

## MS SAVE ELA Pacing Guide

**Course:** MS SAVE ELA

**Grade:** 7th and 8th

**Note:** Students follow the DMS R180 curriculum. System 44 is a supplemental program for students who require additional support to help with reading fluency and comprehension.

<u>Months/Days</u>	<u>UNITS</u>	<u>STANDARDS</u>	<u>CONTENT</u> Topics being covered? What do students need to know? ( <i>nouns</i> )	<u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
<b>September - October:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)	<b>Workshop 1: The New Americans</b>  <b>(7th Grade)</b>	3.3.7 A Discussion (small group and whole class) 3.3.7 A.7 Participate in class discussions appropriately 3.1.7 D Fluency 3.1.7 D.2 Read increasingly difficult texts silently with comprehension and fluency. 3.1.7 F Vocabulary and Concept Development 3.1.7 F.2	<b>Pre Reading:</b> <ul style="list-style-type: none"> <li>● Build background knowledge</li> <li>● Introduce academic vocabulary               <ul style="list-style-type: none"> <li>○ currently</li> <li>○ immigrant</li> <li>○ influence</li> </ul> </li> </ul> <b>S.M.A.R.T. Lesson:</b> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding               <ul style="list-style-type: none"> <li>○ Identify the individual sounds that make up words.</li> <li>○ Blend vowel and consonant sounds to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer Reflection</li> <li>● Technology</li> </ul>

		<p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.7 H Inquiry and Research</p> <p>3.1.7 H.1 Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>3.3.7 A Discussion (small group and whole class)</p> <p>3.3.7 A.7 Participate in class discussions appropriately.</p> <p>3.3.7 D Oral Presentation</p> <p>3.3.7 D.3 Give oral presentations to different audiences for various purposes, such as summaries of books and articles,</p>	<p>form words.</p> <p><b>Text 1: Monzano Wins Medal</b> - Blog Post</p> <ul style="list-style-type: none"> <li>• Text-Based Questioning <ul style="list-style-type: none"> <li>○ Main Idea and Details</li> </ul> </li> <li>• Word Analysis</li> <li>• Academic Discussion</li> <li>• Summarize</li> </ul> <p><b>Text 2: Passport</b></p> <ul style="list-style-type: none"> <li>• Read Primary Sources</li> <li>• Build Word Knowledge</li> <li>• Analyze</li> </ul> <p><b>Text 3: News Article</b></p> <ul style="list-style-type: none"> <li>• Text-Based Questioning <ul style="list-style-type: none"> <li>○ Main Idea and Details</li> </ul> </li> <li>• Word Analysis</li> <li>• Academic Discussion</li> <li>• Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>• Informational Paragraph</li> <li>• Identifying Sentences and Fragments</li> <li>• Using End Punctuation</li> </ul>	
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		<p>narratives, and persuasive topics.</p> <p>3.3.7 D.8</p> <p>Read aloud with fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.1</p> <p>Develop an extended vocabulary through both listening and independent reading.</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.4.7 A</p> <p>Active Listening</p> <p>3.4.7 A.1</p> <p>Demonstrate active listening behaviors in</p>		
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		<p>a variety of situations (e.g., one-on-one or small group).</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.5</p> <p>Use transition words to reinforce a logical progression of ideas.</p> <p>3.2.7 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p>		
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		<p>3.2.7 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3.2.7 D.12</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.4</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p>		
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		<p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.1</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>3.2.7 C.6</p> <p>Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p>		
<p><b>October - November :</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 2: When Disaster Strikes</b>  <b>(7th Grade)</b></p>	<p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately</p> <p>3.1.7 D</p> <p>Fluency</p> <p>3.1.7 D.2</p> <p>Read increasingly difficult texts silently</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>● Build Background Knowledge</li> <li>● Introduce Academic Vocabulary <ul style="list-style-type: none"> <li>○ destruction</li> <li>○ major</li> <li>○ prevent</li> <li>○ recovery</li> </ul> </li> </ul> <p><b>S.M.A.R.T. Lesson:</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Segment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> </ul>

		<p>with comprehension and fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.7 H</p> <p>Inquiry and Research</p> <p>3.1.7 H.1</p> <p>Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.3.7 D</p> <p>Oral Presentation</p> <p>3.3.7 D.3</p>	<p>words into individual sounds.</p> <ul style="list-style-type: none"> <li>○ Sort words based on the number of sounds.</li> <li>○ Listen to sounds and write letters to spell words.</li> </ul> <p><b>Text 1: <i>Storm Survivor</i> - Journal</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Sequence of Events</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Primary Sources: Satellite Images</b></p> <ul style="list-style-type: none"> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ satellite</li> <li>○ tornado</li> </ul> </li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>Getting on the Road to Recovery</i> - Brochure</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Sequence of Events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer Reflection</li> <li>● Technology</li> </ul>
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		<p>Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.</p> <p>3.3.7 D.8</p> <p>Read aloud with fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.1</p> <p>Develop an extended vocabulary through both listening and independent reading.</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p>	<ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Academic Discussion</li> <li>• Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>• Narrative Paragraph</li> <li>• Correcting Sentence Fragments</li> <li>• Using Capital Letters</li> </ul>	
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		<p>Participate in class discussions appropriately.</p> <p>3.4.7 A</p> <p>Active Listening</p> <p>3.4.7 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.5</p>		
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		<p>Use transition words to reinforce a logical progression of ideas.</p> <p>3.2.7 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.7 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3.2.7 D.12</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting,</p>		
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		<p>revising, editing, postwriting)</p> <p>3.2.7 A.4</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.1</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>3.2.7 C.6</p> <p>Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p>		
<p><b>November - January:</b> (Instruction is ongoing and supported throughout the school</p>	<p><b>Workshop 3: Identity Crisis</b>  <b>(7th Grade)</b></p>	<p>3.3.7 A</p> <p>Discussion (small group and whole class)</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>• Build Background Knowledge</li> <li>• Introduce Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Daily participation rubrics</li> <li>• Exit Tickets</li> <li>• Guided Practice</li> </ul>

<p>year based on individual needs)</p>		<p>3.3.7 A.7 Participate in class discussions appropriately</p> <p>3.1.7 D Fluency 3.1.7 D.2 Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.7 F Vocabulary and Concept Development 3.1.7 F.2 Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.7 H Inquiry and Research 3.1.7 H.1 Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>3.3.7 A</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Respond</li> <li>○ Unique</li> </ul> <p><b>S.M.A.R.T Lesson:</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Identify short vowel sounds.</li> <li>○ Identify long vowel sounds.</li> <li>○ Distinguish between short and long vowel sounds.</li> </ul> </li> </ul> <p><b>Text 1: <i>Place and Personality</i> - Magazine Article</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Make Inferences</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Reading Primary Sources: Poem &amp; Painting</b></p> <ul style="list-style-type: none"> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ Speaker</li> <li>○ Subject</li> </ul> </li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>This Land is My</i></b></p>	<ul style="list-style-type: none"> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer Reflection</li> <li>● Technology</li> </ul>
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		<p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.3.7 D</p> <p>Oral Presentation</p> <p>3.3.7 D.3</p> <p>Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.</p> <p>3.3.7 D.8</p> <p>Read aloud with fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.1</p> <p>Develop an extended vocabulary through both listening and independent reading.</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a</p>	<p><i>Land?</i> - Personal Essay</p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Make Inferences</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Literary Analysis</li> <li>● Correcting Run-on Sentences</li> <li>● Using Correct Word Order</li> </ul>	
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		<p>word's definition, example, restatement, or contrast.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.4.7 A</p> <p>Active Listening</p> <p>3.4.7 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers,</p>		
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		<p>brainstorming, or technology-assisted processes).</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.5</p> <p>Use transition words to reinforce a logical progression of ideas.</p> <p>3.2.7 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.7 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3.2.7 D.12</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a</p>		
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		<p>topic, point of view, or argument.</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.4</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.1</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>3.2.7 C.6</p> <p>Edit writing for correct grammar, usage, capitalization,</p>		
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		punctuation, and spelling.		
<b>January - April:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)	<b>Workshop 4: Stolen Childhoods  (7th Grade)</b>	3.3.7 A Discussion (small group and whole class)  3.3.7 A.7 Participate in class discussions appropriately  3.1.7 D Fluency  3.1.7 D.2 Read increasingly difficult texts silently with comprehension and fluency.  3.1.7 F Vocabulary and Concept Development  3.1.7 F.2 Clarify word meanings through the use of a word's definition, example, restatement, or contrast.  3.1.7 H Inquiry and Research  3.1.7 H.1 Produce written and oral work that	<b>Pre Reading:</b> <ul style="list-style-type: none"> <li>• Build Background Knowledge</li> <li>• Introduce Academic Vocabulary <ul style="list-style-type: none"> <li>○ Benefit</li> <li>○ International</li> <li>○ Labor</li> <li>○ Produce</li> </ul> </li> </ul> <b>S.M.A.R.T Lesson:</b> <ul style="list-style-type: none"> <li>• Decoding <ul style="list-style-type: none"> <li>○ Identify and read contractions.</li> <li>○ Use the apostrophe as a cue to meaning in contractions.</li> <li>○ Discriminate between contractions and possessives.</li> </ul> </li> </ul> <b>Text 1: <i>Iqbal's Legacy</i> - Web Page</b> <ul style="list-style-type: none"> <li>• Text-Based Questioning <ul style="list-style-type: none"> <li>○ Summarize</li> </ul> </li> <li>• Word Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Daily participation rubrics</li> <li>• Exit Tickets</li> <li>• Guided Practice</li> <li>• Independent Practice Worksheets</li> <li>• Quizzes</li> <li>• Tests (Exams will be given in students' mode of communication)</li> <li>• Projects</li> <li>• Centers</li> <li>• Teacher observations</li> <li>• Self/Peer Reflection</li> <li>• Technology</li> </ul>

		<p>demonstrates comprehension of informational materials.</p> <p>3.3.7 A Discussion (small group and whole class)</p> <p>3.3.7 A.7 Participate in class discussions appropriately.</p> <p>3.3.7 D Oral Presentation</p> <p>3.3.7 D.3 Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.</p> <p>3.3.7 D.8 Read aloud with fluency.</p> <p>3.1.7 F Vocabulary and Concept Development</p> <p>3.1.7 F.1 Develop an extended vocabulary through</p>	<ul style="list-style-type: none"> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2:</b> Reading Primary Sources: Editorial Cartoon</p> <ul style="list-style-type: none"> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ Criticize</li> <li>○ Editorial</li> </ul> </li> <li>● Analyze <ul style="list-style-type: none"> <li>○ Cite specific evidence to support an analysis of an editorial cartoon.</li> <li>○ Determine the central ideas of a primary source.</li> </ul> </li> </ul> <p><b>Text 3:</b> <i>You Can Help End Child Labor</i> - Magazine Article</p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Summarize</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Write an Informational Summary</li> <li>● Identify transition words/phrases and</li> </ul>	
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		<p>both listening and independent reading.</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.4.7 A</p> <p>Active Listening</p> <p>3.4.7 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.3</p>	<p>citations in an informational summary.</p> <ul style="list-style-type: none"> <li>• Identify correct verb tense.</li> <li>• Use commas correctly.</li> <li>• Edit a draft and proofread a writing sample for specific errors in conventions.</li> </ul>	
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		<p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.5</p> <p>Use transition words to reinforce a logical progression of ideas.</p> <p>3.2.7 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.7 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3.2.7 D.12</p>		
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		<p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.4</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.1</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation,</p>		
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		<p>capitalization, and spelling.</p> <p>3.2.7 C.6</p> <p>Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p>		
<p><b>April - June:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 5: Under Pressure (7th Grade)</b></p>	<p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately</p> <p>3.1.7 D</p> <p>Fluency</p> <p>3.1.7 D.2</p> <p>Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition,</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>● Build Background</li> <li>● Introduce Academic Vocabulary <ul style="list-style-type: none"> <li>○ Authority</li> <li>○ Participate</li> <li>○ Pressure</li> <li>○ Rebel</li> </ul> </li> </ul> <p><b>S.M.A.R.T Lesson:</b></p> <ul style="list-style-type: none"> <li>● Decoding <ul style="list-style-type: none"> <li>○ Identify vowel spots and syllables.</li> <li>○ Recognize that every syllable contains one vowel sound.</li> <li>○ Identity one-, two-, and three-syllable words.</li> <li>○ Divide words into syllables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer Reflection</li> <li>● Technology</li> </ul>

		<p>example, restatement, or contrast.</p> <p>3.1.7 H Inquiry and Research</p> <p>3.1.7 H.1 Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>3.3.7 A Discussion (small group and whole class)</p> <p>3.3.7 A.7 Participate in class discussions appropriately.</p> <p>3.3.7 D Oral Presentation</p> <p>3.3.7 D.3 Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.</p> <p>3.3.7 D.8</p>	<p><b>Text 1: <i>Science Whiz Succeeds</i> - News Article</b></p> <ul style="list-style-type: none"> <li>● Text Based Questioning <ul style="list-style-type: none"> <li>○ Problem and Solution</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Reading Primary Sources: Photograph</b></p> <ul style="list-style-type: none"> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ Desegregate</li> <li>○ Iconic</li> </ul> </li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>The Third Wave</i> - Encyclopedia Entry</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Problem and Solution</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Argument Paragraph</li> <li>● Use irregular past-tense verbs correctly.</li> <li>● Use commas with introductory words.</li> <li>● Edit a draft and</li> </ul>	
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		<p>Read aloud with fluency.</p> <p>3.1.7 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.7 F.1</p> <p>Develop an extended vocabulary through both listening and independent reading.</p> <p>3.1.7 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.3.7 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.7 A.7</p> <p>Participate in class discussions appropriately.</p> <p>3.4.7 A</p> <p>Active Listening</p> <p>3.4.7 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p>	<p>proofread a writing sample for specific errors in conventions.</p>	
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		<p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p> <p>3.2.7 C.5</p> <p>Use transition words to reinforce a logical progression of ideas.</p> <p>3.2.7 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.7 D.2</p> <p>Apply knowledge and strategies for composing pieces in a</p>		
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		<p>variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3.2.7 D.12</p> <p>Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.</p> <p>3.2.7 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.7 A.4</p> <p>Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p> <p>3.2.7 C</p> <p>Mechanics, Spelling, and Handwriting</p>		
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		<p>3.2.7 C.1</p> <p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>3.2.7 C.6</p> <p>Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p>		
<p><b>September - October:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 6: Poe: The Master of Horror  (8th Grade)</b></p>	<p>3.3.8 A</p> <p>Discussion (small group and whole class)</p> <p>3.3.8 A.7</p> <p>Participate in class discussion appropriately.</p> <p>3.1.8 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>● Build background knowledge</li> <li>● Introduce academic vocabulary <ul style="list-style-type: none"> <li>○ bizarre</li> <li>○ generation</li> <li>○ peculiar</li> <li>○ utter</li> </ul> </li> </ul> <p><b>S.M.A.R.T. Lesson:</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Identify the individual sounds that make up words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer</li> </ul>

		<p>3.3.8 D Oral Presentation 3.3.8 D.8 Read aloud with fluency.</p> <p>3.1.8 D Fluency 3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 G Comprehension Skills and Response to Text 3.1.8 G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.3.8 D Oral Presentation 3.3.8 D.8</p>	<ul style="list-style-type: none"> <li>○ Blend vowel and consonant sounds to form words.</li> </ul> <p><b>Text 1: <i>The Mystery of Poe's Birthday Visitor</i> - Blog Post</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Make Inferences</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Read Primary Sources: Caricatures:</b></p> <ul style="list-style-type: none"> <li>● Read Primary Sources</li> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ exaggerate</li> <li>○ feature</li> </ul> </li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>The Premature Burial</i> - Graphic Novel</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Make Inferences</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p>	<p>Reflection</p> <ul style="list-style-type: none"> <li>● Technology</li> </ul>
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		<p>Read aloud with fluency.</p> <p>3.1.8 D</p> <p>Fluency</p> <p>3.1.8 D.1</p> <p>Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 D.2</p> <p>Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.8 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.8 F.1</p> <p>Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition,</p>	<ul style="list-style-type: none"> <li>• Literary Analysis</li> <li>• Identify Subject-Verb Agreement</li> <li>• Using Possessive Nouns</li> </ul>	
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		<p>example, restatement, or contrast.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.4</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.1.8 G.8</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.</p> <p>3.2.8 B</p> <p>Writing as a Product (resulting in a formal product or publication)</p> <p>3.2.8 B.1</p> <p>Extend knowledge of specific characteristics, structures, and</p>		
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		<p>appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p> <p>3.3.8 D</p> <p>Oral Presentation</p> <p>3.3.8 D.8</p> <p>Read aloud with fluency.</p> <p>3.4.8 A</p> <p>Active Listening</p> <p>3.4.8 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.4.8 B</p> <p>Listening Comprehension</p> <p>3.4.8 B.2</p> <p>Exhibit proficiency in integrating oral reading with listening, writing, and viewing.</p> <p>3.1.8 F</p>		
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		<p>Vocabulary and Concept Development</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.8 F.5</p> <p>Explain relationships between and among words including connotation/denotation , antonyms/synonyms, and words with multiple meanings.</p> <p>3.2.8 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.1</p> <p>Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p> <p>3.2.8 D.3</p> <p>Write responses to literature and develop insights into interpretations by</p>		
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		<p>connecting to personal experiences and referring to textual information.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.7</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>3.2.8 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.8 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p> <p>3.2.8 D</p>		
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		<p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</p>		
<p><b>November - January:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 7: Alien Invaders</b>  <b>(8th Graders)</b></p>	<p>3.3.8 A Discussion (small group and whole class)</p> <p>3.3.8 A.7 Participate in class discussion appropriately.</p> <p>3.1.8 F Vocabulary and Concept Development</p> <p>3.1.8 F.2 Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>• Build background knowledge</li> <li>• Introduce academic vocabulary <ul style="list-style-type: none"> <li>○ capable</li> <li>○ environment</li> <li>○ invade</li> <li>○ method</li> <li>○ poisonous</li> <li>○ responsible</li> <li>○ threaten</li> </ul> </li> </ul> <p><b>S.M.A.R.T. Lesson:</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Identify open and closed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily participation rubrics</li> <li>• Exit Tickets</li> <li>• Guided Practice</li> <li>• Independent Practice Worksheets</li> <li>• Quizzes</li> <li>• Tests (Exams will be given in students' mode of communication)</li> <li>• Projects</li> <li>• Centers</li> <li>• Teacher observations</li> <li>• Self/Peer</li> </ul>

		<p>3.3.8 D Oral Presentation</p> <p>3.3.8 D.8 Read aloud with fluency.</p> <p>3.1.8 D Fluency</p> <p>3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 G Comprehension Skills and Response to Text</p> <p>3.1.8 G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.3.8 D Oral Presentation</p> <p>3.3.8 D.8</p>	<p>syllables.</p> <ul style="list-style-type: none"> <li>○ Recognize that closed syllables usually contain short vowel sounds and open syllables usually contain long vowel sounds.</li> <li>○ Segment words into syllables and blend syllables to form words.</li> </ul> <p><b>Text 1: <i>Killing Kudzu</i> - Magazine Article</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Cause and Effect</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Read Primary Sources: Patent:</b></p> <ul style="list-style-type: none"> <li>● Read Primary Sources</li> <li>● Build Word Knowledge</li> </ul>	<p>Reflection</p> <ul style="list-style-type: none"> <li>● Technology</li> </ul>
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		<p>Read aloud with fluency.</p> <p>3.1.8 D Fluency</p> <p>3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 D.2 Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.8 F Vocabulary and Concept Development</p> <p>3.1.8 F.1 Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.</p> <p>3.1.8 F.2 Clarify word meanings through the use of a word's definition,</p>	<ul style="list-style-type: none"> <li>○ barrier</li> <li>○ exclusive</li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>Biosecurity at the Border</i> - News Article</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Cause and Effect</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Argument Paragraph</li> <li>● Using Subject and Object Pronouns</li> <li>● Avoiding Double Negatives</li> </ul>	
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		<p>example, restatement, or contrast.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.4</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.1.8 G.8</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.</p> <p>3.2.8 B</p> <p>Writing as a Product (resulting in a formal product or publication)</p> <p>3.2.8 B.1</p> <p>Extend knowledge of specific characteristics, structures, and</p>		
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		<p>appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p> <p>3.3.8 D</p> <p>Oral Presentation</p> <p>3.3.8 D.8</p> <p>Read aloud with fluency.</p> <p>3.4.8 A</p> <p>Active Listening</p> <p>3.4.8 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.4.8 B</p> <p>Listening Comprehension</p> <p>3.4.8 B.2</p> <p>Exhibit proficiency in integrating oral reading with listening, writing, and viewing.</p> <p>3.1.8 F</p>		
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		<p>Vocabulary and Concept Development</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.8 F.5</p> <p>Explain relationships between and among words including connotation/denotation , antonyms/synonyms, and words with multiple meanings.</p> <p>3.2.8 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.1</p> <p>Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p> <p>3.2.8 D.3</p> <p>Write responses to literature and develop insights into interpretations by</p>		
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		<p>connecting to personal experiences and referring to textual information.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.7</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>3.2.8 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.8 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p> <p>3.2.8 D</p>		
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		<p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</p>		
<p><b>January - April:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 8: Turning Points (8th Grade)</b></p>	<p>3.3.8 A Discussion (small group and whole class)</p> <p>3.3.8 A.7 Participate in class discussion appropriately.</p> <p>3.1.8 F Vocabulary and Concept Development</p> <p>3.1.8 F.2 Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>● Build background knowledge</li> <li>● Introduce academic vocabulary <ul style="list-style-type: none"> <li>○ dramatic</li> <li>○ involved</li> <li>○ positive</li> </ul> </li> </ul> <p><b>S.M.A.R.T. Lesson:</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Identify stressed and unstressed syllables.</li> <li>○ Recognize that the vowel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer</li> </ul>

		<p>3.3.8 D Oral Presentation</p> <p>3.3.8 D.8 Read aloud with fluency.</p> <p>3.1.8 D Fluency</p> <p>3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 G Comprehension Skills and Response to Text</p> <p>3.1.8 G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.3.8 D Oral Presentation</p> <p>3.3.8 D.8</p>	<p>sound in an unstressed syllable is often a schwa.</p> <ul style="list-style-type: none"> <li>○ Sound out words the way they are spelled, and then use approximation to make a real word.</li> </ul> <p><b>Text 1: <i>Legal Graffiti</i> - Newsletter</b></p> <ul style="list-style-type: none"> <li>● Text-Based Questioning <ul style="list-style-type: none"> <li>○ Compare and Contrast</li> </ul> </li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Text 2: Read Primary Sources: Mural:</b></p> <ul style="list-style-type: none"> <li>● Read Primary Sources</li> <li>● Build Word Knowledge <ul style="list-style-type: none"> <li>○ depict</li> <li>○ diversity</li> </ul> </li> <li>● Analyze</li> </ul> <p><b>Text 3: <i>The Accidental Artist</i>-Magazine Article</b></p> <ul style="list-style-type: none"> <li>● Text-Based</li> </ul>	<p>Reflection</p> <ul style="list-style-type: none"> <li>● Technology</li> </ul>
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		<p>Read aloud with fluency.</p> <p>3.1.8 D</p> <p>Fluency</p> <p>3.1.8 D.1</p> <p>Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 D.2</p> <p>Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.8 F</p> <p>Vocabulary and Concept Development</p> <p>3.1.8 F.1</p> <p>Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition,</p>	<p>Questioning</p> <ul style="list-style-type: none"> <li>○ Compare and Contrast</li> <li>● Word Analysis</li> <li>● Academic Discussion</li> <li>● Summarize</li> </ul> <p><b>Writing and Conventions:</b></p> <ul style="list-style-type: none"> <li>● Personal Narrative</li> <li>● Using Adverbs</li> <li>● Using Quotation Marks</li> </ul>	
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		<p>example, restatement, or contrast.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.4</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.1.8 G.8</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.</p> <p>3.2.8 B</p> <p>Writing as a Product (resulting in a formal product or publication)</p> <p>3.2.8 B.1</p> <p>Extend knowledge of specific characteristics, structures, and</p>		
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		<p>appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p> <p>3.3.8 D</p> <p>Oral Presentation</p> <p>3.3.8 D.8</p> <p>Read aloud with fluency.</p> <p>3.4.8 A</p> <p>Active Listening</p> <p>3.4.8 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.4.8 B</p> <p>Listening Comprehension</p> <p>3.4.8 B.2</p> <p>Exhibit proficiency in integrating oral reading with listening, writing, and viewing.</p> <p>3.1.8 F</p>		
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		<p>Vocabulary and Concept Development</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.8 F.5</p> <p>Explain relationships between and among words including connotation/denotation , antonyms/synonyms, and words with multiple meanings.</p> <p>3.2.8 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.1</p> <p>Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p> <p>3.2.8 D.3</p> <p>Write responses to literature and develop insights into interpretations by</p>		
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		<p>connecting to personal experiences and referring to textual information.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.7</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>3.2.8 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.8 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p> <p>3.2.8 D</p>		
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		<p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</p>		
<p><b>April - June:</b> (Instruction is ongoing and supported throughout the school year based on individual needs)</p>	<p><b>Workshop 9: The Streets of Harlem</b>  <b>(8th Grade)</b></p>	<p>3.3.8 A Discussion (small group and whole class)</p> <p>3.3.8 A.7 Participate in class discussion appropriately.</p> <p>3.1.8 F Vocabulary and Concept Development</p> <p>3.1.8 F.2 Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p>	<p><b>Pre Reading:</b></p> <ul style="list-style-type: none"> <li>● Build background knowledge</li> <li>● Introduce academic vocabulary <ul style="list-style-type: none"> <li>○ manage</li> <li>○ residents</li> <li>○ reverse</li> </ul> </li> </ul> <p><b>S.M.A.R.T. Lesson:</b></p> <ul style="list-style-type: none"> <li>● Phonemic Awareness/Decoding <ul style="list-style-type: none"> <li>○ Identify base words and base word families.</li> <li>○ Use knowledge of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily participation rubrics</li> <li>● Exit Tickets</li> <li>● Guided Practice</li> <li>● Independent Practice Worksheets</li> <li>● Quizzes</li> <li>● Tests (Exams will be given in students' mode of communication)</li> <li>● Projects</li> <li>● Centers</li> <li>● Teacher observations</li> <li>● Self/Peer</li> </ul>

		<p>3.3.8 D Oral Presentation 3.3.8 D.8 Read aloud with fluency.</p> <p>3.1.8 D Fluency 3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 G Comprehension Skills and Response to Text 3.1.8 G.4 Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.3.8 D Oral Presentation 3.3.8 D.8</p>	<p>morphemes to determine word meanings.</p> <p><b>Text 1: <i>The Tree of Hope</i> - Web Page</b></p> <ul style="list-style-type: none"> <li>• Text-Based Questioning <ul style="list-style-type: none"> <li>◦ Make Inferences</li> </ul> </li> <li>• Word Analysis</li> <li>• Academic Discussion</li> <li>• Summarize</li> </ul> <p><b>Text 2: Read Primary Sources: Poem:</b></p> <ul style="list-style-type: none"> <li>• Read Primary Sources</li> <li>• Build Word Knowledge <ul style="list-style-type: none"> <li>◦ ballad</li> <li>◦ revision</li> </ul> </li> <li>• Analyze</li> </ul> <p><b>Text 3: <i>The Changing Face of Harlem's "Main Street,"</i> - News Article</b></p> <ul style="list-style-type: none"> <li>• Text-Based Questioning <ul style="list-style-type: none"> <li>◦ Make Inferences</li> </ul> </li> <li>• Word Analysis</li> <li>• Academic Discussion</li> <li>• Summarize</li> </ul> <p><b>Writing and Conventions:</b></p>	<p>Reflection</p> <ul style="list-style-type: none"> <li>• Technology</li> </ul>
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		<p>Read aloud with fluency.</p> <p>3.1.8 D Fluency</p> <p>3.1.8 D.1 Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.</p> <p>3.1.8 D.2 Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3.1.8 F Vocabulary and Concept Development</p> <p>3.1.8 F.1 Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.</p> <p>3.1.8 F.2 Clarify word meanings through the use of a word's definition,</p>	<ul style="list-style-type: none"> <li>• Write a Research Paper</li> <li>• Using Adjectives that Compare</li> <li>• Correcting Sentence Fragments</li> </ul>	
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		<p>example, restatement, or contrast.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.4</p> <p>Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>3.1.8 G.8</p> <p>Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.</p> <p>3.2.8 B</p> <p>Writing as a Product (resulting in a formal product or publication)</p> <p>3.2.8 B.1</p> <p>Extend knowledge of specific characteristics, structures, and</p>		
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		<p>appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p> <p>3.3.8 D</p> <p>Oral Presentation</p> <p>3.3.8 D.8</p> <p>Read aloud with fluency.</p> <p>3.4.8 A</p> <p>Active Listening</p> <p>3.4.8 A.1</p> <p>Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).</p> <p>3.4.8 B</p> <p>Listening Comprehension</p> <p>3.4.8 B.2</p> <p>Exhibit proficiency in integrating oral reading with listening, writing, and viewing.</p> <p>3.1.8 F</p>		
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		<p>Vocabulary and Concept Development</p> <p>3.1.8 F.2</p> <p>Clarify word meanings through the use of a word's definition, example, restatement, or contrast.</p> <p>3.1.8 F.5</p> <p>Explain relationships between and among words including connotation/denotation , antonyms/synonyms, and words with multiple meanings.</p> <p>3.2.8 D</p> <p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.1</p> <p>Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p> <p>3.2.8 D.3</p> <p>Write responses to literature and develop insights into interpretations by</p>		
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		<p>connecting to personal experiences and referring to textual information.</p> <p>3.1.8 G</p> <p>Comprehension Skills and Response to Text</p> <p>3.1.8 G.7</p> <p>Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>3.2.8 A</p> <p>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <p>3.2.8 A.3</p> <p>Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p> <p>3.2.8 D</p>		
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		<p>Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>3.2.8 D.2</p> <p>Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</p>		
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