie: The Changing Face of Self-Portraits</b> (Informational Text) by Susie Brooks 1000L, <b>What's So Funny, Mr. Scieszka?</b> (Humor) by Jon Scieszka 710L, Compare Poems: <b>A Voice</b> (Poem) by Pat Mora N/AL / <b>Words Like Freedom</b> (Poem) by Langston Hughes N/AL, Compare and Evaluate Arguments: <b>Better Than Words: Say It with a Selfie</b> (Argument) by Gloria Chang 1050L / <b>OMG, Not Another Selfie!</b> (Argument) by Shermakaye Bass 1070L</p>

	<p>-OR-</p> <p><b>Unit 4: Through an Animal’s Eyes</b>  <i>from Pax</i> (Novel) by Sara Pennypacker 880L, <b>Zoo</b> (Science Fiction) by Edward Hoch 1190L, <i>from Animal Snoops: The Wondrous World of Wildlife Spies</i> (Informational Text) by Peter Christie 990L, Compare Themes: <b>Animal Wisdom</b> (Poem) by Nancy Wood N/AL / <b>The Last Wolf</b> (Poem) by Mary TallMountain N/AL, Evaluate and Compare Arguments: <b>Wild Animals Aren’t Pets</b> (Argument) by USA TODAY 1120L / <b>Let People Own Exotic Animals</b> (Argument) by Zuzana Kukol 1150L</p>
<b>Suggested HMH Novel Alignment</b>	<p>Unit 1: <b>The Giver</b> (Novel) by Lois Lowry 760L, <b>Beethoven in Paradise</b> (Novel) by Barbara O’Connor 680L, <b>Brown Girl Dreaming</b> (Memoir in Verse) by Jacqueline Woodson 990L  Unit 4: <b>Julie of the Wolves</b> (Novel) by Jean Craighead 860L, <b>Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas</b> (Graphic Nonfiction) by Jim Ottaviani and Maris Wcks N/AL <b>Pax</b> (Novel) by Sara Pennypacker 760L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Determine a central idea and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes: use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<b>Academic Vocabulary</b>	Relevant, Credible, Claim, Evidence, Reasoning, Cite, Formal Style, Call to Action
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 1 Writing Task: Write an Argument</b>  Your local library is hosting an essay contest about the ways people express themselves. Community members will judge the essays. Write an argumentative essay in which you select your favorite mode of self-expression (such as music or comedy) and argue why that medium is effective. Include graphics or images to support your ideas.</p> <p>-OR-</p> <p><b>HMH Unit 4 Writing Task: Write an Argument</b>  You have been asked to write an editorial for your school newspaper. Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay, supported by research, in which you support or oppose allowing people to keep wild animals as pets.</p> <p>-OR-</p> <p><b>Alternate Writing Task:</b> [Insert optional question] After reading/researching (<u>literature or informational texts</u>), write an essay in which you compare (<u>content</u>). Support your discussion with evidence from the text(s).</p>

	<b>*Common rubric: Writing an Argument on p. 375 of HMH book (for selected writing task)</b>
<b>District-Wide Common Reading Selection Test</b>	HMH Unit 1 Reading Selection Test Discovering Your Voice Online Unit Test <b>OR</b> HMH Unit 4 Reading Selection Test: Through an Animals Eyes Online Unit Test

## WCSD 6<sup>th</sup> Grade English (ELA) Curriculum Framework

6 <sup>th</sup> Grade ELA Quarter 4: Formal Presentation & Discussion	
<p><b>Essential Question(s):</b> What speaking and listening skills do individuals need to participate effectively in conversations, collaborations, and presentations?</p> <p><b>HMH Unit 2 Thematic Question:</b> What keeps people from giving up?</p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards</b></p> <p><i><b>Reading:</b></i>                      RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                      RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><i><b>Writing:</b></i>                      W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i><b>Speaking and Listening:</b></i>                      SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear presentation.</p> <p><i><b>Supporting Standards:</b></i>                      RL/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (*RL. analyze the impact of a specific word choice on meaning and tone.)                      RL.6.10 By the end of year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.                      L.6.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Aligned Instructional Materials</b></p>	<p><b>HMH Into Literature Unit 2 OR In-Depth Novel Study (School site will determine and choose a minimum of TWO common texts per unit.)</b></p>



	<p><b>Unit 2: Never Give Up</b>  <b>A Schoolgirl’s Diary from I am Malala</b> (Memoir) by Malala Yousafzai 820L, <b>Speech to the Young: Speech to the Progress-Toward</b> (Poem) by Gwendolyn Brooks N/AL, Compare Time Periods: <b>The First Day of School</b> (Short Story) by R.V. Cassill 790L / <b>from New Kid</b> (Graphic Novel) by Jerry Craft N/AL</p>
<b>Suggested HMH Novel Alignment</b>	<p>Unit 2: <b>New Kid</b> (Graphic Novel) by Jerry Craft and color by Jim Callahan GN320L <b>I Am Mahala, Young Reader’s Edition</b> (Memoir) by Malala Yousafzai 830L <b>Esperanza Rising</b> (Novel) by Pam Munoz Ryan 750L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Read and analyze a grade level appropriate common novel of choice. Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing:</b> Use technology/internet to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speak &amp; Listening:</b> Adapt speech to a variety of contexts and tasks demonstrating command of English when indicated or appropriate.</p>
<b>Academic Vocabulary</b>	<p>Purpose, Audience, Tone, Ethos, Pathos, Logos</p> <p>*Novel/Text specific vocabulary (for example – historical time periods)</p>
<b>District-Wide Common Speaking and Listening Task</b>	<p><b>HMH Unit 2 Speaking &amp; Listening Task: Produce and Present a Podcast</b>  Create an 2-4 minute podcast about people who refuse to quit. Determine an overall message and tone of the podcast. Create transitional segments and include an effective introduction and conclusion to the podcast, focusing on your overall message.</p> <p><b>-OR-</b></p> <p><b>Alternate Writing/Presenting Task:</b> [Insert optional question] After reading/researching (<u>informational texts</u>) on (<u>content</u>), write and present an article for the school newspaper (<u>or substitute another audience</u>) in which you identify a problem and propose a solution. Support your position with evidence from your research.</p> <p><b>*Common rubric: Giving a Presentation: Before You Speak Rubric online HMH teacher’s manual (for selected writing task)</b></p>
<b>Site-Based Summative Reading Assessment</b>	<p>HMH Unit 1 Reading Selection Test Discovering Your Voice Online Unit Test</p> <p>-OR-</p> <p>Site department to create a summative reading assessment to match novel of choice.</p>

## WCSD 7<sup>th</sup> Grade English (ELA) Scope & Sequence

	Essential Question(s)	Instructional Materials	Learning Outcomes
<b>Quarter 1: Narrative</b>	How do writers and speakers use language for effect? How does the development of literary elements convey meaning? How does understanding the characteristics/structure contribute to a greater understanding of a text?	HMH Unit 2: Take Control -OR- HMH Unit 5: Game On!	<b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts. <b>Writing:</b> Write organized narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.
<b>Quarter 2: Informational</b>	How do writers select evidence from a text to connect to their explanation and support their thesis appropriately and effectively?	HMH Unit 1: Reality Check -OR- HMH Unit 2: Take Control	<b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author’s point of view, compare and contrast, determine meaning of words using context clues. <b>Writing:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; produce clear and coherent writing; use elements of the writing process (planning, drafting, revising, editing, and publishing). <b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.
<b>Quarter 3: Research &amp; Argument</b>	What are the elements needed in order to write a strong argument?	HMH Unit 3: The Terror & Wonder of Space -OR- HMH Unit 4: Inspired by Nature	<b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints. <b>Writing:</b> Write organized arguments to support claims with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing. <b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details and examples.
<b>Quarter 4: Formal Presentation &amp; Discussion</b>	How can I create a multimedia presentation to effectively communicate my message to an audience? How can I use media/visual aides to enhance my presentation that connects to my chosen audience?	HMH Unit 4: Inspired by Nature -OR- HMH Unit 6: Change Agents	<b>Reading:</b> Read and analyze a grade-level appropriate common novel/text-selection of choice. <b>Writing:</b> Respond and connect to literature selection of choice by writing in a variety of writing formats of choice: narrative – poetry, personal essay, etc; informative – research essay or response to literature; argumentative – make a claim to develop about something relating to text of choice. <b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.

## WCSD 7<sup>th</sup> Grade English (ELA) Curriculum Framework

7 <sup>th</sup> Grade ELA Quarter 1: Narrative	
<p><b>Essential Question(s):</b>                      How do writers and speakers use language for effect?                      How does the development of literary elements convey meaning?                      How does understanding the characteristics/structure contribute to a greater understanding of a text?</p> <p><b>HMH Unit 2 Thematic Question:</b> How do actions define us? <i>*Alternate narrative writing task required for this unit.</i>  <b>HMH Unit 5 Thematic Question:</b> How do games impact our lives?</p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards:</b></p> <p><b>Reading:</b>                      RL/RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      RL.7.3 Analyze how particular elements of a story or drama interact.                      RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>Writing:</b>                      W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Language:</b>                      L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Supporting Standards:</b>                      RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.                      L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>

<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 2 OR 5 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 2: Take Control</b>  <b>Heartbeat</b> (Short Story) by David Yoo 820L, <b>The Flight of Icarus</b> (Myth) by Sally Benson 1090L, <b>Icarus’s Flight</b> (Poem) by Stephen Dobyns N/A L, <b>Rogue Wave</b> (Short Story) by Theodore Taylor 970L, <b>Women in Aviation</b> (History Writing) by Patricia and Frederick McKissack 1120L, Compare Characters and People: <b>Thank You, M’am</b> (Short Story) by Langston Hughes 660L / <b>A Police Stop Changed This Teenager’s Life</b> (Article) by Amy B. Wang 890L  -OR-  <b>Unit 5: Game On!</b> (common text)  <b>Ball Hawk</b> (Short Story) by Joseph Bruchac 830L, <b>Get in the Zone: The Psychology of Video-Game Design</b> (Informational Text) by Aaron Miller 800L, <b>It’s Not Just a Game</b> (Informational Text) by Lori Calabrese 990L, Compare Theme: <b>from The Crossover</b> (Novel in Verse) by Kwame Alexander N/A L / <b>Double Doubles</b> (Poem) by J. Patrick Lewis N/A L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 2: <b>The Hobbit</b> (Novel) by J.R.R. Tolkien 1000L, <b>The Hunger Games</b> (Novel) by Suzanne Collins 810L, <b>Buried Onions</b> (Novel) by Gary Soto  Unit 5: <b>The Crossover</b> (Novel in Verse) by Kwame Alexander 750L, <b>Ghost</b> (Novel) by Jason Reynolds 730L, <b>Baseball in April and Other Stories</b> (Short Story Collection) by Gary Soto 830L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts.</p> <p><b>Writing:</b> Write organized narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.</p>
<b>Academic Vocabulary</b>	<p>Plot, Point of View, Conflict, Character, Theme, Setting, Dialogue, Sensory and Figurative Language, Accountable Talk</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 5 Writing Task: Write a Short Story</b>  Using ideas and inspiration from texts in this unit, write a short story for publication on a class or school website. Your story should be about a character who is involved in a team or individual sport or game.  -OR-  <b>Unit 2 Alternate Writing Task:</b> Write a narrative (fiction or nonfiction) on _____ that includes all the elements of plot, use effective dialogue, pacing, theme, and descriptive language to move the narrative through an engaging sequence of events to a conclusive ending. (*HMH Unit 2 writing task does not align to narrative writing.)</p>

	<b>*Common Rubric: HMH Writing Narratives (to use with either writing task) – use HMH textbook rubric page 467</b>
<b>District-Wide Common Reading Selection Test</b>	HMH Unit 2 Reading Selection Test: Take Control Unit Test <b>-OR-</b> HMH Unit 5 Reading Selection Test: Game On Unit Test

## WCSD 7<sup>th</sup> Grade English (ELA) Curriculum Framework

### 7<sup>th</sup> Grade ELA Quarter 2: Informational/Explanatory

**Essential Question(s):** How do writers select evidence from a text to connect to their explanation and support their thesis appropriately and effectively?

**HMH Unit 1 Thematic Question:** What can blur the lines between what’s real and what’s not?

**HMH Unit 2 Thematic Question:** How do actions define us?

**Time Frame:** 8-9 weeks

**Standards (NVACS)**

**Essential Standards**

**Reading:**

RL/RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL/RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Writing:**

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Language:**

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**Supporting Standards:**

RL 7.5 Analyze how a drama’s or poem’s form or structure contributes to its meaning.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.9 Draw evidence from literary or informed texts to support analysis, reflection, and research.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.7.1 *\*b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.*

<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 1 OR 2 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 1: Reality Check</b>  <b>Mirror Image</b> (Short Story) by Lena Coakley 670L, <b>Not Everything It Seems</b> (Article) by Arnetta Carter 950L, <b>Two Legs or One?</b> (Folktale) by Josepha Sherman 600L, Compare Moods: <b>The Song of Wandering Aengus</b> (Poem) by W.B. Yeats N/A L / <b>Eldorado</b> (Poem) by Edgar Allan Poe N/A L, Compare Versions: <b>from Monster</b> (Screenplay) by Walter Dean Myers N/A L / <b>from Monster</b> (Graphic Novel) adapted by Guy A. Sims, illustrated by Dawud Anyabwile N/A L  -OR-  <b>Unit 2: Take Control</b>  <b>Heartbeat</b> (Short Story) by David Yoo 820L, <b>The Flight of Icarus</b> (Myth) by Sally Benson 1090L, <b>Icarus’s Flight</b> (Poem) by Stephen Dobyns N/A L, <b>Rogue Wave</b> (Short Story) by Theodore Taylor 970L, <b>Women in Aviation</b> (History Writing) by Patricia and Frederick McKissack 1120L, Compare Characters and People: <b>Thank You, M’am</b> (Short Story) by Langston Hughes 660L / <b>A Police Stop Changed This Teenager’s Life</b> (Article) by Amy B. Wang 890L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 1: <b>My Life as an Ice Cream Sandwich</b> (Novel) by Ibi Zoboe 830L, <b>A Christmas Carol</b> (Novel) by Charles Dickens 900L, <b>Planet Middle School</b> (Novel in Verse) by Nikki Grimes 680L  Unit 2: <b>The Hobbit</b> (Novel) by J.R.R. Tolkien 1000L, <b>The Hunger Games</b> (Novel) by Suzanne Collins 810L, <b>Buried Onions</b> (Novel) by Gary Soto 850L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author’s point of view, compare and contrast, determine meaning of words using context clues.</p> <p><b>Writing:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; produce clear and coherent writing; use elements of the writing process (planning, drafting, revising, editing, and publishing).</p> <p><b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.</p>
<b>Academic vocabulary</b>	<p>Point of View, Theme, Conflict, Author’s purpose, Text structure, Inference, Thesis, Cite, Formal Style, Compare/Contrast</p> <p>HMH Unit Specific: Poetic Form, Myth</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 1 Writing Task: Write an Informative Essay</b>  Using ideas, information, and examples from multiple texts in this unit, write an informative essay for a print or online magazine for young adults explaining why it’s important to carefully consider information before accepting it as true.  -OR-  <b>HMH Unit 2 Writing Task: Write an Informative Essay</b></p>

	<p>In this unit, individuals take decisive actions to achieve goals. How do they overcome obstacles? Using examples from multiple texts in this unit, write an informative essay for a blog about what it takes to overcome obstacles and achieve goals.</p> <p><b>*Common Rubric: HMH Informative Essay Rubrics (page 87 or 197 in HMH text)</b></p>
<b>District-Wide Common Reading Selection Test</b>	<p>HMH Unit 1 Reading Selection Test: Reality Check Unit Test -OR- HMH Unit 2 Reading Selection Test: Game On Unit Test</p>



## WCSD 7<sup>th</sup> Grade English (ELA) Curriculum Framework

7 <sup>th</sup> Grade ELA Quarter 3: Research & Argument	
<p><b>Essential Question(s):</b> What are the elements needed in order to write a strong argument?</p> <p><b>HMH Unit 3 Thematic Question:</b> Is space exploration a daring adventure or a dangerous risk?  <b>HMH Unit 4 Thematic Question:</b> What does it mean to be in harmony with nature?</p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards</b></p> <p><b>Reading:</b>                      RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>Writing:</b>                      W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speaking and Listening:</b>                      SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Language:</b>                      L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Supporting Standards:</b>                      RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      RI. 7.9 Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.                      W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>

<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 3 or 4 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 3: The Terror &amp; Wonder of Space</b>  <b>Dark They Were, and Golden-Eyed</b> (Science Fiction) by Ray Bradbury 540L, <b>Martian Metropolis</b> (Science Writing) by Meg Thatcher 930L, <b>Challenges for Space Exploration</b> (Argument) by Ann Leckie 880L, <b>What If We Were Alone?</b> (Poem) by William Stafford N/A L, <b>Seven Minutes of Terror</b> (Video) by NASA  Compare Arguments: <b>Humans Need to Explore Outer Space</b> (Argument) by Claudia Alarcón 1060L / <b>Let Robots Take to the Stars</b> (Argument) by Eiren Caffall 1060L  -OR-  <b>Unit 4: Inspired by Nature</b>  <b>Allied With Green</b> (Short Story) by Naomi Shihab Nye 880L, <b>Never Retreat from Eyes Wide Open</b> (Argument) by Paul Fleischman 1010L, <b>from Mississippi Solo</b> (Memoir) by Eddy Harris 820L, <b>The Drought</b> (Poem) by Amy Helfrich N/A L, Compare Forms and Elements: <b>Ode to enchanted light</b> (poem) by Pablo Neruda N/A L / <b>Sleeping in the Forest</b> N/A L (Poem) by Mary Oliver, Compare Persuasive Media: <b>from Trash Talk</b> (Video) by National Oceanic and Atmospheric Administration / <b>You're Part of the Solution</b> (Poster) N/A L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 3: <b>A Wrinkle in Time</b> (Novel) by Madeleine L'Engle 740L, <b>Path to the Stars</b> (Memoir) by Sylvia Acevedo 960L, <b>Ender's Game</b> (Novel) by Orson Scott Card 780L  Unit 4: <b>Peak</b> (Novel) by Roland Smith 760L, <b>I Am Still Alive</b> (Novel) by Kate Alice Marshall 690L, <b>Seedfolks</b> (Novella) by Paul Fleischman 710L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints.</p> <p><b>Writing:</b> Write organized arguments to support claims with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details and examples.</p>
<b>Academic Vocabulary</b>	<p>Central Ideas, Structure, Form, Claim, Reasons, Evidence, Alternate/Opposing Claim, Counterclaim, Call to action, Accurate/Credible sources</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 3 Writing Task: Write an Argument</b>  Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper in which you support or oppose sending humans into space.  -OR-  <b>HMH Unit 4 Writing Task: Write an Argument</b></p>

	<p>Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for a local or school newspaper supporting or questioning the value of connecting to nature.</p> <p><b>*Common Rubric: HMH Argumentative Essay Rubric (page 301)</b></p>
<b>District-Wide Common Reading Selection Test</b>	<p>HMH Unit 3 Reading Selection Test: The Terror and Wonder of Space Unit Test <b>-OR-</b> HMH Unit 4 Reading Selection Test: Inspired by Nature Unit Test</p>

## WCSD 7<sup>th</sup> Grade English (ELA) Curriculum Framework

7 <sup>th</sup> Grade ELA Quarter 4: Formal Presentation & Discussion	
<p><b>Essential Question(s):</b>                      How can I create a multimedia presentation to effectively communicate my message to an audience?                      How can I use media/visual aides to enhance my presentation that connects to my chosen audience?</p> <p><b>HMH Unit 4 Thematic Question:</b> What does it mean to be in harmony with nature?  <b>HMH Unit 6 Thematic Question:</b> How can changing the world change you?</p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards</b></p> <p><b><i>Reading:</i></b>                      RL/RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (and technical meanings); analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama (analyze the impact of a specific word choice on meaning and tone.)</p> <p><b><i>Writing:</i></b>                      W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                      W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b><i>Speaking and Listening:</i></b>                      SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      SL.7.4 Present claims and findings, emphasizing salient points in a focused coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b><i>Supporting Standards:</i></b>                      SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                      SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                      L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 4 (Argument) or 6 (Research) OR Novel of choice (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 4: Inspired by Nature</b>  <b>Allied With Green</b> (Short Story) by Naomi Shihab Nye 880L, <b>Never Retreat <i>from</i> Eyes Wide Open</b> (Argument) by Paul Fleischman 1010L, <b><i>from</i> Mississippi Solo</b> (Memoir) by Eddy Harris 820L, <b>The Drought</b> (Poem) by Amy Helfrich N/A L, Compare Forms and Elements: <b>Ode to enchanted light</b> (poem) by Pablo Neruda N/A L / <b>Sleeping in the Forest</b> N/A L (Poem) by Mary Oliver, Compare Persuasive Media: <b><i>from</i> Trash Talk</b> (Video) by National Oceanic and Atmospheric Administration / <b>You're Part of the Solution</b> (Poster) N/A  -OR-  <b>Unit 6: Change Agents</b>  <b>Sometimes a Dream Needs a Push</b> (Short Story) by Walter Dean Myers 770L, <b>Craig Kielburger Reflects on Working Toward Peace</b> (Personal Essay) by Craig Kielburger 1050L, <b><i>from</i> It Takes a Child</b> (Documentary) by Judy Jackson, <b>A Poem for My Librarian, Mrs. Long</b> (Poem) by Nikki Giovanni N/A L, Compare Authors' Perspectives: <b>Frances Perkins and the Triangle Factory Fire</b> (History Writing) by David Brooks 930L / <b><i>from</i> Ashes of Roses</b> (Novel) by Mary Jane Auch 670L  -OR-  <b>Novel Study of choice.</b></p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 4: <b>Peak</b> (Novel) by Roland Smith 760L, <b>I Am Still Alive</b> (Novel) by Kate Alice Marshall 690L, <b>Seedfolks</b> (Novella) by Paul Fleischman 710L  Unit 6: <b>Bud, Not Buddy</b> (Novel) by Christopher Paul Curtis 950L, <b>Kira-Kira</b> (Novel) by Cynthia Kadohata 740L Gabe and Izzy: <b>Standing Up for America's Bullied</b> (Memoir) by Gabrielle Ford 740L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Read and analyze a grade-level appropriate common novel/text-selection of choice.</p> <p><b>Writing:</b> Respond and connect to literature selection of choice by writing in a variety of writing formats of choice: narrative – poetry, personal essay, etc; informative – research essay or response to literature; argumentative – make a claim to develop about something relating to text of choice.</p> <p><b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.</p>
<b>Academic Vocabulary</b>	<p>Theme, Genre (memoir, historical fictions, poetry, etc.), Eye contact, Pronunciation/enunciation, Speech rate and volume, Body language, Pacing, Figurative/connotative language  *Novel/Text specific vocabulary (for example – historical time periods)</p>
<b>District-Wide Common</b>	<p><b>Task:</b> After reading, researching, and analyzing a text (novel) or text selections, create and prepare a formal presentation to share with your classmates.</p>

<b>Speaking and Listening Task</b>	<b>*HMH Speaking and Listening Rubric (online).</b>
<b>Site-based Summative Reading Assessment</b>	HMH Unit 4 Reading Selection Test Inspired by Nature Online Unit Test -OR- HMH Unit 6 Reading Selection Test Change Agents Online Unit Test -OR- Site department to create a summative reading assessment to match novel of choice.

## WCSD 8<sup>th</sup> Grade English (ELA) Scope & Sequence

	Essential Question(s)	Instructional Materials	Learning Outcomes
<b>Quarter 1: Narrative</b>	<p>How does character, setting, and plot develop the theme or central idea over the course of a narrative?</p> <p>How do incidents or dialogue in a narrative affect the pacing and engage the reader?</p>	<p>HMH Unit 3: Places We Call Home -OR HMH Unit 6: The Legacy of Anne Frank</p>	<p><b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts.</p> <p><b>Writing:</b> Write a personal narrative using story elements, figurative language, powerful and concise adjectives and nouns, and proper use of conventions. Personal narrative should encompass proper tone and mood that are appropriate to the prompt.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.</p>
<b>Quarter 2: Informational</b>	<p>What are the most effective ways an author supports their thesis and explanations with text-based evidence?</p>	<p>HMH Unit 2: The Thrill of Horror</p>	<p><b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author's point of view, compare and contrast, determine meaning of words using context clues.</p> <p><b>Writing:</b> Write an informative essay exploring the world of horror fiction. Investigate why people are drawn to scary stories and what makes them so compelling. Writers should research the effect of specific horror elements such as, suspense, setting, and characters. Writers should be able to explain how these elements evoke fear in a reader.</p> <p><b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.</p>
<b>Quarter 3: Research &amp; Argument</b>	<p>How does the use of research enhance the ability to persuade/argue effectively?</p> <p>How do writers and speakers use persuasive appeals to influence their audience?</p>	<p>HMH Unit 1: Gadgets and Glitches -OR- HMH Unit 5: Finding Your Path</p>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose, and varying viewpoints.</p> <p><b>Writing:</b> Students will take a pro/con stance on how current or evolving technology is being used and utilized in today's culture. Students will then write an organized argument that supports claims with clear reasons and relevant evidence from multiple sources, and address opposing claims in a counterargument paragraph.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details, and examples.</p>
<b>Quarter 4: Formal Presentation &amp; Discussion</b>	<p>How do I research and create a multimedia presentation to communicate the importance of my topic?</p> <p>How can I use media/visual aides to enhance my presentation that connects to my chosen audience?</p>	<p>HMH Unit 4: The Fight for Freedom</p>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints.</p> <p><b>Writing:</b> <i>For Argument:</i> Write organized arguments to support a claim about a human rights or global issue. Where students write with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing.</p> <p><i>For Informative:</i> You will plan, write, and revise, a research report about a human rights or global issue where students explain the origins and go into detail on possible solutions to these issues.</p> <p><b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.</p>

## WCSD 8<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>8<sup>th</sup> Grade ELA Quarter 1: Narrative</b>	
<p><b>Essential Question(s):</b>                      How does character, setting, and plot develop the theme or central idea over the course of a narrative?                      How do incidents or dialogue in a narrative affect the pacing and engage the reader?</p> <p><b>HMH Unit 3 Thematic Question:</b> What are the places that shape who you are?  <b>HMH Unit 6 Thematic Question:</b> What can we learn from tragic events? <i>*This theme aligns with Quarter 2 of 8<sup>th</sup> Grade Social Studies.</i></p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards</b></p> <p><b><i>Reading:</i></b>                      RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                      RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                      RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provokes a decision.</p> <p><b><i>Writing:</i></b>                      W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b><i>Language:</i></b>                      L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Supporting Standards:</b>                      RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                      *RL 8.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged or multimedia version to each medium. (Unit 6)                      RL.8.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                      *RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (Unit 3)                      L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 3 OR 6 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 3: Places We Call Home</b>  <i>from The Book of Unknown Americans</i> (Novel) by Cristina Henríquez 870L, <b>My Favorite Chaperone</b> (Short Story) by Jean Davies Okimoto 780L, <b>Spirit Walking in the Tundra</b> (Poem) by Jean Joe Harjo N/A L, Compare Purposes: <b>New Immigrants Share Their Stories</b> (Documentary) produced by The Working Group / <b>A Common Bond</b> (Informational Text) by Brooke Hauser 1150L  -OR-  <b>Unit 6: The Legacy of Anne Frank</b> (*This theme aligns with Quarter 2 of 8<sup>th</sup> Grade Social Studies.)  <b>The Diary of Anne Frank</b> (Drama) by Frances Goodrich and Albert Hackett N/A L, <i>from The Diary of a Young Girl</i> (Diary) by Anne Frank 990L, <b>After Auschwitz</b> (Speech) by Elie Wiesel 920L, Compare Poems: <b>There But for the Grace</b> (Poem) by Wisława Szymborska N/A L / <b>Days</b> (Poem) by Billy Collins N/A L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 3 (Short Story): <b>Enrique’s Journey</b> (Biography) by Sonia Navarro 770L, <b>The Late Homecomer</b> (Memoir) by Kao Kalia Yang 890L, <b>Inside Out and Back Again</b> (Novel in Verse) by Thanh Hà Lai 800L  Unit 6 (Personal Narrative): <b>The Book Thief</b> (Novel) by Mark Zusack 730L, <b>The Diary of a Young Girl</b> (Diary) by Anne Frank 1080L, <b>Tropical Secrets</b> (Novel in Verse) by Margarita Engle 1170L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Analyze point of view, determine central ideas, make inferences, and analyze figurative language in a variety of narrative and non-fiction texts.</p> <p><b>Writing:</b> Write a personal narrative using story elements, figurative language, powerful and concise adjectives and nouns, and proper use of conventions. Personal narrative should encompass proper tone and mood that are appropriate to the prompt.</p> <p><b>Speak &amp; Listening:</b> Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led); use Accountable Talk.</p>
<b>Academic Vocabulary</b>	<p>Unit 3: plot, theme, character, narrative structure, imagery  Unit 6: drama, diary, inference, appeal, rhetorical device, sound device, figurative language</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 3 Writing Task: Write a Short Story</b>  Using ideas, information, and examples from multiple texts in this unit, write a short story about a character who is struggling with an obstacle in relation to a place.</p> <p><b>HMH Unit 6 Writing Task: Write a Personal Narrative</b>  Using ideas, information, and examples from multiple texts in this unit, including the November 11, 1943, entry from <i>The Diary of a Young Girl</i>, in which Anne Frank writes about a pen she values, write a personal narrative about an experience involving a treasured object.</p>

<b>District-Wide Common Reading Task</b>	HMH Unit 3 Reading Selection Test: Places We Call Home -OR- HMH Unit 6 Reading Selection Test: The Legacy of Anne Frank
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## WCSD 8<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>8<sup>th</sup> Grade ELA Quarter 2: Informational/Explanatory</b>	
<b>Essential Question(s):</b> What are the most effective ways an author supports their thesis and explanations with text-based evidence?	
<b>HMH Unit 2 Thematic Question:</b> Why do we sometimes like to feel frightened?	
<b>Time Frame:</b> 8-9 weeks	
<b>Standards (NVACS)</b>	<p><b>Essential Standards:</b></p> <p><b>Reading:</b></p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> <p><b>Writing:</b></p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>Language:</b></p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Supporting Standards:</b></p> <p>RL/RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RL.8.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>RI. 8.6 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.</p>

<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 2: The Thrill of Horror (Sites should choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 2: The Thrill of Horror</b>  <b>What Is the Horror Genre?</b> (Literary Criticism) by Sharon A. Russell 1000L, <b>The Tell-Tale Heart</b> (Short Story) by Edgar Allan Poe 1020L, Compare Versions: <b>The Monkey’s Paw</b> (Short Story) by W.W. Jacobs 1020L /<b>from The Monkey’s Paw</b> (Film Clip) by Ricky Lewis Jr., Compare Versions: <b>from The Aeneid of Virgil</b> (Epic Poem) translated by Allen Mandelbaum N/A L / <b>from Hades: Lord of the Dead</b> (Graphic Novel) by George O’Connor N/A L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>HMH Unit 2: <b>Coraline</b> (Novel) by Neil Gaiman 740L, <b>The Strange Case of Dr. Jekyll and Mr. Hyde</b> (Novella) by Robert Louis Stevenson 1060L, <b>Miss Peregrine’s Home for Peculiar Children</b> (Novel) by Ransom Riggs 890L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Cite textual evidence, determine theme, analyze literary elements and author’s point of view, compare and contrast, determine meaning of words using context clues.</p> <p><b>Writing:</b> Write an informative essay exploring the world of horror fiction. Investigate why people are drawn to scary stories and what makes them so compelling. Writers should research the effect of specific horror elements such as, suspense, setting, and characters. Writers should be able to explain how these elements evoke fear in a reader.</p> <p><b>Speak &amp; Listening:</b> Engage in collaborative discussions, use comprehension skills to listen attentively to others in formal and informal settings.</p>
<b>Academic Vocabulary</b>	<p>literary criticism, point of view, Inference, Central Idea, Summary, Thesis vs. Claim, Cite, Formal Style, Compare/Contrast</p> <p>HMH Unit 2 Specific: suspense, theme, foreshadowing, epic poetry, adaptation</p>
<b>District-Wide Common Writing Task</b>	<p><b>HMH Unit 2 Writing Task: Write a Literary Analysis (Informative Essay)</b>  Using ideas, information, and examples from multiple texts in this unit, write a literary analysis for other students in your class in which you analyze and interpret one of the stories in this unit.</p>
<b>District-Wide Common Reading Task</b>	<p>HMH Unit 2 Reading Selection Test: The Thrill of Horror</p>

## WCSD 8<sup>th</sup> Grade English (ELA) Curriculum Framework

8 <sup>th</sup> Grade ELA Quarter 3: Argument & Discussion	
<p><b>Essential Question(s):</b>                      How does the use of research enhance the ability to persuade/argue effectively?                      How do writers and speakers use persuasive appeals to influence their audience?</p> <p><b>HMH Unit 1 Thematic Question:</b> Does technology improve or control our lives?  <b>HMH Unit 5 Thematic Question:</b> How do the challenges you face today help to shape your future?</p>	
<p><b>Time Frame:</b> 8-9 weeks</p>	
<p><b>Standards (NVACS)</b></p>	<p><b>Essential Standards</b></p> <p><b>Reading:</b>                      RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                      RI. 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>Writing:</b>                      W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speaking and Listening:</b>                      SL. 8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Language:</b>                      L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Supporting Standards:</b>                      RI.8.6 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.                      W. 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>W. 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.8.4 Present claims, and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>
<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature 1 OR 5 (School site will determine and choose a minimum of TWO common texts per unit.)</b></p> <p><b>Unit 1: Gadgets and Glitches</b>  <b>The Brave Little Toaster</b> (Science Fiction) by Cory Doctorow 990L, <b>Are Bionic Superhumans on the Horizon?</b> (Informational Text) by Ramez Naam 110L, <b>Interflora</b> (Poem) by Susan Hamlyn N/A L, Compare Arguments: <b>The Automation Paradox</b> (Argument) by James Bessen 1140L /<b>Heads Up, Humans</b> (Argument) by Claudia Alarcón 1300L  -OR-  <b>Unit 5: Finding Your Path</b>  <b>from Bronx Masquerade</b> (Novel) by Nikki Grimes 710L, <b>The Debt We Owe to the Adolescent Brain</b> (Informational Text) by Jeanne Miller 1010L, Compare Poems: <b>Hanging Fire</b> (Poem) by Audre Lorde N/A L / <b>Summer of His Fourteenth Year</b> (Poem) by Gloria Amescua N/A L, Compare Arguments: <b>It's Complicated: The Social Lives of Networked Teens</b> (Argument) by Danah Boyd 1080L / <b>Outsmart Your Smartphone</b> (Argument) by Catherine Steiner-Adair 1110L</p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 1: <b>Fuzzy</b> (Novel) by Tom Angleberger 700L, <b>I, Robot</b> (Science Fiction) by Isaac Asimov 820L, <b>Feed</b> (Novel) by M.T. Anderson 770L  Unit 5: <b>The Outsiders</b> (Novel) by S.E. Hinton 750L, <b>The House on Mango Street</b> (Novel) by Sandra Cisneros 880L, <b>Hush</b> (Novel) by Jacqueline Woodson 640L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose, and varying viewpoints.</p> <p><b>Writing:</b> Students will take a pro/con stance on how current or evolving technology is being used and utilized in today's culture. Students will then write an organized argument that supports claims with clear reasons and relevant evidence from multiple sources, and address opposing claims in a counterargument paragraph.</p> <p><b>Speak &amp; Listening:</b> Present claims and findings in a focused, coherent manner with descriptions, facts, details, and examples.</p>
<b>Academic Vocabulary</b>	<p>Claim, Evidence, Reasoning, Counterclaim, Credibility, Reliability, Author's purpose, Cite  Unit 1: plot, central idea &amp; details, irony, rhetoric  Unit 5: perspective, structure, author's purpose, poetic structure, rhetorical device</p>

<p><b>District-Wide Common Writing Task</b></p>	<p><b>HMH Unit 1 Writing Task: Write an Argument</b> Using ideas, information, and examples from multiple texts in this unit, write an argument on a topic related to technology.</p> <p><b>HMH Unit 5 Writing Task: Write an Argument</b> Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school’s blog on a topic related to teenagers.</p>
<p><b>District-Wide Common Reading Task</b></p>	<p>HMH Unit 1 Reading Selection Test: Gadgets and Glitches -OR- HMH Unit 5 Reading Selection Test: Finding Your Path</p>

## WCSD 8<sup>th</sup> Grade English (ELA) Curriculum Framework

<b>8<sup>th</sup> Grade ELA Quarter 4: Formal Presentation &amp; Discussion</b>	
<p><b>Essential Question(s):</b>                      How do I research and create a multimedia presentation to communicate the importance of my topic?                      How can I use media/visual aides to enhance my presentation that connects to my chosen audience?</p> <p><b>HMH Unit 4 Thematic Question:</b> What will people risk to be free?</p>	
<b>Time Frame:</b> 8-9 weeks	
<b>Standards (NVACS)</b>	<p><b>Essential Standards</b></p> <p><b><i>Reading:</i></b>                      RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                      RL.8.5 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.</p> <p><b><i>Writing:</i></b>                      W. 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b><i>Speaking and Listening:</i></b>                      SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      SL.8.4 Present claims, and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.                      SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Supporting Standards:</b>                      RI.8.6 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.                      RI 8.9 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.                      W.8.7 Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>



	<p>L.8.3 use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Aligned Instructional Materials</b>	<p><b>HMH Into Literature Unit 4: The Fight for Freedom (Sites should choose a minimum of TWO common texts per unit.)</b>  <b>*This theme aligns with Quarter 3 and 4 of 7<sup>th</sup> Grade Social Studies.</b></p> <p><b>Unit 4: The Fight for Freedom</b>  <i>from</i> <b>Narrative of the Life of Frederick Douglass, an American Slave</b> (Autobiography) by Frederick Douglass 1070L, <b>The Drummer Boy of Shiloh</b> (Historical Fiction) by Ray Bradbury 1020L, <b>O Captain! My Captain!</b> (Poem) by Walt Whitman N/A L, <i>from</i> <b>Harriet Tubman: Conductor on the Underground Railroad</b> (Biography) by Ann Petry 1020L, Compare Treatments: <b>Not My Bones</b> (Poem) by Marilyn Nelson N/A L / <i>from</i> <b>Fortune's Bones</b> (History Writing) by Pamela Espeland 790L</p> <p><b>*In place of HMH Unit 4 a school site may select any HMH unit not yet included in Quarters 1-3.</b></p>
<b>Suggested HMH Novel (Long-Read) Alignment</b>	<p>Unit 4: <b>The Not So Boring Letters of Private Nobody</b> (Novel) by Matthew Landis HL580L, <b>March Toward the Thunder</b> (Novel) by Joseph Bruchac 850L, <b>March Forward, Girl</b> (Memoir) by Melba Pattillo Beals 950L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards.</p>
<b>Learning Outcomes</b>	<p><b>Reading:</b> Use close reading and annotation strategies to identify and analyze how a literary text conveys meaning; read and comprehend grade-level texts; analyze a variety of sources for credibility, accuracy, purpose and varying viewpoints.</p> <p><b>Writing:</b>  For Argument: Write organized arguments to support a claim about a human rights or global issue. Where students write with clear reasons and relevant evidence; use transitions to connect ideas; acknowledge and address opposing claims; conduct research and synthesize findings; revise and edit writing.</p> <p>For Informative: You will plan, write, and revise, a research report about a human rights or global issue where students explain the origins and go into detail on possible solutions to these issues.</p> <p><b>Speak &amp; Listening:</b> Create presentations that incorporate multimedia components and visual displays; use effective presentation skills (preparation, eye contact, pacing, clarity, etc.) in formal and informal settings.</p>
<b>Academic Vocabulary</b>	<p>Eye contact, Pronunciation/enunciation, Speech rate and volume, Body language, Pacing, Figurative/connotative language, Unit 4: autobiography, structure, setting, literary device, biography, word choice, figurative language</p> <p>* Novel/Text specific vocabulary (for example – historical time periods)</p>

<p><b>District-Wide Common Speaking &amp; Listening Task</b></p>	<p><b>HMH Unit 4 Collaborative Discussion/Presentation:</b> Imagine you are invited to design a new unit that addresses the essential question: What will people risk to be free? Work collaboratively with group members to choose a topic for such a unit, select materials to teach it, and then present your ideas to the class.</p> <p><b>*HMH Speaking and Listening Rubric (online - school site will determine).</b></p>
<p><b>District-Wide Common Reading Task</b></p>	<p>HMH Unit 4 Reading Selection Test: Change Agents -OR- Site department to create a summative reading assessment to match novel of choice.</p>

# Into Literacy Grades 6-8

## Instructional Walk: Literacy



Use this guide to record evidence of your classroom visit.

- Mark the teacher & student moves you observe.
- On the scale, indicate the level of instructional impact.
- Use the notes section for anecdotes, action items, & feedback.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Time: \_\_\_\_\_

### Engaging and Efficacious Learning Environment



TEACHER

- Creates and sustains a respectful, safe, and culturally responsive environment
- Asks questions that promote high-level thinking and text-rich discourse
- Provides opportunities for students to communicate their learning needs and responds accordingly (e.g., *Spark Your Learning*)
- Supports students in persevering through challenges and developing a learning mindset
- Communicates expectations for routines, transitions, centers, and the use of classroom tools

STUDENT

- Perseveres when faced with challenging texts and/or tasks and demonstrates ownership during independent reading or writing activities
- Actively participates in language-rich, evidence-based conversations around skills, concepts, and texts
- Demonstrates respectful listening and questioning techniques with peers (e.g., *Collaborate and Compare*)
- Seeks to understand diverse perspectives and cultures through reading and listening

### Knowledge, Language, and Vocabulary



TEACHER

- Facilitates targeted instruction and practice on common errors in grammar, usage, and mechanics (e.g., *Grammar Studio*)
- Uses discussion, comprehension, and writing tasks to assess students' understanding of unfamiliar vocabulary in context
- Activates students' prior knowledge to support making connections to new words, ideas, and concepts
- Fosters development of general knowledge and discipline-specific expertise by providing opportunities for research and study, including *Text X-Ray*

STUDENT

- Applies understanding of standard language conventions and new vocabulary in context during discussions, reading comprehension, and writing tasks (e.g., *Annotation*)
- Uses context, parts of speech, and/or morphology to determine the meaning of unfamiliar words
- Refines and shares content knowledge in writing and/or speaking, including the precise use of relevant academic vocabulary (e.g., *Word Networks*)
- Draws on prior knowledge and personal experiences to connect new words and concepts

### Reading Comprehension and Strategies



TEACHER

- Uses quality, complex, diverse, and authentic texts, including *Mentor Text*, *Classroom and On-line Libraries*, or text replacement suggestions to explicitly teach literary structures, genre characteristics, and text analysis strategies
- Engages students in shared reading and/or close reading activities to *analyze*, *annotate*, and *apply* interpretations of text
- Uses think alouds to model and monitor strategies for text comprehension, analysis, and interpretation (e.g., *Notice and Note with Sign Post*, and *Peer Coach Videos*)
- Provides differentiated practice using resources (e.g., *Graduation Cap Icon*) including adaptive technology and diverse media

STUDENT

- Uses text-based evidence to demonstrate reading comprehension and support ideas about texts, including *annotating text evidence*
- Synthesizes information from a text and across texts to draw conclusions and make inferences (e.g., *Notice and Note*)
- Evaluates an author's or speaker's claims, reasoning, and evidence
- Actively participates in text-based discussions that require listening, speaking, reading, and writing skills (e.g., *Text X-Ray*)
- Selects appropriate independent text through *Reader's Choice*

### Writing



TEACHER

- Directly teaches author's craft in a variety of *Writing Modes* using a range of age-appropriate writing models for analysis, including *Mentor Texts*
- Models the writing process as an ongoing cycle, with continuous edits and revisions to apply new skills connected to model texts (e.g., *Writing Rubrics and Revision Guides*)
- Uses data (e.g., *Writing Rubrics*, *Unit Scoring Guides*, *Student Response Logs*) to assess students' needs
- Conferences with students to adjust writing instruction for individual students' needs, providing scaffolds such as *Revision Guides* to support grammar and usage

STUDENT

- Applies characteristics of *Mentor Texts*, including attending to purpose and audience
- Cites relevant evidence in response to text
- Produces writing with clear organization, craft, purpose, and adherence to grammar conventions
- Utilizes technology, peer and/or teacher feedback to independently edit and revise writing drafts to apply craft and convention knowledge
- Uses *Writing Rubrics*, *Scoring Guides*, and *Revision Guides* to evaluate their own writing and that of their peers and applies feedback to next steps in the writing process

Notes



# What Does Reading Fluency Mean for Middle School Students?

by Martha Hougen

Fluency, the ability to read words automatically and accurately at an appropriate rate with prosody, is highly related to comprehension. While in the very early grades fluent reading supports comprehension, in the upper grades comprehension enables fluent reading. When students read as they talk, with automaticity and expression, it's likely that they comprehend what they are reading.<sup>1</sup>

Prosody—reading with expression, incorporating punctuation and emphasis—depends upon being able to read the words effortlessly. Some students in middle school struggle to read fluently, aloud or silently. The challenge for teachers is to figure out what is interfering with their ability to read fluently and what can be done to help them improve.

It is important to note that fluent reading does not mean reading as quickly as one can. Rather it means reading the text with no hesitation, automatically, at an appropriate rate for the type of text, with comprehension. Researchers have recently published norms for fluent reading and concluded that the average rate for middle school students is about 150 words per minute, reading aloud. 150 or more words correct per minute is generally sufficient to read grade level text with comprehension.<sup>2</sup> Many students read faster but it is not necessary to require students to read faster. However, if students are reading considerably slower, you should determine what skills they are lacking and work with them to improve their fluency.

There are many reasons middle school students struggle to read fluently. For example, the students may lack necessary skills in decoding multisyllabic words, or they may lack knowledge of general academic vocabulary or subject-specific vocabulary, or they may not practice reading enough to develop automaticity. These skills can be improved in middle school classes resulting in more efficient reading and increased motivation.<sup>3</sup>

Before you can identify the skills you need to teach, you need to assess the students. Basically, you need to listen to students read for a minute or so. If the students read with automaticity and can answer a comprehension question or two, they are probably effective readers. However, if the students are struggling, you will have to do a more thorough assessment to determine why they struggle.

## Strategies to Improve Reading Fluency

1. Guided, oral reading practice improves fluency for typically developing students better than silent, independent reading.<sup>4</sup> (The *Into Literature* program contains numerous guided practice activities: look for the sections labeled “Improve Reading Fluency” in your Teacher’s Edition.) Choral reading, where students read aloud together, and cloze reading, a technique in which the teacher reads the text aloud, pausing occasionally for students to read the “omitted” word aloud in unison, are both effective techniques.<sup>5</sup>
2. Repeated reading, reading the same passage several times, with feedback from a teacher or partner, and reading along with a narrator or model are more effective than independent repeated reading.<sup>6</sup>
3. Repeated reading can be encouraged by performance opportunities. Students can practice together to read poetry, scripts, song lyrics and other texts.
4. “Wide reading,” sustained reading of a variety of texts, has as much of a positive impact on fluency as repeated reading if it is monitored and students are held accountable for comprehending what they read.<sup>7</sup>
5. “Partner reading” can improve reading fluency. Partners must be taught what “good” reading sounds like, how to take turns, and how to provide feedback to each other.<sup>8</sup>
6. The passages students read should be challenging, even at a frustration level of 85% accuracy, if the teacher can monitor the process, provide support and feedback, and address the errors students make.<sup>9</sup>
7. Teaching advanced decoding strategies and word knowledge supports effective reading. Knowing how to break words into syllables, how to utilize prefixes and suffixes, and how morphology can support decoding and vocabulary development should be explicitly taught.<sup>10</sup>

As you know, not all students need this type of instruction. It is incumbent upon you, the teacher, to know who needs which skills addressed and to provide that instruction. Teaching small groups of students who need the same skill is highly effective. All students should be in a group, and the membership changes as different skills are addressed. Those students not working with the teacher are working independently, with a partner or small group.

Teachers often say they want their students to develop a love of reading. If we want students to enjoy reading and read a lot, we must teach them to read efficiently, with fluency.

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<sup>1</sup>Stahl, S. A., & Kuhn, M. R. (2002). Center for the Improvement of Early Reading Achievement: Making it sound like language: Developing fluency. *The Reading Teacher*, 55 (6), 582-584.

<sup>2</sup>Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR, Behavioral Research and Teaching, University of Oregon.

<sup>3</sup>Hasbrouck, J., Ihnot, C., & Rogers, G. (1999). Read naturally: A strategy to increase oral reading fluency. *Reading Research and Instruction*, 39 (1), 27-37.

<sup>4</sup>National Reading Panel (2002). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

<sup>5</sup>Hasbrouck, J. (2006). Drop everything and read: But how? For students who are not yet fluent, silent reading is not the best use of classroom time. *American Educator*, 28(2), 22-31, 46-47.

<sup>6</sup>Stahl & Kuhn (2002); Hasbrouck, Ihnot & Rogers (1999).

<sup>7</sup>Kuhn, M. R., Schwannenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230-151; Rasinski, T. V., Reutzel, D. R., Chard, D., & Thompson, S. L. (2011). Reading fluency. In M. Kamil, D. Pearson, E. Moje & P. Afflerbach (Eds.) *Handbook on reading research* (Vol. 4, pp. 286-319). New York, NY: Taylor & Francis.

<sup>8</sup>Osorn, J., Lehr, F., & Hiebert, E. (2002). *A focus on fluency*. Honolulu, HI: Pacific Resources for Education and Learning.

<sup>9</sup>Stahl, S. A. & Heuback, K. (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*, 37, 25-60.

<sup>10</sup>Ebbers, S. & Hougen, M.C. (2015). Academic vocabulary development: Meaningful, memorable, and morphological. In Hougen, M. C. (Ed.) *Fundamentals of Literacy Instruction & Assessment 6-12*. Baltimore, MD: Brookes Publishing Co.

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction engages the audience; the claim clearly states a position on an issue.</li> <li>Logical reasons and relevant evidence convincingly support the writer's claim.</li> <li>Opposing claims are anticipated and effectively addressed.</li> <li>The conclusion logically follows up on the main ideas of the argument and restates the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction could do more to grab the audience's attention; the claim states a position on an issue.</li> <li>Most reasons and evidence are relevant and support the writer's claim.</li> <li>Opposing claims are anticipated, but the responses are not fully developed.</li> <li>The concluding section mostly follows up on the main ideas of the argument and restates the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is not engaging; the claim identifies an issue, but the writer's position is not clearly stated.</li> <li>The reasons and evidence are not always logically connected to the writer's claim.</li> <li>Opposing claims are anticipated but not addressed logically</li> <li>The concluding section includes an incomplete summary of the main ideas and claim, and leaves loose ends for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is missing or does not include a claim.</li> <li>Supporting reasons and evidence are missing or are not connected to the claim.</li> <li>Opposing claims are neither anticipated nor addressed.</li> <li>The concluding section is missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Reasons and evidence are organized logically and consistently throughout the argument.</li> <li>Transitions logically connect evidence and reasons to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The organization of reasons and evidence is confusing in a few places, but mostly logical.</li> <li>A few more transitions are needed to connect evidence and reasons to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>The organization of reasons and evidence is weak.</li> <li>More transitions are needed to connect evidence and reasons to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>A logical organization is not used; reasons and evidence are presented randomly.</li> <li>Transitions are not used, making the argument difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The writing has an appropriately formal style and an objective tone.</li> <li>Persuasive techniques are used appropriately and effectively throughout the argument.</li> <li>Sentences have a variety of beginnings, lengths, and structures. They flow rhythmically.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes too informal in a few places, and the tone is uneven.</li> <li>Some effective persuasive techniques are used.</li> <li>Sentences are correctly structured and complete, but could have more variety and flow.</li> <li>Some capitalization and punctuation mistakes occur.</li> <li>Some grammatical and usage errors are repeated in the argument.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inconsistent, and the style becomes too informal in many places.</li> <li>Few effective persuasive techniques are used, or some techniques are used inappropriately.</li> <li>Sentence structures have very little variety, and some fragments or run-on sentences are present.</li> <li>Several spelling and capitalization mistakes occur, and punctuation is inconsistent.</li> <li>Grammar and usage are incorrect in many places, but the writer's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>The style and tone are inappropriate for the argument.</li> <li>Persuasive techniques are missing or used inappropriately.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling and capitalization are often incorrect, and punctuation is missing.</li> <li>Many grammatical and usage errors change the meaning of ideas and make the writing hard to understand.</li> </ul>

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction catches the reader's interest and introduces a clear thesis statement.</li> <li>Relevant facts, concrete details, interesting quotations, and examples from reliable sources all elaborate upon the topic.</li> <li>Graphic and multimedia elements are clear, helpful, and relevant to the topic.</li> <li>The conclusion clearly summarizes and supports the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction could do more to grab the audience's attention, but it introduces a clear thesis statement.</li> <li>One or two key points could use more elaboration.</li> <li>Graphic and multimedia elements are relevant to the topic, but could be clearer and more helpful.</li> <li>The conclusion mostly summarizes and supports the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction does not engage the audience; the thesis is not clearly expressed.</li> <li>Most key points need more elaboration; some facts, details, quotations or examples are not relevant to the controlling idea.</li> <li>Graphic and multimedia elements are distracting or not helpful.</li> <li>The conclusion partially summarizes the information presented but leaves some loose ends for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is missing.</li> <li>Facts, details, quotations, and examples are from unreliable sources, are irrelevant to the controlling idea, or are missing.</li> <li>Graphic and multimedia elements are missing or not related to the topic.</li> <li>The conclusion is missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organization is effective and logical throughout the essay.</li> <li>Signal words and transitions clearly show connections between related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The organization is confusing in a few places but mostly follows a pattern.</li> <li>A few more signal words and transitions are needed to connect related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The organization is logical in some places but often doesn't follow a pattern.</li> <li>Signal words and transitions do not effectively connect related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>A logical organization strategy is not used; information is presented randomly.</li> <li>Transitions and signal words are not used, making the text difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>The writing reflects a formal style and objective tone.</li> <li>Language is vivid and precise.</li> <li>Sentence beginnings, lengths, and structures vary; the writing has a rhythmic flow.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes informal in a few places, and the tone is not consistent.</li> <li>Language could be more vivid or precise, but still expresses the writer's meaning.</li> <li>Sentence beginnings, lengths, and structures have some variety.</li> <li>Several spelling, capitalization, and punctuation mistakes occur.</li> <li>Some grammatical and usage errors appear.</li> </ul>	<ul style="list-style-type: none"> <li>The style becomes informal in many places, and the tone is often emotional rather than objective.</li> <li>Overly general language is used in many places, and much of the description is vague.</li> <li>Sentence structures barely vary, and some fragments or run-on sentences are present.</li> <li>Spelling, capitalization, and punctuation are often incorrect but do not make reading the text difficult.</li> <li>Grammar and usage are incorrect in many places, but the writer's ideas are still clear.</li> </ul>	<ul style="list-style-type: none"> <li>The style is inappropriate, and the tone is disrespectful or offensive.</li> <li>Language is too general and vague to convey the information.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling, capitalization, and punctuation are incorrect throughout.</li> <li>Many grammatical and usage errors change the meaning of the writer's ideas.</li> </ul>



KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>The introduction establishes a strong narrative context: it clearly establishes an engaging problem, situation, and setting.</li> <li>Characters are compelling, with fully developed traits and motivations.</li> <li>The narrative provides helpful background to explain events.</li> <li>Descriptive details, realistic dialogue, and reflection bring the narrative to life for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction establishes some context but could do more to engage the reader with the problem, situation, or setting.</li> <li>Most characters are compelling, but one or two could be more fully developed.</li> <li>Helpful background is needed to explain one or two events.</li> <li>Descriptive details and dialogue generally create a strong mental picture for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction establishes a weak context; it only hints at a situation, problem or setting.</li> <li>Many characters are in need of more development.</li> <li>More helpful background is needed throughout the narrative.</li> <li>A few descriptive details create lively scenes, but most details are ordinary; dialogue is lacking.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction does not establish a narrative context for the reader.</li> <li>Characters are undeveloped; they have no clear descriptions or motivations.</li> <li>Necessary background is missing.</li> <li>Details and dialogue are unrelated or missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Each of the plot stages (exposition, rising action, climax, falling action, and resolution) is fully developed.</li> <li>The organization is effective; ideas are arranged logically.</li> <li>The pace is effective.</li> <li>Transitions successfully connect ideas and show the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the plot stages (exposition, rising action, climax, falling action, and resolution) are developed, but one or two could be improved.</li> <li>The organization of ideas generally is logical; the sequence of events is confusing in a few places.</li> <li>At times, the pace is too slow or too fast.</li> <li>A few more transitions are needed to clarify the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Several of the plot stages (exposition, rising action, climax, falling action, and resolution) are weak.</li> <li>The organization of ideas often doesn't follow a pattern, and the sequence of events is confusing in several places.</li> <li>The pace overall is either too slow or too fast.</li> <li>More transitions are needed throughout to clarify the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>The plot does not have clear stages of exposition, rising action, climax, falling action, or resolution.</li> <li>The narrative is not organized; information and details are presented randomly.</li> <li>The pace is ineffective throughout.</li> <li>Transitions are not used, making the narrative difficult to understand.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>One point of view is used creatively and consistently throughout the narrative.</li> <li>Sensory language, imagery, and figurative language are used creatively to describe people, places, and events in vivid ways.</li> <li>Sentence beginnings, lengths, and structures vary and have a rhythmic flow.</li> <li>Spelling, capitalization, and punctuation are correct.</li> <li>Grammar and usage are correct.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative point of view shifts in one or two places.</li> <li>More sensory language, imagery, or figurative language are needed to describe some people, places, and events.</li> <li>Sentence beginnings, lengths, and structures vary somewhat.</li> <li>Several spelling, capitalization, and punctuation mistakes occur.</li> <li>Some grammatical and usage errors are repeated in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative point of view shifts in many places.</li> <li>The narrative lacks sensory language, figurative language, and imagery in many key parts.</li> <li>Sentence structures barely vary, and some fragments or run-on sentences are present.</li> <li>Spelling, capitalization, and punctuation are often incorrect but do not interfere with reading the narrative.</li> <li>Grammar and usage are incorrect in many places.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative lacks a consistent point of view.</li> <li>Sensory language, figurative language, and imagery are not used.</li> <li>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</li> <li>Spelling, capitalization, and punctuation are incorrect throughout.</li> <li>Many grammatical and usage errors change the meaning of the writer's ideas.</li> </ul>

Rubric: Giving a Presentation (Before You Speak)

KEY TRAITS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Presentation has a clearly identified task, purpose, and audience.</li> <li>• The speaker's claim states a clear position; the presentation has a strong controlling idea.</li> <li>• Logical reasons and relevant evidence convincingly support the speaker's claim.</li> <li>• Listeners' questions are anticipated and effectively addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation mostly addresses a clear task, purpose, and audience.</li> <li>• The presentation states a position or a controlling idea, but it could be clearer or more focused.</li> <li>• Most reasons and evidence support the speaker's claim, but they could be more convincing.</li> <li>• Listeners' questions are mostly anticipated and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation's task, purpose, and audience may often be unclear.</li> <li>• The speaker's claim does not state a clear position; the controlling idea is unfocused.</li> <li>• The reasons and evidence are not always logical or relevant.</li> <li>• Listeners' questions are often not anticipated or addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation does not identify a task, audience, or purpose.</li> <li>• The presentation does not make a claim or establish a controlling idea.</li> <li>• Supporting reasons and evidence are missing.</li> <li>• Listeners' questions are neither anticipated nor addressed.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• The presentation is cohesive and structured according to an organizational pattern.</li> <li>• Reasons and evidence are organized logically and consistently throughout the presentation.</li> <li>• The introduction has an interesting "hook" that grabs the audience's attention.</li> <li>• Transitions logically connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion includes an engaging restatement of the claim or controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation follows an organizational pattern, but it could be more cohesive.</li> <li>• The organization of reasons and evidence is confusing in a few places.</li> <li>• The introduction could do more to grab the audience's attention.</li> <li>• A few more transitions are needed to connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion restates the claim or controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation is inconsistent in its organization; it is often incoherent.</li> <li>• The organization of reasons and evidence is logical in some places, but not in many others.</li> <li>• The introduction is ordinary; it lacks a hook for the audience.</li> <li>• Many more transitions are needed to connect reasons and evidence to the speaker's claim or idea.</li> <li>• The conclusion does not completely or accurately restate the claim or controlling idea</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation does not have an organized structure.</li> <li>• Reasons and evidence are presented randomly, or are missing.</li> <li>• The introduction is confusing or missing.</li> <li>• Transitions are not used, making the presentation difficult to understand.</li> <li>• The conclusion is missing.</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>• The style and tone are appropriate for the presentation's purpose and audience.</li> <li>• Language is precise and descriptive throughout the presentation. Rhetorical devices enhance the message.</li> <li>• Sentences have a variety of beginnings, lengths, and structures.</li> <li>• Grammar and usage are appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone become inappropriate in one or two places.</li> <li>• Language could be more precise and descriptive. Rhetorical devices are used, but could be used more effectively.</li> <li>• Sentences are correctly structured and complete, but could have more variety.</li> <li>• Grammar and usage are mostly appropriate to the audience, task, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone are inconsistent, and become inappropriate in many places.</li> <li>• Language is often vague or imprecise. Rhetorical devices are used ineffectively.</li> <li>• Sentence structures have very little variety; some fragments or run-on sentences appear.</li> <li>• Grammar and usage are often inappropriate to task, purpose, and audience, but the speaker's meaning is still clear.</li> </ul>	<ul style="list-style-type: none"> <li>• The style and tone are inappropriate.</li> <li>• The language is vague and imprecise. Rhetorical devices are not used.</li> <li>• Repetitive sentence structure, fragments, and run-on sentences make the speaker hard to follow.</li> <li>• Inappropriate grammar and usage make it hard to understand the speaker's meaning.</li> </ul>

KEY TRAITS	4	3	2	1
<b>PLANNING RESEARCH</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong understanding of the purpose and goals of the research process.</li> <li>• Develops a clear topic and correctly identifies information that will need further research.</li> <li>• Research questions, either from a prompt or self-generated, are well-designed, relevant, and significant.</li> <li>• Understands the difference between academic and informal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the purpose and most goals of the research process.</li> <li>• Develops a topic and identifies most information that will need further research.</li> <li>• Research questions are mostly well-designed; one or two may be too general/specific, or lack available sources.</li> <li>• Mostly understands the difference between academic and informal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates weak understanding of the purpose and goals of the research process.</li> <li>• Develops a topic but has difficulty identifying information that will need further research.</li> <li>• Many research questions are irrelevant, too general/specific, or lacking in available sources.</li> <li>• Often confuses academic and informal research questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not understand the purpose and goals of the research process.</li> <li>• Does not develop a clear topic; does not identify information needing further research.</li> <li>• Research questions are irrelevant, too general/specific, or missing.</li> <li>• Does not distinguish between academic and informal research questions.</li> </ul>
<b>CONDUCTING RESEARCH</b>	<ul style="list-style-type: none"> <li>• Matches sources effectively to research questions.</li> <li>• Identifies and uses a variety of primary and secondary sources: print, digital, and people.</li> <li>• Uses libraries and library resources effectively when locating sources.</li> <li>• Chooses effective search terms, keywords, and search strategies when using the Internet for research.</li> <li>• When field research is needed, chooses the most appropriate method (surveys, questionnaires, interviews, observation).</li> </ul>	<ul style="list-style-type: none"> <li>• Generally matches appropriate sources to research questions.</li> <li>• Identifies and uses some variety of primary and secondary sources, but could add more variety.</li> <li>• Uses libraries and library resources when locating sources, but could use them more effectively.</li> <li>• Mostly chooses effective search terms, keywords, and search strategies when using the Internet for research, but could improve.</li> <li>• When field research is needed, chooses a mostly appropriate method (surveys, questionnaires, interviews, observation).</li> </ul>	<ul style="list-style-type: none"> <li>• Several sources may not match research questions.</li> <li>• Uses mostly one type of source (print, digital, or people), does not have a balance of primary and secondary sources.</li> <li>• Does not use libraries and library resources effectively when locating sources, may need help using these resources.</li> <li>• Broad or unhelpful search terms, keywords, and strategies sometimes lead to poor search results on the Internet.</li> <li>• When field research is needed, does not use an effective research method (surveys, questionnaires, interviews, observation).</li> </ul>	<ul style="list-style-type: none"> <li>• Most sources do not match research questions.</li> <li>• Uses few or no sources of any type.</li> <li>• Does not use libraries or library resources to locate sources.</li> <li>• Chooses broad or irrelevant search terms and keywords when doing Internet research; search results are irrelevant or unhelpful.</li> <li>• Does not perform field research of any type when needed.</li> </ul>
<b>TAKING NOTES</b>	<ul style="list-style-type: none"> <li>• Identifies key information from sources.</li> <li>• Chooses a note-taking method that fits the research goals.</li> <li>• Notes are relevant, organized, and include source information.</li> <li>• Analyzes the topic and research, and refocuses or does further research when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies most key information from sources.</li> <li>• The note-taking method fits most research goals, but may not be the best method.</li> <li>• Notes are mostly organized and relevant, but may be missing some source information or one or two key details.</li> <li>• Analyzes the topic and research, but could do more to refocus or add to the research.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some key information, but leaves out many relevant details.</li> <li>• The note-taking method does not fit the research goals.</li> <li>• Notes are disorganized and may be missing source information or several key details.</li> <li>• Does not refocus research or do more effective research when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not correctly identify key information from sources.</li> <li>• Does not use a method for note taking.</li> <li>• Notes are disorganized, irrelevant, or missing.</li> <li>• Does not identify when it is necessary to refocus or do more research.</li> </ul>