

ADOPTED FEBRUARY 2018



Ohio's Model Curriculum

with Instructional Supports

English Language Arts

GRADE 8

Table of Contents

Grade 8	3
Model Curriculum Overview	3
Components of the Model Curriculum	4
CONTENT ELABORATIONS	4
PROGRESSIONS	4
Instructional Supports	4
INSTRUCTIONAL STRATEGIES	4
INSTRUCTIONAL RESOURCES	4
Function of the Components and Supports	5
Using the Model Curriculum	6
Additional Resources to Support the Model Curriculum	6
ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE	6
ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS	7
LITERACY AND WRITING INSTRUCTION IN MIDDLE SCHOOL	7
Grade 8	9
READING LITERATURE STRAND	9
READING INFORMATIONAL TEXT STRAND	23
WRITING STRAND	33
SPEAKING AND LISTENING STRAND	49
LANGUAGE STRAND	56
REFERENCES	67
English Language Arts Model Curriculum Update Writing Team	68
English Language Arts Model Curriculum Resource Teams	69

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 8

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <ul style="list-style-type: none">a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker inb. Summarize the text, incorporating a theme and <p>RL.3 Compare and contrast two or more characters, settings, or events in texts (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

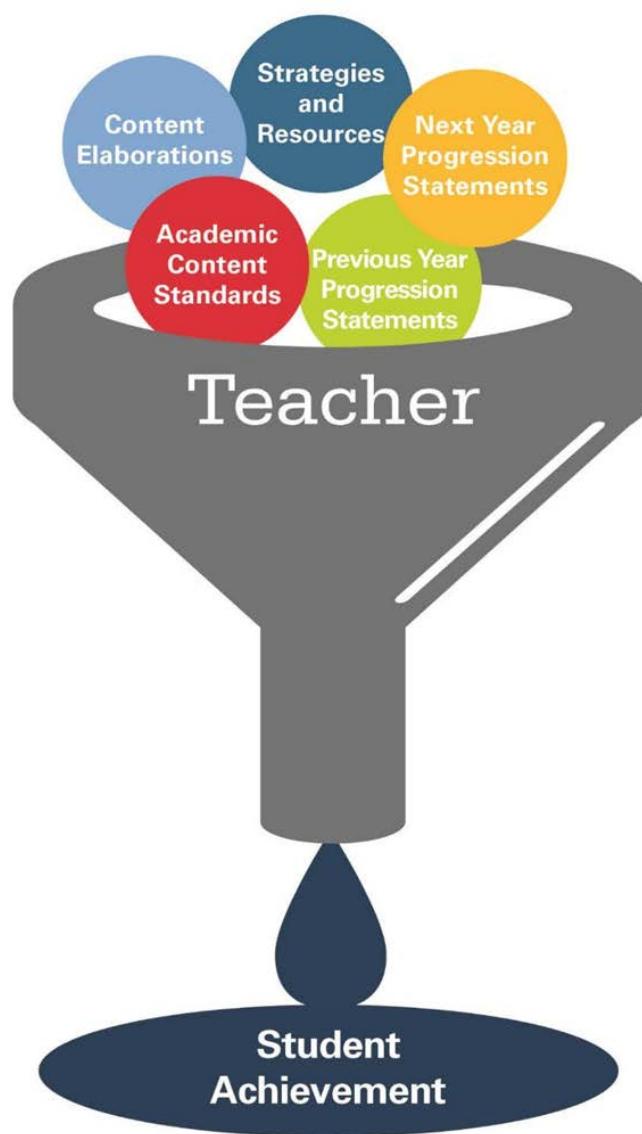
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and **early learning** ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All **early learning** strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to ***Ohio's Learning Standards for English Language Arts***. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the ***Previous Grade Level Progression Statements*** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the ***Next Grade Level Progression Statements*** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: ***Student Achievement***.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ✗ lesson plans ✗ an exhaustive list of classroom activities per standard ✗ instructional units ✗ a resource meant to replace your district's decisions or direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms*, which can be found in its entirety.



Standards   	<p>RL.8.1 Cite the textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development; describe the characters, setting, and events, and explain how such elements interact to create specific effects such as a sense of drama, suspense, or irony; analyze the structure of texts, including how specific sentence patterns contribute to particular effects, such as a sense of 节奏感, or provoke a decision.</p> <p>RL.8.1</p> <p>Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis of the text and that can be evaluated by others</p> <p>Explicit: Directly stated</p> <p>Inference: A conclusion logically drawn from presented facts or evidence</p>
---	--

LITERACY AND WRITING INSTRUCTION IN MIDDLE SCHOOL

Contributed by Maggie Demarse, [Ohio Middle Level Association](#)

Team-based teaching is a common approach used in middle school with teachers who cooperate in planning and provide flexible scheduling to meet the needs of young adolescents. The benefits of this middle school philosophy are that it builds a sense of community for students and staff and provides flexibility academically. The Association for Middle Level Education published *This We Believe*, a document that outlines the key characteristics to educating young adolescents. This document has the three main categories: (1) Curriculum Instruction, and Assessment, (2) Leadership and Organization, and (3) Culture and Community. The category, Curriculum Instruction, and Assessment, summarizes that teachers of middle level adolescents can meet the needs of their students if they are engaged in a variety of active learning techniques and assessments and are developmentally responsive with their decision making for their students.

When developing learning activities for students, there are four main curricular approaches that are best practices for middle school education: (1) Subject Centered, (2) Exploratory, (3) Multidisciplinary, and (4) Interdisciplinary or Integrated. All four of these approaches are beneficial for middle school students because they allow students learn not only their academic content, but to learn more about themselves and others, and to develop more global perspectives. For English Language Arts, literature circle groups for novel studies, whole class novel studies, and writing workshops are a few best practices teaching and can meet all for curricular approaches.

Literature circle novel studies and whole class novel studies are great instructional strategies to use to promote students' growth in literacy. During these activities, students read a section of the text and engage in thoughtful discussions and activities to help them analyze the text. This teaching strategy allows teachers to assess student's abilities and needs while giving the students more freedom and ownership over their own learning since students are guiding the discussion groups. Writing workshop is similar in that this teaching strategy is student centered and led. Writing workshops begin with a mini lesson about a writing skill or topic and lead into students choosing what they would like to write about, within the broad guidelines the teacher sets for students, such as the type of writing for the task (e.g., narrative, expository, argument). While students are writing, the teacher is able to assess students' abilities and needs through conferencing with each student throughout class time.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 8

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>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.</p> <p>RL.8.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text. <p>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 provoke a decision.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to cite several pieces of evidence in order to analyze a text. Students were also expected to refer to the text for confirmation of plot details and determination of theme. In addition, students will understand how particular elements of a story or drama interact.

Content Elaborations

Students are expected to analyze the text in order to identify several pieces of textual evidence, which supports what is expressed in the text explicitly, as well as from inferences. Students narrow down a collection of evidence to select the strongest supportive evidence, as well as understanding the differentiation between stronger and weaker evidence.

Determine the theme of a text and analyze how the theme relates to characters, setting, and plot as the story develops. Reader awareness of the theme and its relationship to other story elements enables students to integrate these components into an objective summary. See the [Determining a Theme Guidance](#) and the [Types of Summaries Standard Guidance](#) documents for more information on these skills. Students should also analyze what a literary work's dialogue or plot reveals about what a character in a story or drama thinks, says, or does to advance the story line.

Next Grade Level Progression Statement

Strand	Reading: Literature
Topic	Key Ideas and Details
	In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.
Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u></p> <p>Chalk Talk (also called Graffiti Wall)</p> <p>After reading a short piece of fiction, such as <i>The Scarlet Ibis</i> by James Hurst, students share, one at a time, a piece of specific evidence that supports what the title or a specific passage in the text infers. Students remain silent during the procedure and discuss when everyone has contributed. Additional information about using Chalk Talk for adolescent learners can be found on pages 78-83 in the book <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for all Learners</i> by Ritchhart, Church, and Morrison, John; Wiley and Sons, Inc. 2011.</p> <p>To add a digital element to this strategy, once students have collaboratively added evidence, try having students create an infographic integrating the evidence and information into a captivating digital visual. Students can tap into a more creative side by collaboratively including text and pictures into the infographic. There are many free sites on the web, which allow for students and teachers to create these visuals, such as Canva and.</p> <p>Synthesizing Students begin to synthesize theme and story elements by annotating how each develops throughout the course of a text. Students chart changes in literary elements by noting the differences that occur throughout the course of the text.</p> <p>While this can be done with paper and pencil, adding a digital element might help students visualize the development in a new way. By using a tool like students would be able to add graphics to assist in their understanding of the development over the course of the text.</p> <p>Tracing Theme In a text, students will look at three to four specific themes that are prevalent over the course of the story. Students will need to identify the way in which each theme changes from the beginning of the story to the middle of the story, and how it has changed at the conclusion of the story. Students must include textual evidence to represent the changes that occur at different points in the novel.</p> <p>Summarizing Fiction: Somebody/Wanted/But/So- SWBS: Using this strategy, students will not just simply retell every part of story in summary, but rather they will select the most significant parts. This</p>	

Instructional Supports for the Model Curriculum
<p>graphic organizer will consist of four columns including:</p> <ul style="list-style-type: none"> • Somebody (the name of the character) • Wanted (students must make an inference about motivation) • But (usually this is a conflict or pivotal event in the story) • So (the resolution of the conflict, or change in the character as a result) <p>To add a more creative element to the standard summary, students could use tools at Bitstrips or Make Beliefs Comix to create digital comic strips to show their ability to summarize a story or portion of the text. This can even be used with novels on a chapter-by-chapter basis, and then, at the end of the novel, students will have a full comic book of the novel they completed.</p> <p>Quotes and Themes</p> <p>Type up and cut out a series of important quotes from the text you are studying (10-15 is a good number). Working in groups students are to sort these quotes into 3-4 different groups based upon similarity. They are then to come up with a label that describes the theme these quotes represent.</p> <p>Use quotes to develop a web-based display board that can be shared. Make the site interactive so that students may rotate to different stations and place the quotes into the categories where they think each quote belongs. Each group takes a photo of their categories. At the end, each displaying group presents their initial categories, and then the other groups look back at their photo to see how their organization correlates. This could drive a discussion post online, as well.</p> <p>Word Squares</p> <p>With this vocabulary activity, place an important theme or idea in the center of a 3 x 3 grid. After this have students generate eight words or phrases that are a mixture of character names, themes, quotes, and terms the can be linked to the main theme or idea. Students then need to create sentences from the three squares in the top row. They can add other words, change the order, and modify the form of the word or phrase to better make sense in the sentence. After this, they do the same for the next row, and the bottom row, and then the same for each of the columns and the diagonals.</p> <p>Lucid Chart Diagrams</p> <p>This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.</p> <p>Fact or Interpretation</p> <p>Once students are quite familiar with a text, you can have a detailed discussion about it. Give your students a series of statements about the text, which could be either 'facts' or 'interpretations.' Ask them to divide the statements into 'fact' or 'interpretation' - they must put a certain</p>

Instructional Supports for the Model Curriculum

number in each pile. As a class, go through and discuss each statement. Encourage debate. This will help students determine whether what they are seeing from the text was drawn explicitly or inferred.

Double-Sided Notes

This strategy requires students to assemble evidence to support their thinking. There are many options for using this strategy and it works with a variety of sources. Divide the paper in half vertically. At the top of one column students write “I understand that...” and at the top of the other column they write, “I think this because the text says...”

A graphic organizer can be utilized to help students organize and identify how they formed their inferences, like this one:

Inference Prompt/ Question	Answer	Quote/ Evidence from the text

A plot diagram can be used to help students visualize how the events unfold and analyze the text. Using the plot diagram, the students/class records events on a plot diagram. In doing so, students can better understand the order of events and significance of each event/the impact each has.

Character Grid

After reading a short piece of fiction, students complete a characterization chart or another graphic organizer in which character traits are identified at different points in the text. Students are asked to find character traits, drawing inferences and citing textual evidence based on what the character says and thinks, how the character looks, what the character does, and what others in the story say and think about the character. When finished, students will need to review the information holistically to determine the character's relationship to the theme of the story and what the events and dialogue about and from the character revealed about him or her. [This could easily be done in Google Slides and submitted through Google Classroom.](#)

Instructional Resources/Tools

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading.

Instructional Supports for the Model Curriculum	
<p>CommonLit</p> <p>CommonLit is a free online (and printable) collection of fiction and nonfiction for 5th-12th grade classrooms. For ease of implementation into existing curricula or creating new units of study, collections may be filtered and searched by Lexile, grade, theme, genre, literary device, or standard. Typically, teachers assign a CommonLit text to students, and then students are asked to read the text and answer a series of text-dependent questions, many of which include AIR-type questions, such as multi-select Part A/Part B questions. The software automatically scores the student's answers for efficient progress monitoring and intervention.</p> <p>Discussion questions are included, but at this time, do not count against the student's overall score. It is suggested that the discussion questions be printed out for students to answer in writing or used to spark debate.</p>	

Strand	Reading: Literature
Topic	Craft and Structure
Standards	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.</p> <p>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>RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p>
Previous Grade Level Progression Statement	In the previous grade level, students were expected to know and understand an author's use of figurative language, as well as explain the structure of a particular genre. Students were also expected to know how point of view, perspective, and language influence events in a text.
Content Elaborations	<p>Readers use context as a clue to find meanings of words and phrases, including figurative and connotative meanings. Readers extend meaning by analyzing the impact of an author's word choice, including analogies and allusions. Readers determine how the author's word choice contributes to the meaning, mood, or tone of a literary text.</p> <p>Readers should be able to analyze the similarities and differences of the text structures of two or more texts. An author's style or distinctive manner of expression can be distinguished through his/her use of language, literary elements, and/or literary techniques. Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written.</p> <p>Readers consider how the various points of view and perspectives of the characters and the audience function together to create effects such as suspense and humor. Determine how effects, such as dramatic irony, are used to create humor or suspense.</p>
Next Grade Level Progression Statement	In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts, as well as analyze cases in which the point of view and/or perspective may be communicated through a literary device that may disguise it.

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Vocabulary Arrays Select three or more words from a current text that are close in meaning. Arrange in a continuum or linear array. An array shows gradations of meaning (e.g., “warm” to “hot”). Where would “tepid” go? Follow with a discussion of how the various levels of meaning impact the text; link terms by explaining their semantic connections.</p> <p>Words in Context This is given as an introductory activity to a text where students are introduced to new or unknown words that will appear within the text. They are given sentences where they are to use context clues to determine the meanings of these new or unknown words. When finished, students can discuss in pairs or there can be a class discussion to review and compare the students’ answers to the standard definition. This is helpful for students to practice using context clues, as well as introduce them to words that could be challenging within the text.</p> <p>Central Question Students are given a collection of texts in the same thematic literature unit; the theme should not be given by the teacher. They could be given poems, short stories, a novel, etc. Students compare and analyze the structures of each text and how each text relates to the commonly to determine the theme in the unit. Students participate in an online discussion post to dialogue on how the theme of each work relates to the theme of the unit.</p> <p>Perspective vs. Point-of-View After an introductory lesson on point of view, teachers will introduce a scenario, usually a picture or short video of an incident that has occurred (i.e., the scene of a car accident or a fight in the school hallway), for students to understand perspective. Students are to pick multiple perspectives from individuals within the scene and write from their perspective of what happened. Students should understand that everyone has a different perspective based on their thoughts, feelings, and background knowledge of the situation. Lastly, students are to use a Venn diagram to compare and contrast point of view and perspective to assess for understanding. Instead of only writing the different perspectives, students could create their own mini movies of the situation utilizing different perspectives. Students can use something as simple as their phone to record the situation or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.</p> <p>Allusions in Text This activity helps students recognize how an author uses allusion to add depth to a text. Students identify allusions within any text and research the allusions as a group in order to gain a greater understanding for the text, itself. Each group shares their new insights to the text based on the research they found. Students may need help figuring out exactly the literary piece that is being alluded to in the section of text. The teacher can directly state this the first time but should get students to draw conclusions based on hints or even leading questions (think Socrates’ original method).</p>

	Instructional Supports for the Model Curriculum
	Perspective Creative Writing
	<p>After the completion of a text (e.g., Edgar Allan Poe's "The Tell-Tale Heart"), students will be asked to tell the events of the story through the eyes of two or more characters with very different perspectives. Students will be asked to pay attention to specific details that are different for each character, based on the perspective the character holds. At the end of the activity, students will have completed 2-3 short writing assignments in which the same story is told, but various details will be different.</p>
	<p>The website inklewriter allows students to create interactive digital storybooks. These books could then be shared with peers, the community, the school board, or other schools. This site allows students to insert text, as well as creatively insert pictures, onto the pages. Students can create characters that have specific actions that are done when a reader clicks on the character or a certain word.</p>
	Historical Integration
	<p>The idea that <i>history is often the fiction of the powerful</i> will build a lesson to teach perspective. Use primary sources from one side of the incident to show how the history of an event was written. Compare the primary sources to other side of the incident and how their history recorded the same incident. Using literature from the American Civil War from the North and South, using literature from either side of the civil rights movement, or using literature from political debates could allow for understanding of the importance of the concept. Students create and publish a project on <i>The History Project</i> site.</p>
	Instructional Resources/Tools
	CommonLit
	<p>CommonLit is a free online (and printable) collection of fiction and nonfiction for 5th-12th grade classrooms. For ease of implementation into existing curricula or creating new units of study, collections may be filtered and searched by Lexile, grade, theme, genre, literary device, or standard. Typically, teachers assign a CommonLit text to students, and then students are asked to read the text, and then answer a series of text-dependent questions, many of which include AIR-type questions such as multi-select Part A/Part B questions. The software automatically scores the student's answers for efficient progress monitoring and intervention. Discussion questions are included, but at this time, do not count against the student's overall score. It is suggested that the discussion questions be printed out for students to answer in writing or used to spark debate.</p>
	Graphic
	<p>Use a framework such as Jim Burke's "Reading to Compare" (<i>Reading Reminders: Tools, Tips, and Techniques</i>, Boynton/Cook Publishers, 2000) to compare two texts such as "There will Come Soft Rain" as a short story by Ray Bradbury and "There will Come Soft Rain" as a poem by Sara Teasdale.</p>
	LucidChart Diagrams
	<p>This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple texts. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.</p>

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.8 (Not applicable to literature)</p> <p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>, including describing how the material is rendered new.</p>
Previous Grade Level Progression Statement	In the previous grade level, students were expected to analyze how the effects of multimedia techniques (e.g., lighting, sound, color, or camera focus and angles in a film) compare and contrast to the written text. Students also were expected to compare and contrast fictional portrayals to historical accounts in the same time period.
Content Elaborations	<p>Analyze the written version to multimedia version(s) (e.g., film, live production, drama) in order to evaluate how one version is different and/or contributes to the reader's understanding. Analyze how the director's and actors' interpretations and the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Analyze how an author alludes to traditional and biblical text when creating a new work, which requires an examination of the author's use of literary material (e.g., theme, patterns of events, character types, settings, language, interpretation).</p>
Next Grade Level Progression Statement	In the next grade band, students are expected to analyze a topic or subject in two different mediums, as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Nomenclature</p> <p>Research the names and places in a popular piece of fiction (i.e., <i>Fahrenheit 451</i> by Ray Bradbury, <i>Divergent</i> by Veronica Roth, <i>The Hunger Games</i> by Suzanne Collins, or <i>Harry Potter</i> by J. K. Rowling), create a display of photographs, illustrations, or descriptions partnered with explanations of how the fictional version connects to the Biblical, traditional, and/or mythological reference, including how the original is revised in the newer piece.</p> <p>Story to Film T-Chart</p> <p>Read and annotate a short story and film version of the same title using a T-chart graphic organizer. Using specific details from both texts students will -</p> <ul style="list-style-type: none"> • Describe the similarities and differences between the plot of the short story and the plot of the film version. • Describe the similarities and differences between the way the characters are depicted in the short story and the way they are depicted in the film. • Select one (1) scene from the short story and compare it to a scene from the film version and discuss how they are different and why. • Analyze the production techniques used in the film version and discuss what effects those techniques create. • Evaluate whether the production techniques improve upon or detract from the story. <p>This activity can be easily enhanced for collaborative thinking by completing the activity in Google docs where students can add to the comparisons digitally in real time.</p> <p>Mythology Foldable</p> <p>Students read a myth and then read a chapter from any piece of literature by Rick Riordan (e.g., <i>The Lost Hero</i>, <i>Lightning Thief</i>, <i>The Blood Olympus</i>,) or other authors that reference the characters from that myth and create a foldable. Students identify three different ways the newer piece of fiction is rendered new. The students should focus on themes, pattern of events, and character types.</p> <p>To enhance this, have students create an interactive Google Slide with the information on it. Assign the slideshow through Google Classroom and give all students access to the same slideshow. Students then are assigned a page of the slideshow where they are to create an interactive slide providing all the required information. When completed, students then have a compilation of information on a variety of characters and myths. Students then can comment/respond to each other's work in an online forum.</p> <p>Biblical Allusions in Pop Culture</p>

Instructional Supports for the Model Curriculum

Part I: Share excerpts of popular modern literature that contain biblical allusions. Discuss the biblical allusions and explain the author's purpose for including the biblical allusion in their work. Examples from Literature:

- *The Chronicles of Narnia* by C.S. Lewis (The character Aslan the "Great Lion" references Christ-like character.)
- *House of the Scorpion* by Nancy Farmer (The Creation Story)
- *Gem of the Ocean* by August Wilson (The role of Aunt Ester as a spiritual guide to save African Americans from their loss of identity references Queen Esther in saving the Jews, also Garret Brown as Christ-like figure etc.)
- *The Giver* by Lois Lowry (The Giver as Omniscient or All Knowing, Jonas as "the savior" of Gabriel and the memories, Jonas was the "Chosen One" to become The Receiver, represents a son-like character to The Giver (father figure).)

Part II: Have students analyze how the themes, patterns of events, character types, language, and word choices in the modern literature compares and contrasts to biblical texts, then:

- Have them find other examples of biblical allusions in popular culture
- [Upload the examples \(including any images and video\) into Google Classroom and invite their peers to respond to see if they can a\) identify the biblical allusion and b\) explain the author's purpose for including the biblical allusion in their message.](#)

Students create a digital multimedia representation of their work and share it online. This digital publication includes images, text, and video clips associated with the material of the project. Students view this among classes and respond to new learning gained from the presentation through posting videos or audio comments on their learning.

Examples from Pop Culture:

Movies

- *The Matrix* (Trailer--Neo as "The One" is a Christ-like figure, prophesized to save the world, Trinity character references the Holy Trinity [God the father, son, and Holy Spirit] whose character is designed to assist Neo.)
- *The Lion King* (Mufasa references a Christ-like figure, sacrificing himself for his son)

The Book of Eli (post-apocalypse, blind protagonist (Denzel Washington) but he can discern people's intentions, prophetic, executes justice on behalf of God, movie alludes to the bible being the key to intelligence and civilization)

Songs/Poems

- R & B: *Forgive Them Father* by Lauren Hill (References Luke 23:34, lyrics "Forgive us our trespasses as we forgive those that trespass against us" (Matthew 6:12), "I know enough cats that don't turn the other cheek" (Luke 6:29) and "wolves in sheep's clothing" (Matthew 7:15).)
- Folk: *Awake My Soul* by Mumford & Sons (Psalm 57:8)
- Rap: *Blessings* by Lacrae (Faith, Perseverance, Blessings, Thankfulness)

Advertisements/Commercials

Instructional Supports for the Model Curriculum
<ul style="list-style-type: none">• Mercedes Benz (Noah's Ark) <p>Film Venn Diagram</p> <p>After completing a novel (e.g., <i>Life of Pi</i> by Yann Martel, <i>The Outsiders</i> by S.E. Hinton, <i>The Hunger Games</i> by Suzanne Collins), students will have the opportunity to view the film adaptation. Students will select four main elements from the novel/film and using a Venn diagram, compare and contrast the way in which the elements are portrayed in order to assess whether or not the director's choices add to or detract from the experience of the story.</p> <p>Instructional Resources/Tools</p> <p>Buncee</p> <p>The online program, Buncee, is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voiceovers. While the product can be accessed on the web, the product has the ability to be saved as an interactive PDF. This then allows students to integrate the product into virtually any other project, website, social media, etc.</p> <p>Dinah Zike has written numerous material about foldables in all content areas. This one is for reading.</p> <p><i>Young Minds Inspired</i> online (search in web browser) is a free educational outreach program that provides curriculum aligned to state standards for educators. They have several lesson plans for popular novels and other activities aligned to standards for English teachers.</p>

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poetry with appropriate text complexity, independently and proficiently. Students will also build background as well as activate prior knowledge to increase understanding of text.</p> <p><u>Content Elaborations</u> In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently. Text complexity will scaffold as needed at the high end of the range. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements. Retrieved here.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<h2>Overview of Text Complexity</h2> <p>► Text complexity is defined by:</p> <ol style="list-style-type: none"> Quantitative measures – readability and other scores of text complexity often best measured by computer software. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader. Reader and Task considerations – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

	Instructional Supports for the Model Curriculum
	<p><u>Instructional Strategies</u></p> <p>Marking Strategy (also called INSERT)</p> <p>Self-annotating becomes a “marking strategy” that forces active learning.</p> <ul style="list-style-type: none"> • <i>Basic:</i> Provide students with a list of annotated cues, keys, or codes (e.g., ? – question, P – prediction, TS – Text to Self- connection • <i>Extended:</i> Students will devise a self-annotated guide (encourage students to use their creativity). <p>Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheets, and students could mark how many times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text. Students might find trends in their own annotations, or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.</p> <p>Learning Log</p> <p>Have students keep a reading journal that includes a section for <i>Connections to What I Already Know</i> so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create “Companion Reading” lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a “Summer Read Recommendations” activity.</p> <p>Literacy Memoir/Portfolio</p> <p>Students develop an individual <i>Literacy Memoir/Portfolio</i> with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience. Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, blogs, etc.).</p> <p>Create a digital portfolio that can be revised over time. Items can be scanned onto the program, organized on the program, and then text and other graphics may be added. Digital portfolios can be shared for review. Reviews and summaries can be produced online after a sharing of the digital portfolios.</p> <p><u>Instructional Resources/Tools</u></p> <p>Qualitative Text Complexity Rubric</p> <p>This rubric can be used to determine stretch reading materials for students.</p> <p>Common Lit</p> <p>This website can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.</p>

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	<i>Key Ideas and Details</i>
Standards	<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 Analyze informational text development.</p> <ul style="list-style-type: none"> a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<u>Previous Grade Level Progression Statement</u>	
<p>In the previous grade level, students were expected to explain what a text says, both explicitly and implicitly. They were to quote accurately from text, determine main ideas of a text, and explain how main ideas are supported by key details. Students are expected to provide an objective summary of the text, incorporating central ideas and their relationship to one another.</p>	
<u>Content Elaborations</u>	
<p>Students are expected to analyze the text in order to identify several pieces of textual evidence, which supports what is expressed in the text explicitly, as well as from inferences. Students narrow down a collection of evidence to select the strongest supportive evidence as well as understanding the differentiation between stronger and weaker evidence.</p> <p>Determine the central idea of a text and analyze how the central idea relates to supporting ideas as the text develops. The reader is looking for the evidence that helps the author convey the intended message to the audience. Reader awareness of the central idea and its relationship to other supporting details enables students to integrate these components into an objective summary. See the Types of Summaries Standard Guidance for more information on writing summaries.</p> <p>Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text (e.g., through comparisons, analogies, or categories).</p>	
<u>Next Grade Level Progression Statement</u>	
<p>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Inferences

Through a graphic organizer, students learn to make inferences from any text through identifying background knowledge used to make the inference, as well as information from the text. Teachers should model this process several times before expecting mastery. Teachers can use the *I do, We do, You do* method to help students master inferences.

Chalk Talk (also called Graffiti Wall)

Provide a large surface (SmartBoard or chart paper) and markers. Write the title of an informational text or editorial in the center.

Students write (one at a time) a piece of specific evidence that supports what the title of the text infers. Students remain silent during the procedure. After everyone has contributed, the whole class discusses how the inferences support the central idea. Individually or as a class create an objective summary.

Additional information about using Chalk Talk for adolescent learners can be found on pages 78-83 in the book *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for all Learners* by Ritchhart, Church, and Morrison.

Discussion Circles

Using a text addressing a controversial topic, students individually share a key idea. Each contributor responds to the shared idea with the last one summarizing the group's thoughts. The next student shares another idea and the process repeats. Read more on the detailed procedure and suggested variations of [Save the Last Word for Me](#).

Instructional Resources/Tools

Common Lit

CommonLit is a free online (and printable) collection of fiction and nonfiction for 5th-12th grade classrooms. For ease of implementation into existing curricula or creating new units of study, collections may be filtered and searched by Lexile, grade, theme, genre, literary device, or standard. Typically, teachers assign a CommonLit text to students, and then students are asked to read the text, and then answer a series of text-dependent questions, many of which include AIR-type questions, such as multi-select Part A/Part B questions. The software automatically scores the student's answers for efficient progress monitoring and intervention. Discussion questions are included, but at this time, do not count against the student's overall score. It is suggested that the discussion questions be printed out for students to answer in writing or used to spark debate.

Kelly Gallagher

Kelly Gallagher's [website](#) offers his *Articles of the Week* and other teaching resources to cover many of the informational text standards. His *Articles of the Week* expect students to demonstrate close reading of the text and then respond to some open ended questions at the end. They allow the student's thinking to go beyond the article. Also, there are archives of hundreds of articles that he has used throughout the years so students can find an article that interests them.

Strand	Reading: Informational Text
Topic	Craft and Structure
Standards	<p>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>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Previous Grade Level Progression Statement	In the previous grade level, students were expected to determine the meaning of words and phrases in an informational text relevant to their grade level, the organizational structure of the text, and the author's perspective or purpose of the text.
Content Elaborations	<p>Readers use context as a clue to find meanings of words and phrases including figurative, connotative, and technical meanings. Readers extend meaning by analyzing the impact of an author's word choice, including analogies and allusions. In addition, readers determine how the author's word choice contributes to the meaning and tone of an informational text.</p> <p>Readers focus on the text structure of a single paragraph and particular sentences (e.g., main idea and supporting details, cause and effect, examples, description) in order to determine how the relationship among certain sentences within the paragraph work to refine a key concept.</p> <p>Identify the author's purpose and perspective to determine how an author acknowledges and responds to a position. Examine the organization of ideas in the text to determine the ideas that signal and address opposing viewpoints.</p>
Next Grade Level Progression Statement	In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's perspective or claims and determine how an author uses rhetoric to develop text.

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Words in Context</p> <p>This is given as an introductory activity to a text where students are introduced to new or unknown words that will appear within the text. They are given sentences where they are to use context clues to determine the meanings of these new or unknown words. When finished, students can discuss in pairs or there can be a class discussion to review and compare the students' answers to the standard definition. This is helpful for students to practice using context clues, as well as to introduce them to words that could be challenging within the text.</p> <p>What's the Structure?</p> <p>Each student in a group of five is given a task:</p> <ol style="list-style-type: none"> 1. List the ways information is given (formatting and features) 2. List the connecting words or transitional phrases 3. Identify the features or graphics used in the paragraph 4. Create a graphic organizer showing how the facts and concepts in the passage are connected to each other 5. Write a short summary of the information <p>Allow a little time for each member to develop responses to tasks then share in order (1-5). Group members may revise as the responses are shared and discussed. Adapted from Unrau, N. (2004) <i>Content Area Reading and Writing</i>. New Jersey: Prentice Hall.</p> <p>Sentence Mix-Up</p> <p>Using magnets on a chalkboard and strips of paper (each sentence should be able to be moved), write each sentence on its own strip of paper. Have the class consider the paragraph in its original order, connecting the structure to a key concept you have on a classroom wall, project a specific paragraph from a non-fiction text studied as a whole by the class have pre-determined. Allow students to move sentences around, noting after each move, how the changing of the structure impacts the clarification or elaboration of the key concept. Is there a format that could be more successful than the published order of sentences? To wrap-up the discussion, have students return to the original paragraph order. Knowing that this is the format intended by the author, what is the importance/implication of specific sentences? Are some more essential than others? Why or why not?</p> <p>Modified Cornell Notes</p> <p>Create two vertical columns on paper by making a line one third of the way from the left-hand side. In the larger column, list specific evidence that represents the perspective or purpose held by the author. In the left-hand column, record how the author acknowledges and responds to conflicting evidence or viewpoints. Write a paragraph analyzing the effectiveness, or lack thereof, demonstrated in countering the conflicting evidence.</p> <p><u>Instructional Resources/Tools</u></p>

Instructional Supports for the Model Curriculum	
Common Lit	CommonLit is a free online (and printable) collection of fiction and nonfiction for 5th-12th grade classrooms. For ease of implementation into existing curricula or creating new units of study, collections may be filtered and searched by Lexile, grade, theme, genre, literary device, or common core standard. Typically, teachers assign a CommonLit text to students, and then students are asked to read the text, and then answer a series of text-dependent questions, many of which include AIR-type questions such as multi-select Part A/Part B questions. The software automatically scores the student's answers for efficient progress monitoring and intervention. Discussion questions are included, but at this time, do not count against the student's overall score. It is suggested that the discussion questions be printed out for students to answer in writing or used to spark debate.
Kelly Gallagher	Kelly Gallagher's website offers his Articles of the Week and other teaching resources to cover many of the informational text standards. His Articles of the Week expect students to demonstrate close reading of the text and then respond to some open-ended questions at the end. They allow the student's thinking to go beyond the article. Also, there are archives of hundreds of articles that he has used throughout the years so students can find an article that interests them.
	This is a resource for teaching Author's purpose. Included are questions for Before, During, and After reading to guide students in the discovery of Author's purpose.
	This resource details text mapping and scrolling to assist in analyzing the structure an author uses to organize a text and analyzing the author's perspective or purpose.

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>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>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.</p>
Previous Grade Level Progression Statement	<p>In the previous grade level, students were expected to use multiple sources in order to answer questions and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.</p>
Content Elaborations	<p>Understand that both print and non-print media can be used to present a message, perspective, and/or argument. Readers also need to be able to evaluate when one medium is more effective than another, based on the topic or message being presented.</p> <p>Identify the argument and claims within a text. When evaluating an author's argument, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> <p>When comparing multiple texts with opposing viewpoints, readers should understand the difference between facts and the author's interpretation of the facts.</p>
Next Grade Level Progression Statement	<p>In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.</p>

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Evaluating Different Resources (<i>individual to whole-class research</i>) The I-Chart (inquiry chart) strategy is an information collection device. Based on a thought-provoking question, a different print or nonprint medium source is listed in the cells or boxes in the left-hand column. Information collected about each resource is logged by criteria, such as, but not limited to <i>information is clear, accurate, and up-to-date, generalizations are supported by facts, and significant facts are not omitted, free of gender, ethnic, and socioeconomic bias</i>. Criteria head each column to left of the resources. Evaluate in small groups, then in a whole-class discussion.</p> <p>Intellectual Skeptics Working in small groups, students analyze different versions of the same text or different versions of texts on the same topic. Begin using short texts or paragraphs. Students determine what the text says, what it means, what has been omitted, what they would like to ask the author, what evidence in the text supports the author's statements, what is irrelevant, and what evidence they can find to refute the author's statements. A format for this strategy is available in <i>This is Disciplinary Literacy</i> by R. C. Lent, Corwin Literacy, 2016.</p> <p>Highlighting Help Provide each student with access to 3-4 different colored highlighters. Using a non-fiction text with the whole class, have students highlight the different claims made in the paragraph(s). Students should match each claim with the support/evidence provided later in the text. (Essentially, students are matching claims to evidence using highlighter colors). Evidence that does not operate to support any claims should be identified by a different highlighter color. Students can copy over the identified claim/evidence pairings onto a separate document in order to accurately assess whether or not each piece of evidence truly supports the claim. Students can rank evidence in order of most effective to least effective in terms of support. Struggling readers may do this with a partner or may need assistance in finding the claims to get them started.</p> <p>Analyzing Evidence Use a T-chart or graphic organizer, such as "Reading an Argument" (available in <i>Reading Reminders: Tools, Tips, and Techniques</i> by Jim Burke, Boynton/Cook Publishers, 2000), to evaluate arguments. Examine specific claims to determine whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>

Instructional Supports for the Model Curriculum	
<u>Instructional Resources/Tools</u>	<p>Kelly Gallagher Kelly Gallagher's website offers his Articles of the Week and other teaching resources to cover many of the informational text standards. His Articles of the Week expect students to demonstrate close reading of the text and then respond to some open-ended questions at the end. They allow the student's thinking to go beyond the article. Also, there are archives of hundreds of articles that he has used throughout the years so students can find an article that interests them.</p>
Points of View Reference Center	<p>This database available from INFOhio at no cost to Ohio schools provides point and counterpoint articles for popular topics, such as foreign policy matters and global issues. This resource is helpful in the evaluation of arguments and claims.</p>

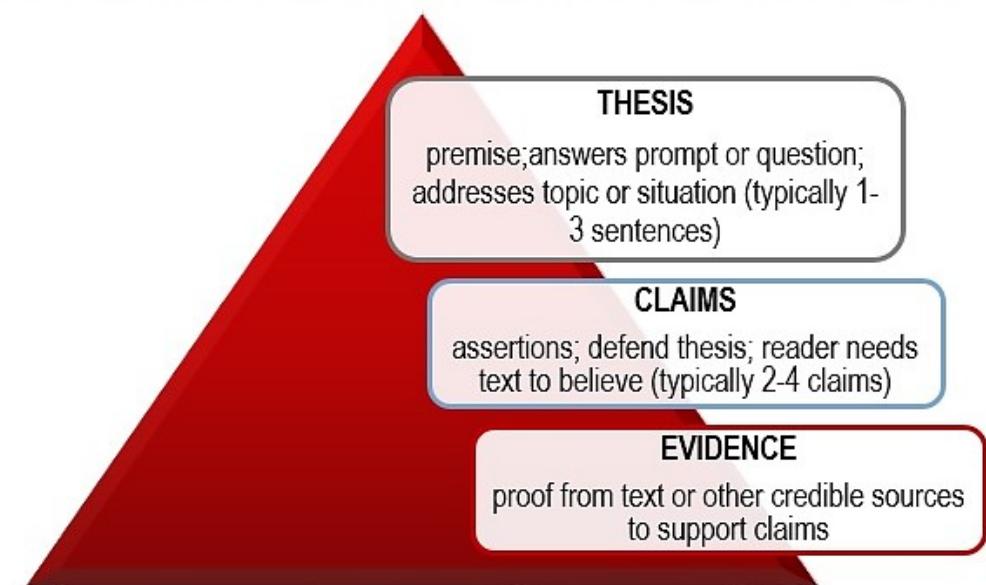
Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
Standard	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<p>Previous Grade Level Progression Statement In the previous grade level, students were expected to read and comprehend informational texts (including literary nonfiction) at the high end of the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Content Elaborations In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational texts (literary nonfiction, history/social studies, science/ technical texts). They must read widely and deeply from among a broad range of high quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently. Text complexity will scaffold as needed at the high end of the range. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.</p> <p>Next Grade Level Progression Statement In the next grade band, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band, independently and proficiently.</p>	<h2>Overview of Text Complexity</h2> <p>◆ Text complexity is defined by:</p> <ol style="list-style-type: none"> 1. Quantitative measures – readability and other scores of text complexity often best measured by computer software. 2. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader. 3. Reader and Task considerations – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Instructional Supports for the Model Curriculum	
<u>Instructional Strategies</u>	
Response Journal	Maintain a journal in two columns: one column is headed “in the text”, and the second column is headed “in my mind.” Periodically, use material from the journal in informal and formal compositions relating how the reader’s thinking has changed over time.
Various Informational Texts	Have students read various informational texts, such as instructional manuals, brochures, internet articles, etc., and have them identify how they are structured. Then have students write in the format of these structures, using graphics, headings, and subheadings. Organization and structure should be the focus.
Analyzing Depth of Reading	Students maintain a portfolio of informational/nonfiction readings with teacher support. For each piece of informational/nonfiction reading, students log the readability level; reading difficulty, noting familiarity with word meanings and understanding in context; and (with teacher input) how reading matched task and student’s interest.
<u>Instructional Resources/Tools</u>	
Choosing Complex Text	This EngageNY site helps guide text selection in the classroom . Included are criteria for literary texts for all levels and additional resources for locating potential texts.

WRITING STRAND

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. <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> <ul style="list-style-type: none"> a. Establish a clear thesis statement to present information. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>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> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Strand	Writing
Topic	Text Types and Purposes
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
<p>Previous Grade Level Progression Statement In the previous grade level, students were expected to establish a thesis statement in written arguments and informative/explanatory texts. In addition, students were expected to write narratives that developed real or imagined experiences.</p> <p>Content Elaborations Students should establish a thesis or thesis statement as a foundation for their argument and informative/explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called <i>analysis</i>. Students are expected to write various <i>arguments</i> throughout the academic year to support claims within a thesis statement. Students must include a guiding <i>thesis statement</i> (single sentence) in their introductory paragraph of their argumentative writing. See the Establishing a Thesis Standard Guidance for more details about the thesis-claim-evidence structure. In the body of the text, students should provide evidence that specifically relate to the topic sentence (which stems from the thesis statement) and explain/elaborate how the topic sentence and evidence support each other. Students must address alternate or opposing claims (<i>counterclaims</i>) by providing evidence and reasons specific to the counterclaim and distinguishing why a student's thesis/argument is still stronger (<i>rebuttal</i>). Students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (e.g., prediction, recommendation, revelation, final thought, call to action, or a moral of the argument). The <i>final thought</i> (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas.</p>	



Strand	Writing
Topic	Text Types and Purposes
	<p>Students should be able to differentiate and select evidence (facts, examples, details, and/or statistics) from credible, as opposed to non-credible sources, to ensure accurate information is presented. Appropriate transitions and a formal style should be used, meaning the writing is in impersonal terms, marked by careful attention to organization of content and to grammatical structure and pronunciation.</p> <p>Students are expected to write various <i>informative/explanatory</i> texts throughout the academic year to support a thesis statement. The introductory section of the informative/explanatory text should provide background knowledge of the topic and include a guiding <i>thesis statement</i> (single sentence). In the body of the text, students should provide <i>evidence</i> (facts, definitions, concrete details, quotations, or other information and examples) that specifically relates to the topic (which stems from the thesis statement) and explain/elaborate how the topic and evidence support each other. Ideas, concepts, and information may be organized into broad categories using headings, charts, graphs, and/or multimedia to aid comprehension. Students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (prediction, recommendation, revelation, final thought, or call to action). The <i>final thought</i> (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas. Appropriate transitions and domain-specific vocabulary (<i>content vocabulary</i>) should be included in a formal style.</p> <p>Students are expected to write <i>narratives</i> to develop real or imagined experiences or events. Students must organize a narrative that establishes a <i>context</i> and point of view, while introducing a narrator and/or characters. Narrative must have an <i>event sequence</i> that <i>unfolds naturally</i> (e.g. use of transition words, phrases and clauses) and <i>logically</i>. The conclusion must include a reflection of the <i>narrative experience</i> (e.g. what did the student learn from the experience or event, what might they do differently, what major themes did the characters learn). A writer's use of language is also important in identifying his or her writing style. Writers make use of figurative and sensory language (language enriched by word images and figures of speech) and use dialogue, pacing, description, and reflection to stir the reader's emotions, develop characters and events, or convince the reader to come to the same conclusions about the topic as they have.</p> <p>Next Grade Level Progression Statement</p> <p>In the next grade band, students are expected to establish a thesis in written arguments and informative/explanatory texts to support claims, convey valid reasoning, and provide relevant and sufficient evidence.</p>

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u></p> <p>Writing Science Fiction</p> <p>Based on integrating science content and writing, students create a narrative about Earth's interior and the behavior of seismic waves. The narrative should include characters, plot development, and at least three pieces of evidence about how scientists have interpreted environmental conditions.</p> <p>Students can create a story through an online program, such as StoryJumper, that allows students to create free eBooks, which they can then share with their peers, as well as students in other schools.</p> <p>WRITE ON!</p> <p>The following <i>WRITE ON!</i> framework includes instructional strategies for Writing to Learn. The framework is presented in three (3) parts and includes graphic organizers to guide students through the writing process, as well as rubrics to formatively assess their understanding. Ultimately, it provides resources to assist teachers in integrating argumentative or informative/explanatory writing into their daily instruction in meaningful ways, especially for students who struggle with writing. The three parts include the following:</p> <p>Part I: Reading and Annotating</p> <p>Reading and Annotating the text works to deepen comprehension, build background knowledge, teach comparative and critical thinking skills, and synthesize multiple pieces of text related to the same topic. Students are encouraged to use the READ & ANNOTATE</p> <p>Graphic Organizer to first identify the question the writing prompt is asking them to answer, then begin formulating how their thesis might begin from that question. This step is emphasized early in the framework to ensure students will write on topic and address the question the prompt is asking. Both responses can be recorded on the graphic organizer as a way to help readers establish a purpose for reading and record their annotations more succinctly. The idea here is students will not be able to write well unless they can comprehend what they read and understand what the writing prompt is really asking them to do.</p> <p>This graphic organizer was adapted from Silver, H., Dewing, R. et al. (2012) and is designed to help students do both.</p> <p>The teacher can show an article and annotation skills on an Interwrite board or other media tool. Students can then upload digital writings, recordings, or other representations of their annotations. Students can then state what they think the topic of the article was or ask questions to find out the topic based on the annotations. Students also can suggest possible topics based on viewing the productions.</p>	

Instructional Supports for the Model Curriculum

Part II: Organizing and Writing

Students organize and write the essay (argumentative or informative/explanatory) to create and convey clear and concise thoughts on a particular topic. Many students at this level still struggle with how to organize their thinking. The [WRITE ON! Graphic Organizer](#) may be used to teach or reteach the major components of argumentative or informative/explanatory writing. The first page offers quick definitions for each component so students are clear on what each component means. The second page is a blank graphic organizer for students to practice putting together their ideas in a logical manner. In an effort to assist students in memorizing the order of the essay, the following mnemonic may be used:

- *Introduction* (ABT)
- *Body* (TEE)
- *Counterclaim*, if necessary (CEE)
- *Conclusion* (RRF)

This graphic organizer can be used in conjunction with the [READ & ANNOTATE Graphic Organizer](#), as the steps outlined on each document correspond to each other.

Part III: Formative Feedback and Scoring

Formative Feedback and Scoring provides students with the opportunity to improve their writing over time. Initially the student, peers, or teacher, in order to identify areas that need to be corrected before final submission, may use the [DRAFT Essay Scoring Checklist](#). This is a checklist of twenty (20) questions that aligns to the final scoring rubric and content standards. The [Argumentative Essay Scoring Rubric](#) and the [Informative/Explanatory Essay Scoring Rubric](#) may be used to score students' draft or final essay submissions. Both rubrics include space to track students' performance at the beginning of the year (BOY), middle of the year (MOY), and end-of year (EOY). The rubrics include five categories on a 4-point scale: focus, organization, text evidence, language/vocabulary/conventions, and content. Five performance levels are included so teachers across teams can discuss student progress holistically or within a particular category to determine appropriate interventions or focus areas.

Students can create a slideshow through PowerPoint or by uploading a video they create to demonstrate or explain a part or passage in their writing that relates to each element of the rubric. For example, if a part of the rubric states something about the thesis statement, then one slide would display the element and explanation from the rubric for the thesis statement, and then the following slide would show or play an audio or some other representation of the thesis statement. This could be uploaded for shared critique, as well.

Argumentative Graphic Organizer # 1

This graphic organizer is used to set up each part of the argumentative essay. Here, students will generate ideas to draft a topic sentence, background information, and a thesis statement (single sentence). Students will also support their claim with more than one supporting reason - in a logical order. Next, they will give evidence and elaborate on each supporting reason. In addition, they will make at least one (1) counterclaim (the other side of the argument) and provide facts or examples to refute it. Finally, students will provide a concluding statement that calls the audience to take action. Provide partially completed organizers for students who struggle with this.

Instructional Supports for the Model Curriculum	
<p>In staggered discussion posts online, students post their thesis statement for dialogue, supports for dialogue, evidence for supports and dialogue, and finally, their counterclaim. This electronic dialogue will help students discuss the accuracy of the communication of their planning.</p> <p>Book Bracket Battle</p> <p>This strategy is used to gain student motivation toward argumentative writing. A Book Battle requires students to choose a book they have recently read to battle, March Madness style, against another classmate who has read the same or similar text. The genre that students choose does not matter, as the focus is students' passion toward their selection. At the start of the battle, students are given three minutes to construct an argument as to why their book is the best book to read. Students use note cards to draft talking points for their argument. However, students should be advised to save some of their evidence (talking points) for the next round if they win round one. Next, students are given two minutes to present their argument to the class. Dr. Wilfong recommends using Poll Everywhere as a way to incorporate technology to select a winner. After round one is complete, the winners work to construct their second argument related to the book. Students who did not win in the first round partner up with winners for round two.</p> <p>Narrative Writing</p> <p>In the drama, <i>The Diary of Anne Frank</i>, students are asked to pick a scene from the play and rewrite it from the viewpoint of a character other than Anne in first person point of view. Students are asked to analyze the character's traits, consider how other characters view their character, and consider the character's limitations or strengths. These considerations should be used when writing. Lastly, they are to follow the plot line that is given and make sure to describe the scene and events using sensory language.</p> <p>The mood and tone should be consistent with the play. Students should also take on the voice of their chosen character. Students are reminded that they have the power to show their audience a character reacting to a situation in their point of view and not the eyes of Anne Frank. Students can create a story through an online program that allows students to create free eBooks, which they can then share with their peers and students in other schools. Introduce this skill by using familiar stories such as "The Three Little Pigs" and rewritten stories. This strategy can be used with any play.</p>	

Instructional Supports for the Model Curriculum	
<p><u>Instructional Resources/Tools</u></p> <p>ThinkCERCA Argumentative Writing</p> <p>A collaborative online tool to teach and monitor critical thinking through argumentative writing. Through standards-aligned close reading and academic writing lessons for English language arts, science, social studies, and math, this school-wide approach to literacy instruction prepares students for post-secondary life by building up their analytical skills in every subject. Teachers are able to engage students with:</p> <ul style="list-style-type: none">• personalized, self-paced lessons at 10 readiness levels,• collaborative discussions and debates,• then track and monitor their real-time reading and math progress. <p>CERCA uses an evidenced-based framework (Claim, Evidence, Reasoning, Counterclaim, Audience) to introduce lessons that guide students through the process of developing an evidence-based argument to a debatable question.</p> <p>Wilfong, Lori G. <i>Writing Strategies That Work: Do This, Not That</i>. Ch. 10. New York: Routledge, 2015. Print.</p> <p>Condensed Narrative</p> <p>Condense a piece of fiction or newspaper account into a limerick or ballad.</p>	

Strand	Writing
Topic	<i>Production & Distribution of Writing</i>
Standards	<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.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>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>
Previous Grade Level Progression Statement	<p>In the previous grade level, students were expected to apply a multi-stage, reflective process that requires planning and revising. In addition, students were expected to use technology, including the Internet, to produce, publish, and present writing. They should also link to and cite sources, as well as interact and collaborate with others.</p>
Content Elaborations	<p>Students are expected to produce clear and coherent writing in which the development, organization, and style are appropriate to <i>task, purpose</i>, and the intended <i>audience</i>.</p> <p>Students are expected to develop and strengthen writing, as needed, with some guidance and support (peer editing, conferencing, revision checklists, etc.) from peers and adults by planning, revising, editing, rewriting, or trying a new approach (e.g. using technology), focusing on how well purpose and audience have been addressed.</p> <p>Students are expected to use technology, including the Internet, to produce, publish, and present information efficiently. Students can use multiple platforms to interact and collaborate with others.</p>
Next Grade Level Progression Statement	<p>In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. Students are expected to develop and strengthen writing, as needed, and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, and update individual or shared writing products.</p>

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>T.A.P.E.</p> <p>In order to encourage students to read an entire prompt and writing the piece correctly, they must break down the prompt to determine the <i>Task, Audience, Purpose, and Evidence Area</i>.</p> <p><i>Task:</i> The type of writing you are asked to do. [Letter, Essay, Editorial, Speech, Interview...]</p> <p><i>Audience:</i> The person/people you are writing to. [Teacher, community, parent...]</p> <p><i>Purpose:</i> The reason you are writing. [To argue, explain, narrate, inform.]</p> <p><i>Evidence Area:</i> The focus area that you will pull evidence about</p> <p>Utilize a Professional</p> <p>Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills). For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Utilize an online platform to publish the writing and invite a Human Resources professional to comment to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace.</p> <p>Teacher Modeling</p> <p>Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.</p> <p>Online Peer Conferencing Community</p> <p>To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats, such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.</p> <p>Color-Coded Revision</p> <p>Students highlight a specific aspect of their text using colors assigned to individual categories. For example, have students highlight their thesis in yellow and their supporting evidence in pink. This can be expanded to include aspects of grammar, different parts of the essay, elements of a narrative, and/or organizational structure. Color-coded revision can be used for self-evaluation or peer review. Teach students to read the text they are editing four times--once for punctuation, spelling, grammar, and again for content. Focusing on just one aspect at a time and rereading will help students find more of the errors.</p>

Instructional Supports for the Model Curriculum	
<p>Sentence Fluency Analysis Sheet Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.</p> <p><u>Instructional Resources/Tools</u></p> <p>Writing Support By using this site students can write a persuasive argument online, choosing the level of complexity and how much help students need.</p> <p>National Writing Project This collection focuses on online publishing opportunities for students of all ages—including literary magazines, book review sites, and even jokes and riddles.</p> <p>Scholastic Art and Writing Awards Various categories and opportunities for students to submit different genres can be found here. Writers in seventh through twelfth grade may submit work in one or more of the following categories: <i>Dramatic Script, Flash Fiction, Humor, Journalism, Personal Essay, Persuasive Writing, Poetry, Science Fiction/Fantasy, Short Story and Novel Writing</i>.</p> <p>Student Publications Giving students real-world audiences for their writings is one of the most effective ways of improving student writing and encouraging meaningful revision and editing. The following publications offer a wide range of publication opportunities.</p> <p>a. Teen Ink <i>editor-selected</i> Age Range: 13 to 19 Accepts: poetry, fiction, nonfiction, reviews, art</p> <p>One of the longest-running publishers of student writing, <i>Teen Ink</i> puts out 10 issues of their print magazine each year and showcases much more student work on their website and in print anthologies. They also offer an online forum, where students can talk with other teens about their writing or other issues impacting their lives. Educator subscription rates are available.</p>	

Instructional Supports for the Model Curriculum

b. Canvas

editor-selected

Age Range: 13-18

Accepts: fiction, poetry, plays, creative nonfiction, new media, cross-genre, art

Back issues available as free downloads

Published four times a year and run by an all-student editorial board, *Canvas* publishes high-quality student writing and cover art in a variety of formats: online, pdf, eBooks, and print books. Something else cool: They also feature sound files of authors reading their work and some video interviews with authors. *Canvas* has only been around since 2013, and if what they have done so far is any indication of where they are going, they will soon become a considerable force on the student literary scene.

c. New Moon Girls

editor-selected and self-publishing

Age Range: 8 & up, girls only

Accepts: fiction, poetry, personal essays, how-to articles, art, comics, photography

This is a fantastic site. *New Moon Girls* has two components: The first is a safe, supervised, ad-free online community for writers and artists to meet and talk with other girls and publish their own stuff (membership is \$25.95 per year). The second is a print magazine, published six times a year, each one built around a pre-determined theme and put together by an editorial board of girls between the ages of 8 and 14. From their website: "We go beyond other websites — ones that give lip service to telling girls they can be more, while selling them superficial products that stereotype and diminish girls. *New Moon Girls* provides tools and spaces where girls can actually be more right now in their daily lives."

d. Creative Kids Magazine (Ages 8 to 16)

A publication written for kids by kids. Kids can submit everything from stories and songs to editorials and plays for consideration. The magazine is published quarterly and submitted work is read not only by editors but also by an advisory board comprised of students between the ages of 8 and 16 years old.

Published four times a year and run by an all-student editorial board, *Canvas* publishes high-quality student writing and cover art in a variety of formats: online, pdf, eBooks, and print books. Something else cool: They also feature sound files of authors reading their work and some video interviews with authors. *Canvas* has only been around since 2013, and if what they have done so far is any indication of where they are going, they will soon become a considerable force on the student literary scene.

Strand	Writing
Topic	Research to Build & Present Knowledge
Standards	<p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</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>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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”).
Previous Grade Level Progression Statement	
<p>In the previous grade level, students were expected to conduct short research projects, incorporate several print and digital sources, using search terms effectively, as well as follow a correct format to cite sources (e.g. MLA, APA) to avoid plagiarism. Sources of evidence could include literary text or informational texts/literary nonfiction.</p>	
<p>Content Elaborations</p> <p>Writers should be able to gather data and other relevant information from credible sources both online and in print in order to answer a research question and add to the topic in engaging and relevant ways. Resources should be used wisely by direct quotes or by paraphrasing, both of which require the writer to cite properly to avoid plagiarism. Ohio Learning Standards do not choose a citation format; rather, the standards ask that a standard format is followed (e.g., MLA, APA, Chicago Turabian). More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Writers need to be able to determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.</p> <p>When analyzing how modern literary works allude to mythology, traditional stories, or religious literary texts, students will be able to draw evidence from the text that supports their written analysis, reflection, and research of the text. Similarly, when studying the arguments and claims in informational texts, students should be able to use evidence from the text to support their written analysis of whether the author's claims have been sufficiently supported with sound reasoning.</p>	

Next Grade Level Progression Statement

In the next grade band, students are expected to draw evidence from literary text or informational text/literary nonfiction. Students are also expected to gather relevant information from credible sources, citing these sources using a standard format in order to avoid plagiarism.

Instructional Supports for the Model Curriculum**Instructional Strategies****Cross Curricular Research Ideas**

This strategy allows students to pick research topics from different subject areas, such as science or history. They also may find interest in these areas by broadening the research field. There are examples below.

- Research one specific area of the world and how plate tectonics impacts various aspects of life.
- Pick a specific environment and describe how the living organisms are specialized to that area.
- Research the professional relationships of two political figures in early America and tell how they helped shape our country.

Researching to Deepen the Question

The [I-Chart \(inquiry chart\) strategy](#) is an information collection device. Based on a thought-provoking question, a different print or nonprint medium source is listed in the cells or boxes in the left-hand column. Information collected about each resource is logged by subtopics related to the question. The I-Chart can be pursued individually (teacher-assigned or self-determined question) or in small groups (group-determined question).

Researching Career Topics

Students use [The Research Cycle](#) to conduct research. Students pick a topic within an assigned industry area. One part of the research must include an interview or on-site job shadow.

- Defining/Questioning-Find an interesting topic; develop questions about it
- Planning/Locating-Search for resources related to the topic
- Gathering>Selecting-Choose information from the resources, make notes
- Sorting and Sifting/Organizing-Organize the information; write a draft
- Synthesizing-Creating and arranging information
- Evaluating-Self-reflection and determining the quality of information • Reporting/Presenting-Share the research

Instructional Supports for the Model Curriculum	
<u>Instructional Resources/Tools</u>	<p>Plagiarism Detection Websites Students can use free websites that detects instances of plagiarism. Students and teachers can input text and the software will check the submission against a database and return the results with sources found by the software if plagiarism is detected.</p> <p><i>MLA Handbook</i> by the Modern Language Association (Eighth Edition, 2016) This guide can assist students in formatting research papers following MLA style guidelines.</p> <p><i>Publication Manual of the American Psychological Association</i> by the American Psychological Association (Sixth Edition, 2009) This guide can assist students in formatting research papers following APA style guidelines.</p>

Strand	Writing
Topic	<i>Range of Writing</i>
Standard	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to write arguments, informative/explanatory, and narrative texts. Students were expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Content Elaborations</u> Students are expected to effectively build their writing skills by practicing routinely and producing numerous pieces over short and extended time frames. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, <i>audience</i>, and they begin to adapt the form and content of their writing to accomplish a particular <i>task</i>, and <i>purpose</i>. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to write arguments, informative/explanatory, and narrative texts. Students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</p>

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>RAFT</p> <p>The RAFT approach can be used in many ways.</p> <p>“R” stands for the role of the writer (e.g., people in the news; athletes; an object, such as a cell phone or contaminated stream; a parent; or the student doing the writing, etc.);</p> <p>“A” stands for the audience (For whom is the content intended? –general public, school board, fellow students, water treatment plant, mayor, or superintendent);</p> <p>“F” is the format (e.g., letter, blog, editorial);</p> <p>“T” is the topic of the piece. Initially, the teacher may determine all or most of the four aspects but gradually give students greater input to determine the RAFT identities.</p>

	Instructional Supports for the Model Curriculum
	Creating a Character Blog
	As an ongoing writing device or single writing opportunity, students view examples and learn how to create a blog from the perspective of a fictional character. Resources are included at ReadWriteThink .
	Problem-Solving Writing
	Present students will an age-appropriate, real-life scenario in which a problem has arisen (e.g., you have a project due and you forgot to ask your mom for materials) and ask them to quickly write out how they would solve the problem. Give students a short time frame to respond.
	Instructional Resources/Tools
	On Demand Writing
	K. Gallagher, Teaching Adolescent Writers includes twenty-five prompts for timed writing practice along with an Independent Correction Sheet.
	Write Like This
	In Write Like This , Kelly Gallagher emphasizes real-world writing purposes, the kind of writing he wants his students to be doing twenty years from now. Each chapter focuses on a specific discourse: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. In teaching these lessons, Kelly provides mentor texts (professional samples as well as models he has written in front of his students), student writing samples, and numerous assignments and strategies proven to elevate student writing.
	By helping teachers bring effective modeling practices into their classrooms, <i>Write Like This</i> enables students to become better adolescent writers. More importantly, the practices found in this book will help our students develop the writing skills they will need to become adult writers in the real world.
	Ohio Means Jobs Exploration
	Utilize Ohio Means Jobs activities and exploration activities to have students respond to small writing prompts such as: "Utilizing your Career Interest Inventory – select one career that you would most like to learn more about."

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Standards	<p>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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
Previous Grade Level Progression Statement	<p>In the previous grade level, students were expected to effectively listen and collaborate with diverse partners in collegial discussions. They were expected to come to discussions prepared and manage their time, while referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. They apply critical listening skills to focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information, and when warranted, modifying their own views.</p>

Content Elaborations

Students are expected to participate in a wide range of discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics while building (clarify, question, make connections, synthesize, paraphrase, etc.) on others' ideas through collaboration and be able to share their own ideas clearly. It is important for students not only to express their own ideas but also be able to draw out the ideas of others, while using new information to increase comprehension. Students will use new information expressed by others to justify their own views and pose questions that connect the ideas of several speakers. Students are expected to read and research materials in order to be prepared in discussions. They are able to draw from their research to further contribute to discussions, following the rules to enhance collegial discussions. Students must meet specific individual and group goals by tracking their progress in order to meet the established deadline.

Students are expected to distinguish the purpose of a variety of media formats in order to determine why the author selected the specific format and how the audience is considered. Social, commercial, and political motives are evaluated to determine the effectiveness of the author's purpose.

Students are expected to find and state the speaker's argument and identify the strengths, weaknesses, and fallacies of the reasoning.

Next Grade Level Progression Statement

In the next grade band, students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information, referring to evidence from texts and other research on the topic or issue, while evaluating the credibility and accuracy of each source. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understanding, and persuading others by evidence and identifying faulty reasoning. Students are expected to respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the reasoning and evidence presented.

Instructional Supports for the Model Curriculum

Instructional Strategies

Advertisement

An advertisement's single purpose is to persuade the audience to buy a particular product or service or to form an agreeable opinion about a specific issue. To accomplish their persuasive purpose, advertisers commonly employ motive appeals (Pride, Personal

Enjoyment, Love and Affection, Imitation, and Reverence). In pairs, students will create a scrapbook with an example of an ad from the print media, representing each of the five motive appeals.

In addition, they will create an ad of their own for any product or service, real or imagined. Each page must be clearly labeled with the motive appeal it represents, including a brief written explanation of how the motive appeal operates in the ad. Finally, they will make an attractive cover for your scrapbook (perhaps a collage). Of course, all ads will be in good taste. Evaluation will be based on accuracy and attractiveness.

In addition, students will create a commercial where they will imagine their group is a team of advertising executives working for a specific advertising agency.

Socratic Seminars

A *Socratic Seminar* is a motivating form of scholarly discourse based on "essential" open-ended questions. Essential questions are defined as questions that point to the heart of a topic and its controversies and that generate multiple answers and perspectives. To participate, students must first examine a text (e.g., novel, movie, poem, piece of music or art) and generate open-ended questions for discussion of the text. Open-ended questions allow students to think critically, analyze multiple meanings in the text, and express their ideas and opinions with clarity and confidence. This [Bloom's Taxonomy document](#) may be used to assist students in developing higher-level questioning.

Instructional Supports for the Model Curriculum

During the seminar, students listen attentively and respond to one another with respect. Before agreeing or disagreeing with a classmate, they summarize classmate's ideas/opinions and then express their own with clarity and supporting evidence from the text.

Prior to starting the seminar, the teacher may want to review the general guidelines associated with Socratic Seminars using [the following presentation](#). While this presentation uses the mini-documentary *Bring Your A Game* directed by Mario van Peebles, it might be modified to include content and questions from other forms of print or digital media. In order for students to prepare for the Socratic Seminar, students may use the [Student Scoring Sheet](#) to jot down their thoughts, then track the quality of their comments and reflect. Teachers may use the [Teacher Scoring Sheet](#) to keep track of student feedback.

Think, Pair, Share

This is a collaborative learning strategy to help aid students in comprehension of text. Teachers can pose a question or problem to students. Students are first asked to **think** about the question or problem and write down their own thoughts and opinions. Then students **pair** up with another student or small group and further discuss the question or problem. They should each share their thoughts and then work together to unify their thoughts. Students should use the ideas of others to justify and alter their own viewpoints. Each group should work together to come up with one response.

Lastly, small groups are asked to share their ideas to the whole class. Many times, students who would not traditionally speak up in a group setting will share their responses because their thoughts were validated by their own peers. This helps build confidence in students.

Corner Conversations

Possible themes (based on a fictional selection) or viewpoints (based on an information selection) are posted in each corner (or wall) of the room. Students select one of the posted themes or viewpoints. The teacher should determine a reasonable limit of students in each corner. Students share evidence for their choice. Evidence should be transferred to chart paper. Corner groups select a spokesperson that shares the groups' reasoning with the whole class, one group at a time. The teacher facilitates the class discussion and students work toward determining the "best" choice.

Promoting Products

The class should review types of propaganda. Students form small groups of 4-5 as production teams. Each group should create a school-appropriate product or service and develop a 60-second skit, video, or iMovie that contains one or two propaganda techniques. Students should be ready to participate in an analysis of small group productions including, but not limited to, propaganda techniques used, use of persuasive words, targeted audience, and overall likelihood of selling the product or service.

Instructional Supports for the Model Curriculum
<p>Discussion Boards Students are given a prompt to respond to on an online discussion board. For example, in a poetry unit: Narrative poems tell a story and use many of the same elements that stories use. How might this knowledge make a narrative poem easier to comprehend? They are to prepare their responses through reading and analyzing the narrative poems in the unit in order to properly respond to the prompt. Students are also required to read and respond to two peers' strategies. They are to discuss new ideas or strategies in their peers' posts or explain how they could use their strategies. Students can pose questions to clarify understanding and also add to their peers' ideas to further comprehension of a narrative poem.</p> <p>As teachers, it is important to set clear expectations when students are posting to an online discussion board, and it should be closely monitored. Students are to remember that what they type in the forum is public. A good rule of thumb is only to post things there that they would be comfortable communicating in person.</p> <p>Discussion Web Multiple resources representing various perspectives on an engaging topic are examined in groups of 2-3 students. Student groups then discuss the essential question (provided by the teacher or determined by the class) in terms of the evidence that can be found to support each side with agree/disagree or yes/no. Students jot down only key words and phrases.</p> <p>After time is called, the 2-3 student groups join another partnership and in the new group try to come to consensus by stating their conclusion. Finally, after time is called, a person from each group presents the group's conclusion and reason(s) for that conclusion. Be sure to include the minority viewpoint if consensus is not reached.</p> <p>Instructional Resources/Tools</p> <p>Voki A Voki is a tool that can be used to enhance a student's presentation by customizing the appearance. Here, students will create a personalized speaking avatar to present during a book talk. Students have 60 seconds to complete this book talk. Students should be reminded that a book talk is to "sell" their book so others will want to read it. All Voki presentations must include the title of the book, author, and genre.</p>

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
	<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students are expected to present claims and findings with pertinent descriptions, facts, details, and examples. They will include multimedia components and visual displays to clarify claims and findings, and they will adapt speech to a variety of contexts and tasks demonstrating a command of formal English.</p> <p><u>Content Elaborations</u> Students are expected to present claims with relevant evidence, valid reasoning, and well-chosen details with emphasis on the main points. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker to compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner and to promote active audience engagement.</p> <p>Students are expected to incorporate multimedia (e.g., PowerPoint, Prezi, Google Slides, Thinglink, iMovie) and visual displays in presentations to enhance claims, evidence, and interest. Students should use these multimedia displays to create an engaging and visually appealing presentation. It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.</p> <p>Students are expected to use language (including formal English when appropriate) that matches the context and task of the presentation.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to present information, findings, and supporting evidence clearly, concisely, and logically. They will make strategic use of digital media to enhance understanding of findings, reasoning, and evidence, and they will adapt speech to a variety of contexts and tasks demonstrating a command of formal English.</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

Jigsaw Strategy

In this strategy, students will become experts on genres and deepen learning to gain confidence and ownership in their work. To use this method, students are given an expert group where they research a genre given to them and become an “expert” in that genre. Teachers can give students worksheets for guidance on what they want them to know about the specific topic/genre. Once they fully understand the genre, they are then assigned to a base group where one person from each genre is present. Students will then take turns sharing their expert knowledge on their genre to the new group. Students are expected to take notes on each genre as each group member shares.

Teachers can use this method for a variety of lessons, even to teach content terms. This strategy also allows students to use the internet to research their genre, and they are to learn it well enough to be able to teach it.

During presentations, students are expected to be knowledgeable enough to answer questions and focus on main points in their genre. They should make eye contact with their group members, use adequate volume, and be clear so their group members can understand them. This can be used in a variety of ways. [Read, Write, Think](#) has some great strategies on how to get started and some good ideas on how to use this strategy in a variety of ways.

Save the Last Word for Me

Using a text addressing a controversial topic, students individually share a key idea. Each contributor responds to the shared idea with the last one summarizing the group's thoughts. The next student shares another idea and the process repeats. A detailed procedure and suggested variations of Save the Last Word for Me are available at [Save the Last Word for Me Variations](#).

Key Word Montage

Based on a news article or piece of literature, students select words or phrases that seem important – key ideas and terms. Each student selects several words (concrete nouns, active verbs, or colorful adjectives) and/or phrases from the text that define the text's key ideas and/or themes. Students then work in groups of 3-5 in number. Each group member shares his/her found words and/or phrases with the other group members.

The words and/or phrases are then arranged in the best order to create a “montage” which is essentially a “found poem” that “speaks” to the essence of the text. Certain words and/or phrases may be repeated for emphasis. Repeated lines may change over the course of the montage to reflect change in a character's feelings or to emphasize different key ideas and/or themes. Everyone in the group participates in presenting the “montage”.

Adapt a Speech

Choose a speech from a historical figure from the American Revolution or the American Civil War and create a multimedia presentation to show how the words of our forefathers relate to our modern culture. Visuals, music, and text will be used to present those words to the audience to show the connections from the past to present. Students can also take two speeches from different time periods to merge the two speeches into one presentation about the same basic idea of rights or responsibilities of American citizens.

Instructional Supports for the Model Curriculum	
<p>Persuasive Speech Students are asked in a previous unit to write a letter to the editor based on a topic in the news that is of interest to them. They are then asked to turn their letter to the editor into a persuasive speech. It is important to teach students the difference between a persuasive piece of writing and a persuasive speech, like formal versus informal language, pacing, sentence structure, etc. In the speech, they are to begin with a strong introduction that grabs the listener's attention and makes their claim obvious. The details in the speech should consistently support the claim. Students should incorporate rhetorical devices in the speech, and the conclusion should restate the main points and stir the emotions of the listener. The tone and pace should be appropriate to the content and task.</p> <p>Speakers should use emphasis to draw attention to phrases and words of importance. The speaker should be in control of the subject and of the delivery of the speech. Students can include various multimedia platforms to enhance their ideas, increase audience understanding, and add interest. Visual displays should be relevant and attractive in order to draw the eye of the listener.</p> <p>Instructional Resources/Tools</p> <p>Podcasts Individually or in pairs, students plan and produce a podcast about a topic relative to the current unit of study or issue. Directions and resources are given at Reading Rocket Podcast Resources</p> <p>Rapping a Read Students work in partners or small groups and create a rap based on a reading (or video) selection.</p> <p>Oral Presentation Rubrics Criterion-referenced rubrics designed to give students written feedback on their speaking and listening skills, but may be modified to fit any content:</p> <ul style="list-style-type: none">• Multimedia Sample (8th Grade Capstone Project)• Multimedia Sample (Digital Story on Natural Disasters)• Poetry Slam Sample (<i>4 Little Girls</i>)	

LANGUAGE STRAND

Strand	Language
Topic	Conventions of Standard English
Standards	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
<u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when speaking and writing, which includes an understanding of the function of phrases and clauses, and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Content Elaborations</p> <p>Writing conventions and grammatical structures help students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.</p> <p>Students should recognize and demonstrate that verbals are formed from verbs but are never used alone as action words in sentences. Instead, verbals function as nouns, adjectives or adverbs.</p> <p>Students should be able to differentiate between verbs in <i>active voice</i> and <i>passive voice</i>. Students should demonstrate understanding of the differences through writing and speaking in various contexts. Students should be able to recognize and correct inappropriate use of voice and shifts in mood.</p> <p>Students should be able to form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. <i>Indicative</i>: Used to make statements rooted in fact or opinion.</p> <p><i>Imperative</i>: Used to make a command or request.</p> <p><i>Interrogative</i>: Used to ask a question.</p> <p><i>Conditional</i>: Used to state under what conditions something might happen, such as <i>That dress would look better if it were pink</i>. <i>Subjunctive</i>:</p>

Strand	Language
Topic	Conventions of Standard English
	<p>Used to state something a person would wish for or a hypothetical situation, such as <i>If only my hair were longer</i>. Students should demonstrate command of the conventions of punctuation, including the use of ellipses, and spelling when writing.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when speaking and writing, particularly parallel structure and the use of various types of phrases and clauses, and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e. semicolon, colons).</p>

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Dice Sentences</p> <p>Using a set of two dice, have students actively practice creating sentences with active and passive verbs. Label each side of the first dice with verbs (i.e. to splash) and label each side of the second dice with nouns (i.e. water). Have students create 2 sentences using the same combination of noun/verb.</p> <p>For example:</p> <p>Active: "I splashed my brother with water from the hose."</p> <p>Passive: "I was splashed with water from the hose by my brother."</p> <p>Verbal Poetry</p> <p>Students select a topic (or teacher assigns one). Student begins each line of the poem with a verbal (infinitive, gerund, or participle).</p> <p>For example: Opening my locker to</p> <ul style="list-style-type: none"> Falling books Coming to class Dreading another Boring day

Instructional Supports for the Model Curriculum

Verbs in Different Moods

Teachers start by introducing the concept of the indicative, imperative, interrogative, conditional, and subjunctive moods. Teachers pick a verb to model this activity. Each verb type should have a sentence with the verb underlined and a picture or demonstration of each. This would be a great opportunity for the teacher to create a unique video introducing these types of moods using sites like Powtoon, Animoto, or GoAnimate. Then, the teacher puts students in small groups and they are given a verb to try on their own.

They are to create mini posters (these could be digitally done with [Infograms](#), Thinglink, Canva, PosterMyWall, Glogster, or Tackk) or a Google slide presentation. These should include a sentence with the verb underlined and include a visual demonstration. While the conditional and subjunctive verbs can be challenging for students, teachers can have students find them in books and other writings and then share them with the class. Once the students are proficient from this mini lesson, then they can analyze a piece of writing (their writing, a peer's writing, or an exemplar piece of writing) to locate the different verb types. They can also be given a task to change some of their sentences to different verb types to realize how each verb type contributes to writing.

Peer Pauses

This should follow a mini lesson on the differences between ellipses, commas, and dashes. Using a rough draft from a creative writing assignment, have students meet in pairs. Each partner must have a copy of the draft being read, which can be through the use of paper [or digitally with Google Docs](#). While the author reads his/her copy aloud, the listener should highlight any place in the writing during which the author pauses during the read-aloud. Once the author has completed reading his/her original piece, both partners should review the pauses in the text, determining which punctuation would be most appropriate to incorporate.

Sentence Combining

Students generate six short, simple sentences related to a recent text, video, or presentation (visiting speaker, field trip, etc.). Initially, students work in pairs or as a class to combine two sentences. Continue by working with two more of the remaining sentences. Discuss and determine whether active or passive voice has been used and which "voice" is most appropriate. The use of sentence combining helps students use and apply appropriate language conventions.

Peer Editing with Clock Partners

Peer editing student's writing is a good way for them to demonstrate their understanding of language conventions such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock assign certain "times" with the different language conventions that you want checked in their writing. Then, students will get with a different partner for each of those times and check just that particular convention. For example, at 12:00 they would meet with a partner and check each other's spelling, and then meet with a different partner at 2:00 to check punctuation, etc.

This will help the students to focus on just one element at a time and allow different students to check their writing, and be able to defend their critique. [This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally. Students would have the ability to insert comments to help their peers improve their writing.](#)

Instructional Supports for the Model Curriculum
<p>Instructional Resources/Tools</p> <p>Lynne Truss provides humor along with grammar concepts in trade books students enjoy. <i>Eats Shoots and Leaves: The Zero Tolerance Approach to Punctuation; Twenty-odd Ducks: Why Every Punctuation Mark Counts</i></p> <p>Constance Weaver has written a number of books and articles about the importance of teaching grammar within writing assignments, not in isolation. The <i>Grammar Plan Book</i> gives teachers engaging approaches that help students learn mechanics of language in meaningful ways.</p> <p>Jeff Anderson's book <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> is invaluable in providing specific, easy to implement approaches that infuse mechanics into students' composing, editing, and revising.</p> <p>Interactive Grammar Website</p> <p>This website can be used after a mini grammar lesson on active and passive voice. It also includes activities for students to recognize and correct shifts in verb voice and mood. Students can complete these lessons on the computer. While grammar is taught effectively within writing assignments or other tasks, it is important for students to grasp these skills before applying to their own writing.</p>

Strand	Language
Topic	Knowledge of Language
Standard	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).
	<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade level, students were expected to express ideas precisely and reduce wordiness in speaking, reading, or listening.</p> <p><u>Content Elaborations</u></p> <p>Students should apply their knowledge of language conventions in oral, auditory, written, or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style and tone. For instruction in the use of active and passive voice and verb moods, refer to content elaboration for L.8.1.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In the next grade band, students will apply knowledge of language to understand how language functions in different contexts (i.e., dialects, registers), to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Student work must also conform to specific style manual guidelines (i.e., MLA Handbook, Turabian's <i>Manual for Writers</i>).</p>

Instructional Supports for the Model Curriculum
<p><u>Instructional Strategies</u></p> <p>Provide Models</p> <p>The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplar texts and texts needing revision.</p> <p>This is something that could be easily achievable using interactive whiteboard software (if available) or Google Slides.</p> <p>Active and Passive Voice</p> <p>Students are given a passage from a text being used in the classroom that is in passive voice. Students work in groups to change the text to active voice. As students master the skill, they can identify their own passages in independent reading materials and future class readings to apply these skills.</p>

Instructional Supports for the Model Curriculum
<p>Activities for Novels</p> <p>While students are reading a novel, such as <i>The Hunger Games</i> by Suzanne Collins, students apply what they have learned through mini lessons and activities on the language standards. For example, students write in the subjunctive mood from the point of view of Katniss's family watching her in the Games. They demonstrate an understanding of the subjunctive mood with what her family's recommendations, suggestions, wishes, etc. would be while she is in the Games. Students also practice staying consistent when writing in a particular voice.</p> <p>Students create a multigenre project electronically with interactive elements for audio, video, and discussion threads. This can be done through a learning management system, an online free website creator, or through PowerPoint. Students may want to work in pairs. For example, students could electronically design the home page or upload a drawn image or photograph. Other pages or slides could contain "buttons" for audio recordings, created video examples, or other elements that engage the other students in the experience of the novel or a part of the novel.</p> <p>Students could also act out and record movie trailers for <i>The Hunger Games</i> movie. Teachers give students tasks where students must emphasize what the Capitol has done to the districts in the passive voice, for example, and then emphasize what Katniss is doing in return to emphasize her rebellion. This will allow students to apply using active and passive voice to their own writing and actions to help them understand the difference between the two.</p> <p>Tweet Response</p> <p>Twitter is a social media tool that most students are familiar with and only allows a user to use 140 characters in their tweet. This is a strategy where students can create responses using verbs in the conditional and subjunctive mood to achieve a particular effect. Students can answer extended response questions or write summaries and then work on writing the response as if it were a tweet in which they only have 140 characters to use to answer. You can add these into a Google chat, blog, etc. or in your Google Classroom, and then students could respond and make comments back to each other.</p> <p>Instructional Resources/Tools</p> <p>"Sentence Combining: Teaching Rules of Sentence Structure by Doing"</p> <p>Students are given simple, kernel sentences and develop various sentence structures that combine two or more of them.</p> <p>Active and Passive Voice Self-Teaching Unit</p> <p>This self-teaching unit focuses on active and passive voice where students can self-teach and assess their knowledge with these skills. This resource would be great for stations or mini lessons when introducing or reinforcing this skill. This would also be a valuable resource for diverse learners that may need intervention and/or enrichment.</p>

Instructional Supports for the Model Curriculum	
Grammar Mini Lessons <u>This online writing support resource</u> has several self-teaching lessons that can be used daily or in a station format for students. Teachers can focus on the various aspects of grammar, punctuation, and writing skills that are an evident need in the daily writing and writing projects of students.	
Craft Lessons Second Edition: Teaching Writing K-8 By Ralph Fletcher and JoAnn Portalupi - These lessons are supported with professional writer models. Combining Short Sentences Using Stronger Verbs, Selecting Livelier Adjectives, Using Hyphenated Descriptive Words, “Cracking Open” General Words, Unpacking a “Heavy Sentence” Intervention Central.	

Strand	Language
Topic	Vocabulary Acquisition and Use
Standards	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <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>
	<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade level, students were expected to determine or clarify the meaning of unknown and multiple-meaning words (including Greek or Latin affixes and roots) and demonstrate understanding of figurative language, word relationships, and nuances in word meanings (i.e., connotations and denotations). They also were expected to acquire and use accurately grade-appropriate academic and domain-specific words.</p> <p><u>Content Elaborations</u></p> <p>Students should understand that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues and reference materials, aids in understanding complex words and new subject-area vocabulary.</p> <p>Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.</p> <p>Students should use a variety of skills to develop, expand, and maintain a strong vocabulary base that includes academic and domainspecific words and phrases.</p>

Strand	Language
Topic	Vocabulary Acquisition and Use
	<p>Next Grade Level Progression Statement</p> <p>In the next level band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words (i.e., by using context, noticing patterns of word changes, parts of speech, consulting various reference materials). Students are also expected to demonstrate understanding of figurative language and word relationships and nuances in word meanings (i.e., connotations and denotations). Students are expected to acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level, while demonstrating independence in gathering vocabulary knowledge.</p>

Instructional Supports for the Model Curriculum
<p>Instructional Strategies</p> <p>Connotation and Denotation</p> <p>Using a word montage generator, create a Word Splash with the selected word and the dictionary definition of that word in the center of the word splash surrounded by words, representing the ideas and feelings invoked by the defined word.</p> <p>Writing Using Connotation</p> <p>After reading a short story, like <i>Tell-Tale Heart</i> by Edgar Allan Poe, students must write a summary of the story in a positive or negative connotation. The teacher assigns which one students are responsible for, and the students share out when they are done.</p> <p>Concept Mapping</p> <p>Students are given a topic or genre at the beginning of a unit of study along with key terms related to it. Terms or aspects of the topic or genre are added to the “map” as the unit progresses. Students revisit, add to, and revise the “relationships” throughout the unit. As a formative assessment, words needing more instruction are revealed. The goal is to bring all students to an understanding of the unit’s critical vocabulary. Try using a digital mapping tool such as SpiderScribe, WiseMapping, Canva.</p> <p>Acquire Vocabulary</p> <p>Use the K.I.M. Strategy where students use a three-column chart to list the new word or key term, include <i>information</i> about that word, and a record a <i>memory cue</i> they can attach to that word.</p> <p>Concept Sorting</p> <p>Either at the beginning or at the conclusion of a unit of study, provide students a list of critical vocabulary (No more than ten to twelve words or phrases). The students determine (or the teacher provides) three or four categories. One of the categories must be labeled “miscellaneous.” Students complete the chart in pairs or small groups by placing the words under the appropriate category and explaining orally or in writing why the words fit that category. (The “miscellaneous” category provides a place for identifying the words about which students are uncertain.)</p>

Instructional Supports for the Model Curriculum
Concept Circles
<p>Students draw a circle approximately four inches in diameter and divide it into quarters. Students choose four vocabulary words from their study of a topic or a text and use those found words to write about how they relate to the topic and each other. These can be teacher or student-generated lists of words. It may be helpful for ELL students or struggling readers to have a word bank from which to choose a list of related words.</p>
Connotation Search
<p>Students work in pairs with an editorial page from a newspaper where they search for words or phrases that carry a connotative meaning. After five minutes, student pairs share their findings. Fellow classmates identify what they think the connotative meaning may be including, but not limited to such things as targeted audience, intended tone, and central focus.</p>
Euphemism Haiku
<p>Select a word to use in the first line of the haiku and use euphemisms for that word in each subsequent line following the 5-7-5 syllable form of a haiku</p>
<p>For example: A cheap gift could be frugal, economical, low-priced or thrifty.</p>
Marketing
<p>Create an advertisement to market an original product. Through the use of persuasive figurative language, convince your readers that your product is worthy to purchase. Your advertisement will be a narrative (paragraph form), which explains the benefits of your product and includes examples of figurative language to enhance its appeal. Create an infomercial that students record and play for class. Have different classes vote for their favorite, most convincing infomercial.</p>
Fill in the Blank (Context)
<p>After reading a non-fiction article or a paragraph in a whole-class novel study, display 2-3 sentences that feature particularly difficult, dense, or technical language in the front of the room. Blackout or cover up the vocabulary you would like your students to understand. Reading through the sentences, have students guess what word is missing from the sentence. Using the guess word, have students create a list of synonyms. Reveal the word from the original work- did your students choose the right word? How did they get to their answer? Using student input, go back as a class and highlight the words in the sentences that helped students make their educated guess. This is a great model to teach students how to go about making meanings based on context that they could then apply to future readings.</p>
Class and Self-Collections
<p>Students are introduced to a challenging text such as <i>Midsummer Night's Dream</i>, <i>Gulliver's Travels</i>, <i>War of the Worlds</i>, or <i>A Separate Peace</i>. Students make predictions about what they think will happen. Students work in groups of three to five depending on class size. Each group finds two or three words in the text that are either unknown or unfamiliar and write the word choices where the whole class can view them (This can easily be done through a Google Slide presentation that students can all add to and all students in the class are able to access). A spokesperson for each group "defends" their choices by telling why they selected the words that they did and why they want these two or three words to be part of the class list.</p>

Instructional Supports for the Model Curriculum

After all groups have shared, the class should negotiate and agree on 8 to 10 words for class exploration. The teacher facilitates arriving at consensus by having students cite the sentences from which the selected words and phrases come ([this can be added to the Google Slides the students are working on](#)). Staying in their small groups, students discuss definitions of the selected words. Group members should agree upon a definition for each word, write the definition in their own words, and then check a reliable dictionary resource for the definition and adjust the group's definition, if necessary. Each student logs the 8-10 words, the sentence in which it is used in the text, and the definition written in their own words.

Students then work in pairs with one word to develop a class "illustrated" dictionary. Drawing by hand or electronically the student pair should include the word, part of speech, definition, sentence from the text, and an illustration depicting the word as it relates to the text. These illustrations should be posted appropriately in the room. Turn each word within the "illustrated" dictionary into an [infograph](#), which should include all the required information.

Word of the Day

Begin each class with a specific word each day. These words can connect to the classroom curriculum you are currently covering or words that are specific to current events. Students could combine these words into a list they update; they could create a visual dictionary with the words or use them in short impromptu writing responses. Studying one word each day will help students to create a constantly updating list of vocabulary from your academic year. The consistency of the routine will help with general classroom management as well.

Instructional Resources/Tools

Marzano's Vocabulary Strategy

Marzano's six-step approach guides students through analyzing examples/synonyms, interpret meaning, draw/visually represent the meaning, and generate a personal definition.

Universal Design for Learning

(UDL) provides a means for reaching all learners. Employing all three principles is especially effective when teaching vocabulary. The three principles: Multiple means of representation (e.g., using visual and tangible items), Multiple means of action (how students express what they know; providing choices and a variety of outlets), Multiple means of engagement (motivating approaches that involve student participation).

[This video](#) is a valuable resource for those new to Universal Design for Learning.

Quizlet

Utilizing a list of newly acquired vocabulary words, the teacher or students can create an original interactive online quiz. Have students compete as a class or against one another while learning the meanings of vocabulary words. Challenge students by including definitions that are phrased differently than the definitions they may have found in a dictionary, or one given to them at the beginning of the unit. This will ensure that students grasp the meaning beyond simple regurgitation of information.

REFERENCES

- Association for Middle Level Education (2010, January 1). *This We Believe: Keys to Educating Young Adolescents*. Retrieved from <http://www.amle.org/AboutAMLE/ThisWeBelieve/tabid/121/Default.aspx>
- Kramer, Tracey (2014, May). ED 4220 Middle Level Teaching: Principles, Practices, and Learning. Wright State University. Lecture.
- Nigro, Nicole (2011, January 20). *Using literature circles to engage students*. Retrieved from <http://www.ufft.org/teacher-teacher/using-literaturecircles-engage-students>

English Language Arts Model Curriculum Update Writing Team

GRADE 8

<i>Writing Team Member</i>	<i>District/Organization</i>
<i>Alexandria Brown</i>	Gahanna-Jefferson City
<i>Anna Fox</i>	Muskingum County ESC
<i>Kristin Fox</i>	Mahoning County ESC
<i>Hannah Kulka</i>	Wooster City
<i>Angie Loftus</i>	Marysville Exempted Village
<i>Michele McCaughtry</i>	Youngstown City
<i>Erika Mihoci</i>	Wooster City
<i>Norm Potter</i>	Twinsburg City
<i>Kelsey Rybak</i>	Goshen Local
<i>Susan Simpson</i>	retired
<i>Yolanda Stewart</i>	Columbus City
<i>Leah Unger</i>	Greenfield Exempted Village
<i>Paula Yauger</i>	Warren City

English Language Arts Model Curriculum Resource Teams

DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
<i>Misty Ewry</i> , Southern Ohio Educational Service Center	<i>Bryan Drost</i> , Summit County Educational Service Center	<i>Teresa Castellaneta</i> , Millstream Career Tech Center
<i>Bonnie Brown</i> , Edgewood Middle School	<i>Rebecca Covey</i> , Greene County Vocational School District	<i>Shelly Ackley</i> , Pioneer Career and Technology Center
<i>Kathryn Browne</i> , Warren County Educational Service Center	<i>Stacy Falcone</i> , Piqua City Public School District	<i>Charmayne Polen</i> , Trumbull Career and Technical Center
<i>Carol McKnight</i> , Strongsville High School	<i>Jennifer Csiszar</i> , Berea City Public School District	<i>Brecka Russo</i> , Joint Vocational School District
<i>Karen Powers</i> , Talawanda High School	<i>Judith Tucker</i> , Northwest Ohio Educational Technolgy	
<i>Tammy Dreisbach</i> , Millersport Elementary School	<i>Susan Holland</i> , STEM Education Consultant	
<i>Meghan Turon</i> , Cardinal High School		
<i>Marcia Wolford</i> , Gateway Middle School		
<i>Judith Jones</i> , Olentangy Shanahan Middle School		
<i>Karen Cox</i> , retired		