



Ogdensburg School

English Language Curriculum

6 - 8

Born on: 8/30/11, Revised 11/3/15, Born on: May 1, 2018 Adopted December 4, 2018 Adopted
January 2, 2019 Adopted January 7, 2020 Adopted January 5, 2021
Born on: August 20, 2024

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RATIONALE

The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas. Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate, broadening their perspectives and involvement in community and country.

VISION: To enable all of Ogdensburg's students to be successful using English Language Arts skills, understandings, practices, and attitudes in their twenty-first century daily lives and careers.

MISSION: The mission of Ogdensburg Borough School is to work collaboratively across grade levels to deliver excellent education in English Language Arts. The importance of Reading, Language, Writing, and Speaking and Listening in the students' futures requires a multi-faceted approach to instruction and assessment bearing in mind the personal skills that will be needed in the twenty-first century. Teachers will maintain high expectations to propel students to their highest level of achievement.



ANCHOR STANDARDS

Disciplinary Concepts/ Core Ideas Grades K to 8

Anchor Statements: Language

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language. By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language. By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using [[word]] analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Anchor Statements: Reading

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor Statements: Writing

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, 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.

Anchor Statements: Speaking and Listening

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Curriculum

Sixth Grade

Language Domain

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: System & Structure of Language		
Performance Expectations		
<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Ensure that pronouns are in the proper case (subjective, objective, possessive.) B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions. 		
Performance Expectations Assessment		
<p>Write 3 different sentences, one with a subjective pronoun, one with an objective pronoun, and one with a possessive pronoun.</p> <p>Write 2 separate sentences, each containing an intensive pronoun.</p> <p>Share 2 separate sentences orally, each containing a different intensive pronoun.</p> <p>We were so hungry but decided to make the long drive home because the choices at the restaurant would have poisoned <u>you</u>.</p> <p><u>When John's friends went to the zoo, they found out you can't pay with a credit card.</u></p> <p>Tell the unclear or vague pronouns in the sentence and correct them.</p> <p><i>The teacher gave the student her notes.</i></p> <p><i>In most television shows, it presents a false picture of real life.</i></p> <p>When reading and writing, identify variations from standard English. Use all known strategies to improve these variations.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		

Performance Expectations
<p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
Performance Expectations Assessment
<p>Use acquired vocabulary and academic words within writing and speaking. Use acquired vocabulary and academic words within writing and speaking. Use a multitude of sentence types, patterns, and lengths to keep the reader’s interest. Maintain consistency in style and tone.</p>
<p>Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>

Content Area: English Language Arts	Grade Level: 6	Domain: Language
<p>21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p>Standard: Vocabulary Acquisition, Use and Literal Meaning</p>		
Performance Expectations		
<p>L.VL. 6.3.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, 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. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult 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. E. 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). 		
Performance Expectations Assessment		
<p>Use sentences/ paragraphs to determine word or phrase meaning. Identify connotation and denotation and how inferences apply while reading. Use all known and common Greek and Latin word parts to help determine meanings of words. Use a dictionary, hard copy or digital, to check the preliminary determination of a word.</p>		
<p>Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition, Use and Interpretative Meaning		
Performance Expectations		
<p>L.VI.6.4. 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., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 		
Performance Expectations Assessment		
<p>Determine the meaning of figures of speech within context. Use what you know about word relationships to help understand each of the words. Identify the author’s meaning and tone determined by the word choice. Identify figurative, connotative, technical meanings and content specific vocabulary.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Reading Domain

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Close Reading of Text		
Performance Expectations		
RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.	RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	
Performance Expectations Assessment		
Quote from the text and make connections with what the text says explicitly. Quote from the text and make connections when inferencing.	Quote from the text and make connections with what the text says explicitly. Quote from the text and make connections when inferencing.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Central Idea and Themes of of Texts		
Performance Expectations		
RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgements.	RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgements.	
Performance Expectations Assessment		
Tell the theme or central idea of the text. Give specific details from the text to support the theme/central idea. Give a summary using the author’s voice.	Tell the theme or central idea of the text and give specific details from the text to support the idea. Give a summary of the text in the author’s voice.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Interactions Among Text Elements		
Performance Expectations		
RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	RI. IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	
Performance Expectations Assessment		
Tell how a key individual, event, or idea is shown throughout the text and give specific examples from the text to elaborate. Tell how the characters change and respond to the plot, particularly in response to the resolution.	Choose a specific part of the text and explain how this supports the author’s development of ideas.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Structure		
Performance Expectations		
RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.	RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	
Performance Expectations Assessment		
Choose a specific part of the text (sentence, scene, chapter) and explain how this supports the author’s development of ideas.	Use information from various formats to develop understanding of a specific topic. Explain your topic to a partner.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Perspective & Purpose in Texts		
Performance Expectations		
RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	RI. PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.	

Performance Expectations Assessment	
<p>Explain the plot development. Give specific examples from the text to support your explanation. Tell how the characters change and respond to the plot, specifically how they change as the text moves to a resolution.</p>	<p>Identify the point of view of the text and how the author develops this point of view. Cite evidence from the text to support your decision.</p>
<p>Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>	

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
<p>21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p>Standard: Diverse Media and Formats</p>		
Performance Expectations		
<p>RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding or a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p>	<p>RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p>	
Performance Expectations Assessment		
<p>After reading a text, listen to or watch a version of the text. Compare and contrast the two formats.</p>	<p>Use information from various formats to develop understanding of a specific topic. Explain your topic to a partner.</p>	
<p>Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
<p>21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p>Standard: Analysis of an Argument</p>		
Performance Expectations		
<p>RI.AA.6.7. Trace the development of an evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. *</p>		
Performance Expectations Assessment		
<p>Choose an argument in a text and determine its specific claims. Find a claim that is supported by evidence and reasons and a claim that does not have this support.</p>		
<p>Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comparison of Texts		
Performance Expectations		
RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.	RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.	
Performance Expectations Assessment		
Reflect on texts in different genres and forms then compare and contrast how they approach the topics. Explain how the similar themes are shown in different ways.	Read two sources from different authors. Reflect, compare, and contrast the presentation of information of the two authors.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Argumentative Writing		
Performance Expectations		
<p>W.AW. 6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. 		
Performance Expectations Assessment		
<p>Write an introduction, write the claim, and organize the reasons and evidence to support the claim.</p> <p>Write supporting paragraphs (at least three) to support the claim with evidence.</p> <p>Use credible sources to ensure understanding of the topic. Avoid unreliable online sources.</p> <p>While writing, use words and phrases to clarify the relationship among claims and reasons.</p> <p>While writing, use and maintain an academic form with appropriate styles (headings etc.).</p> <p>Write a concluding section or paragraph for paper presenting a specific argument.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Informative and Explanatory Writing		
Performance Expectations		
<p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) 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. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. 		
Performance Expectations Assessment		
<p>Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.</p> <p>Write at least three paragraphs to develop the topic.</p> <p>Use relevant facts, definitions, quotes and examples throughout the development.</p> <p>Use transitions to help show and prove relationships among ideas.</p> <p>Write to inform or explain about the topic using specific vocabulary and language.</p> <p>Write using a formal/academic style throughout the paragraphs of an informative/ explanatory text.</p> <p>Write a conclusion statement or sections reiterating the information or explanation in the text.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Narrative Writing		
Performance Expectations		
W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
<ul style="list-style-type: none"> A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events. 		
Performance Expectations Assessment		
Orient the reader through introduction of the narrative and characters.		
Organize the event sequence to ensure the narrative flows.		
Use dialogue in narrative writing.		
Use description and pacing when writing to describe the characters and events.		
Use transition words and phrases to move your narrative writing through different settings and sequences.		
Write using descriptive and sensory language.		
Write a conclusion that aligns with the sequence of events.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Process		
Performance Expectations		
W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.		
Performance Expectations Assessment		
Revise writing with the support of a peer editor and teacher.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Research		
Performance Expectations		
W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Performance Expectations Assessment		
Research a topic to learn more about it and build knowledge. Use several sources to answer the question.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Sources of Evidence		
Performance Expectations		
W.WR.6.5. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. *		
Performance Expectations Assessment		
Take notes from different sources. Recall and gather information on a topic. Without plagiarizing quote and paraphrase data and conclusions. Write basic bibliographic information.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Performance Expectations		
W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Performance Expectations Assessment		
Maintain writing stamina for longer (up to two days) and shorter periods (one sitting) of time depending upon the type of writing.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking and Listening Domain

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Participate Effectively		Standard: Integrate Information
Performance Expectations		
<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		<p>SL. II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. *</p>
Performance Expectations Assessment		
<p>Read and study required information to prepare for collaborative discussions.</p> <p>Draw on your preparation to discuss using evidence.</p> <p>Listen to classmates during discussions and speak one at a time.</p> <p>Engage in collaboration and build on presented ideas of others.</p> <p>Ask a question on the information presented.</p> <p>Contribute by assuring that comments are supported by details.</p> <p>Explain the key ideas from a discussion.</p> <p>Explain your own ideas and how the perspective relates to the discussions.</p>		<p>Analyze and interpret information present in various ways and explain how it helps and contributes to a topic being studied.</p>
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Evaluate Speakers		Standard: Integrate Information
Performance Expectations		

SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
Performance Expectations Assessment	
Analyze a speaker’s argument and claims determining which claims are backed with reasons and evidence and which are not.	Present information and claims by using facts and details to highlight main ideas or themes. Use appropriate public speaking behaviors.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Use Media	Standard: Adapt Speech	
Performance Expectations		
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Performance Expectations Assessment		
Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Grade 7

Language Domain

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: System and Structure of Language		
Performance Expectations		
L.SS.7.1 Demonstrate command of the system and structure of the English language when writing or speaking. <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but notHe wore an old green shirt). E. Recognize spelling conventions. 		
Performance Expectations Assessment		
Tell the need and role of clauses and phrases in a sentence. Write a variety of sentences to fit the relationship of ideas and style of writing. Use phrases and clauses in sentences. Fix misplaced and dangling modifiers. Use commas to separate coordinate adjectives. Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online, if necessary.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Performance Expectations		
L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 		
Performance Expectations Assessment		
Write concisely.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition, Use and Literal Meaning		
Performance Expectations		
L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibility from a range of strategies. <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., belligerent, bellicose, rebel).C. Analyze the impact of a specific word choice on meaning and tone.D. Consult 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.E. 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).		
Performance Expectations Assessment		
Use context clues to help determine word meaning. Use all known and common Greek and Latin word parts to help determine meanings of words. Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you’ve used the proper words and phrases. Use a dictionary, hard copy or digital, to check the preliminary determination of a word.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition, Use and Interpretative Meaning		
Performance Expectations		
L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances, in word meanings. <ul style="list-style-type: none">A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
Performance Expectations Assessment		
Determine the meaning of figures of speech within context. Use what you know about known words to determine similar meanings. Use what you know about words to distinguish among connotations and denotations.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Reading Domain

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Close Reading of a Text		
Performance Expectations		
RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.	RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	
Performance Expectations Assessment		
Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Central Ideas and Themes of a Text		
Performance Expectations		
RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays, poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgements.	
Performance Expectations Assessment		
Tell the theme of a text and analyze how it developed throughout the text. Write an objective summary with textual evidence.	Tell the central ideas of a text and analyze how they have developed throughout the text. Find the textual details that support the central ideas. Write an objective summary with textual evidence.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Interactions Among Text Elements		
Performance Expectations		
RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).	
Performance Expectations Assessment		
Analyze how the parts of a story or drama are connected.	Identify cause and effect relationships between individuals, events, and ideas in a text. Analyze how they influence each other.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Structures		
Performance Expectations		
RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.	
Performance Expectations Assessment		
Tell how the structure of the work contributes to its meaning. Explain how a soliloquy or sonnet impacts the meaning and structure of the piece.	Explain how the structure of the piece contributes to its meaning. Tell how the text features help the readers understand the piece and contribute to helping find information.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Perspective and Purpose in Text		
Performance Expectations		
RL.PP.7.5. Determine how an author conveys and develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.	RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.	
Performance Expectations Assessment		
Tell about the interplay of characters through dialogue and action. Tell the point of view that the author takes and how it relates to the reader's perspective of character.	Determine the author's point of view through tone and word choice.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Diverse Media and Formats		
Performance Expectations		
RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration or information from multiple formats and sources to develop deeper understanding of the concept, topic, or subject and resolve conflicting information.	
Performance Expectations Assessment		
Compare/contrast the plots, characters, settings, and themes of a written text and a filmed, staged, or multimedia presentation of the same work.	Compare/contrast a text and a multimedia portrayal of the same text.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Analysis of an Argument		
Performance Expectations		
RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. *		
Performance Expectations Assessment		
Evaluate the argument and claims in a text and determine whether they are reasonable.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comparison of Texts		
Performance Expectations		
RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.	RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
Performance Expectations Assessment		
Compare/contrast among a nonfiction piece and a fictional account of the same time period.	Reflect on texts when multiple authors write about the same topic, but present key information differently (e.g, a memoir and a biography). Compare and contrast the texts the the authors' approaches.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Argumentative Writing		
Performance Expectations		
<p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. 		
Performance Expectations Assessment		
<p>Write an introduction, write the claim and organize the reasons and evidence to support the claim. Write supporting paragraphs (at least three) to support the claim with evidence. Use words and phrases to clarify the relationship among claims and reasons. Write using a formal/academic style throughout the work. Write a conclusion statement or section reiterating the information or explanation in the work.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Informative and Explanatory Writing		
Performance Expectations		
<p>W.IW.7.2. Write informative/explanatory texts (including the narration or historical events, scientific procedures/experiments, or technical processes) 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. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain a topic. E. Establish and maintain a formal style-academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, paper of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. 		

Performance Expectations Assessment
<p>Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.</p> <p>Write at least three paragraphs to develop a topic.</p> <p>Use relevant facts, definitions, quotes and examples through the development.</p> <p>Use transitions to help show and prove relationships among ideas.</p> <p>Write using specific vocabulary and language to inform or explain a topic.</p> <p>Write using a formal/academic style throughout the work.</p> <p>Write a conclusion statement or sections reiterating the information or explanation in the text.</p>
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Narrative Writing		
Performance Expectations		
<p>W.NW.7.3. 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, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences and events. 		
Performance Expectations Assessment		
<p>Orient the reader by introducing the narrative and characters.</p> <p>Organize the event sequence to ensure the narrative flows.</p> <p>Use dialogue in narrative writing.</p> <p>Use description and pacing when writing to describe the characters and events.</p> <p>Use transition words and phrases to move your narrative writing through different setting and sequences.</p> <p>Write using descriptive and sensory language.</p> <p>Write a conclusion that makes sense with the sequence of events.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Process		
Performance Expectations		
W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.		
Performance Expectations Assessment		
Revise writing with the help of a peer editor and teacher.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Research		
Performance Expectations		
W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
Performance Expectations Assessment		
Research a topic to answer a question using several sources. Determine two more questions to research the same topic.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Sources of Evidence		
Performance Expectations		
W.SE.7.6. 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. *		
Performance Expectations Assessment		
Take notes from different sources, recall and gather information on a topic. Quote and paraphrase data and conclusions, without plagiarism. Write basic bibliographic information.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Performance Expectations		
W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Performance Expectations Assessment		
Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking and Listening Domain

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Participate Effectively	Standard: Integrate Information	
Performance Expectations		
<p>SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <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, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.*</p>	
Performance Expectations Assessment		
<p>Read and study required information to be able to make references in class. Use the prior preparation to add to discussion and reflection about the topic being discussed in class. Listen to classmates during discussions and speak one at a time. Ask a question on the information presented. Make a comment based on what another classmate has asked. Listen to new information presented by others and if necessary, modify views.</p>	<p>Find the main idea and details in all types of formats and media. Tell how the ideas clarify the topic being examined.</p>	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Evaluate Speakers	Standard: Present Information	
Performance Expectations		
SL.ES.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
Performance Expectations Assessment		
Identify the speaker's argument and claims. Determine if they are reasonable. Tell if there is enough evidence and if it is relevant.	Present information and claims by using facts and details to highlight main ideas and themes. Use appropriate public speaking behaviors.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Use Media	Standard: Adapt Speech	
Performance Expectations		
SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Performance Expectations Assessment		
Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Grade 8

Language Domain

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: System and Structure of Language		
<p>L.SS.8.1. Demonstrate command of the system and structure of the English language 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. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions. 		
Performance Expectations Assessment		
<p>Tell the function of verbals and how and why they are used in sentences. Write and use verbs in the active and passive voices. Write and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. Identify and correct mistakes in verb shifts (voice and mood). Use correct punctuation to indicate a pause or break. Use an ellipsis to show an omission in writing. Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online, if necessary.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Knowledge of Language		
<p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		
Performance Expectations Assessment		
<p>Use acquired vocabulary and academic words within writing and speaking.</p> <p>Use verbs in different moods (active, passive, conditional, and subjunctive) while writing and speaking.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Vocabulary Acquisition, Use, and Literal Meaning		
<p>L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>D. Consult 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.</p> <p>E. 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>		
Performance Expectations Assessment		
<p>Use context clues to help determine word meaning.</p> <p>Use all known and common Greek and Latin word parts to help determine meanings of words.</p> <p>Properly use appropriate reference materials to find pronunciation, meaning or part of speech for a word.</p> <p>Use a dictionary, hard copy or digital, to check the preliminary determination of a word.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Vocabulary Acquisition, Use, and Interpretative Meaning		
L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <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. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 		
Performance Expectations Assessment		
Determine the meaning of figures of speech within context. Interpret irony and puns in figurative language. Use what you know about known words to determine similar meanings. Use what you know about words to distinguish among connotations and denotations.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Reading Domain

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Close Reading of Text		
RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.	RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	
Performance Expectations Assessment	Performance Expectations Assessment	
Cite 3 or more pieces of text evidence to support the explicit ideas. Make connections to textual inferences.	Analyze the text for explicit and inferred content. Cite evidence to support the analysis of the text.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Central Idea and Themes of Texts		
RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
Performance Expectations Assessment	Performance Expectations Assessment	
Tell the theme of a text and analyze how it has developed throughout the text. Write an objective summary with textual evidence.	Analyze how the parts of a story or drama are connected.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Interactions Among Text Elements		
RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.	RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.	
Performance Expectations Assessment	Performance Expectations Assessment	
Analyze how the parts of a story or drama are connected.	Analyze text in reference to characters, ideas, and events. Make connections between the references using distinctions such as comparison, analogy, or category.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Text Structure		
RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.	RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.	
Performance Expectations Assessment	Performance Expectations Assessment	
Tell how the structure of the piece contributes to its meaning.	Analyze text structure attending to sentences, story development, and key concepts in the work.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Perspective and Purpose in Texts		
RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.	
Performance Expectations Assessment	Performance Expectations Assessment	
Tell the point of view that the author takes and how it relates to the reader's perspective of character.	Identify the author's point of view. Cite evidence where the author attends to conflicting evidence or views.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Diverse Media and Formats		
RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.	
Performance Expectations Assessment	Performance Expectations Assessment	
Determine similarities and differences between a live production and a text of a story or drama.	Evaluate the best method for presentation of a variety of topics or ideas. Consider print, digital, video, audio, and multimedia presentations.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Analysis of an Argument		
RI.AA.8.7. 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. *		
Performance Expectations Assessment		
Identify the claims in a text and assess the soundness of the reasoning. Cite evidence to show relevant and irrelevant points within the text.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Comparison of Texts		
RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.	RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
Performance Expectations Assessment	Performance Expectations Assessment	
Compare/contrast a nonfiction piece and a fictional account of the same time period.	Analyze two or more nonfiction texts. Provide evidence to identify conflicting information. Cite evidence that shows agreement between the texts.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Argument Writing		
<p>W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal or academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. 		
Performance Expectations Assessment		
<p>Write an introduction to make a claim in your writing. Support the claim with appropriate reasons and evidence. Organize the text logically and attend to opposing claims. Write a minimum of five paragraphs supporting a claim providing clear, logical reasons and evidence. Cite credible sources from both text and digital areas. Show understanding of your topic. When supporting a claim, create a cohesive argument using clarity, reasons, evidence, and counterclaims. Utilize a formal style when writing arguments to support a claim. Write a statement or section as conclusion to a claim which supports the presented argument.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Informative and Explanatory Writing		
<p>W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p>		
Performance Expectations Assessment		
<p>Utilizing text structure and features, write an introduction to an informative/ explanatory piece.</p> <p>Organize ideas, concepts, and information for your writing.</p> <p>Write a minimum of five paragraphs to develop an informative/ explanatory piece.</p> <p>Utilize appropriate facts, definitions, details, quotations and other examples to develop the writing.</p> <p>Utilize transition words to create a cohesive and clear relationship among the ideas and concepts in the writing.</p> <p>In informational writing, utilize domain-specific language that is precise.</p> <p>Utilize a formal style when writing arguments to support the claim.</p> <p>Use clear and relevant evidence.</p> <p>Write a conclusion statement or section.</p> <p>Support the information presented in the development of the writing.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		

Standard: Narrative Writing
<p>W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Performance Expectations Assessment
<p>Write the introduction to a narrative about a real or imagined experience or event.</p> <p>In the introduction, establish the point of view and context.</p> <p>Introduce the narrator and characters.</p> <p>Organize a sequence of events logically.</p> <p>Develop characters, experiences, and events while writing the supporting paragraphs of the narrative.</p> <p>Utilize narrative techniques including dialogue, pacing, description, and reflection.</p> <p>Reflect on input from a peer about the writing.</p> <p>Show the relationship among experiences and events through transition words, phrases, and clauses.</p> <p>Convey sequence and shifts of time or setting through careful word choice.</p> <p>While developing the narrative, use well chosen language to convey description, sensory images, actions, experience, and events.</p> <p>Construct a conclusion that reflects the experiences and events of the narrative.</p> <p>Use peer editing to revise your conclusion.</p>
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Writing Process		
<p>W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p>		
Performance Expectations Assessment		
Revise writing with the help of a peer editor and teacher.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.
Performance Expectations
Standard: Writing Research
W.WR.8.5. 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.
Performance Expectations Assessment
Identify a question and conduct research using a variety of sources. Use the research to generate additional questions of exploration.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Sources of Evidence		
W.SE.8.6. 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.*		
Performance Expectations Assessment		
Identify credible sources of information both in hard copy and digitally. Avoid plagiarism when quoting from source materials. Cite references appropriately.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Range of Writing		
W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Performance Expectations Assessment		
Write for extended periods of time and shorter periods of time utilizing research, reflection, self-editing, and revising. Write for a range of tasks, purposes, and audiences. Use peer editing through online venues.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking & Listening Domain

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Participate Effectively		
<p>SL.PE.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. 		
Performance Expectations Assessment		
<p>Prepare, in advance, for class discussion by reading material or researching. Collaborate on the material citing evidence. Reflect on others' ideas during discussion. Discuss a range of topics. Work in a variety of collaborative situations making decisions, tracking progress, and defining roles. Respond with questions and comments after hearing several speakers. Cite relevant evidence in your questions. Engage in collaborative discussions with peers. Listen to new information, build upon information, and justify your views if necessary.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Integrate Information		
<p>SL.II.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>		
Performance Expectations Assessment		
<p>Analyze the reason behind information presented in diverse media and formats.</p>		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Evaluate Speakers		
SL.ES.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.		
Performance Expectations Assessment		
Ask a question on the information presented. Make a comment based on what another classmate has asked.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Present Information		
SL.PI.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.		
Performance Expectations Assessment		
Present information and claims by using facts and details to highlight main ideas and themes. Use appropriate public speaking behaviors.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard:Use Media		
SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Performance Expectations Assessment		
Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Performance Expectations		
Standard: Adapt Speech		
SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Performance Expectations Assessment		
Decide when it is appropriate to use formal English and when to use informal discourse. Use formal English when appropriate.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Assessments, Pacing - Included at each grade level- **(Included in curriculum shared with staff)**

[English Language Arts 2023 NJSL](#)

[ELA Scope and Sequence](#)

[NJ Model Curriculum ELA](#)

[Curricular Framework by Unit Gr. 6 - 8](#)

[RST Standards](#)

[SEL Competencies](#)

[NJDOE SEL](#)

[Amistad](#)

[Holocaust](#)

[Italian American Heritage](#)

[Amistad Commission](#)

[Asian American /Pacific Islander Commission](#)

[Diversity and Inclusion](#)

[Climate Change Standards Support](#)

[!\[\]\(06a315363e7801bba8c7489a6694af19_img.jpg\) ELA Climate Change Companion Guide.pdf](#)

[New Jersey Statutes and Regulations](#)

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

[New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type “Curriculum” in the search bar)

[OBSD Policy and Regulations Synopsis](#)

Administrative Code¹

New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)2](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE](#) : Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and

¹ <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Dissection Law

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

African American History [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

Asian American Pacific Islander :

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and **S3764** will establish the Commission for Asian American Heritage within the Department of Education.

Dating Violence [N.J.S.A. 35-4.23](#)

Sexual Assault [N.J.S.A. 35-4.3](#)

[National Sexual Assault Resource Center](#)

Dangers of Sexting [N.J.S.A. 35-4.33](#) [Common Sense Education](#)
Deaf Students Bill of Rights [N.J.S.A. 46-2.7](#)
Digital Citizenship/ Social Media [N.J.S.A. 35-4.27](#) [Digital Citizenship](#) [Social Media](#)

[Climate Change](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[2020 CLKS New Jersey Student Learning Standards Kindergarten through Grade 12](#)

[NJSLs Resources](#)

- [National Writing Project](#)
- [New Jersey Association for School Librarians](#)
- [Purdue University Online Writing Lab \(OWL\)](#)
- [ReadWriteThink](#)
- [Rutgers Center for Literacy Development](#)

Appendix 1

Climate Change: An Equity Issue

- Wealthier countries and communities are better equipped to deal with weather emergencies, epidemic outbreaks, and climate-related loss of livelihoods
- Children are the least responsible but the most affected
- Heatwaves and droughts threaten food security
- The poor, the elderly, and children are most at risk from heat-related illnesses, incidence of airborne and waterborne illnesses