Map: **Reading and Writing Workshop Grade 8 Megan Burton and Rebecca Benjamin**   Type: **Consensus**   Grade Level: **8**   School Year: **2006-2007**

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This map copied from: **Reading and Writing Workshop Grade 8 Megan Burton and Rebecca Benjamin** by **Susan Kelly**

	Essential Questions	Content	Skills		Standards/PIs	
Unit 1	**News:** How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications? How can newspapers be used to find information helpful to students' daily lives? **Research:** How can a web search be narrowed to get specific results? Why is it important	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) --Parts of a newspaper --Using a newspaper to find information -Weekly *Current Events* selections and accompanying activities **Research:** Plagiarism and Copyright Paraphrasing Search engine **Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*	**News** Identifies key information necessary to answer specific questions Constructs an activity using the newspaper as the sole resource Manipulates newspaper to find information necessary to complete search-related assessments **Research** Categorizes information found on web searches to fit logically with research plan Recognizes		ELA1-8.R.1 ELA1-8.R.2 ELA1-8.R.3 ELA1-8.R.4 ELA1-8.R.7 ELA1-8.R.10 ELA1-8.W.5 ELA1-8.W.7 ELA1-8.W.10 ELA3-8.R.2 ELA3-8.W.1 ELA4-8.R.1 ELA4-8.S.3	

to understand the definitions of copyright and plagiarism? How can students gather and record information from various sources? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?		plagiarism and copyright Employs various sources for the purpose of research **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** Plagiarism Copyright			

		Search engine			

| Unit 2 | **News:**

How can students use newspapers to enhance reading and writing skills?

How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications?

Why is it important for newspaper editors to construct headlines carefully?

How can newspapers be used to find information helpful to students' daily lives?

Research:

How can students accurately record bibliographic information from a variety of print and electronic sources?

How can students successfully | **News:**

-Weekly newspaper activities (*Newsday* and *NYTimes* online)

--Parts of a newspaper

--Using a newspaper to find information

-Weekly *Current Events* selections and accompanying activities

--Headline content and construction

Research:

Bibliography format

Web Hunts

Information seeking:

-- Fact-based

-- Opinion-based

-- Theory-based

Drama:

Character motivation

Creation theories | **News**

Discusses ideas and issues with peers

Designs own headlines to accompany stories

Evaluates information and creates appropriate headlines to entitle information

Research

Selects appropriate sources for finding information

Locates different types of informational sources

Distinguishes between fact and opinion

Differentiates | | ELA2-8.R.1

ELA2-8.R.2

ELA2-8.R.4

ELA2-8.R.7

ELA2-8.R.8

ELA2-8.S.3

ELA1-8.R.1

ELA1-8.R.4

ELA1-8.W.5

ELA1-8.W.9

ELA3-8.L.5

ELA4-8.R.1 | |

navigate websites in order to complete a web hunt? How can students master the art of debate through daily impromptu debates based on current events? How can students exercise their ability to seek theory-, fact- and opinion-based information?	Freedom of speech/expression **Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*	between fact-based and opinion-based research sources Identifies appropriate information needed to include on Works Cited page			
Drama: Why is freedom of expression important? How can a person's point of view be shaped by the society he/she lives in? What could be the results, positive or negative, of an individual challenging beliefs widely held by a society? How are we molded by our parents' behaviors and opinions? Why are there so many different		**Drama** Relates content of dramatic literature to own life Formulates opinions based on reading of dramatic literature Supports ideas with examples from text **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of			

	theories on human creation? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?		words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** Bibliography Web Hunt Impromptu Dynamic character Static character Evolution			
Unit 3	**News:** How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) --Parts of a newspaper --Photographs and captions	**News** Discusses ideas and issues with peers Expresses ideas based on viewing photos		**ELA1-8.R.1** **ELA1-8.R.2** **ELA1-8.R.3** **ELA1-8.R.7** **ELA1-8.R.10** **ELA1-8.R.11** **ELA1-8.W.1**	

examination and discussion of current publications? How can photos and captions enhance understanding of a news story? **Research:** How can we correctly distinguish between important and unimportant information needed for research? How can we decide what to paraphrase and what to quote directly? Why is public speaking an important skill to master? How can we effectively deliver a speech? How can we organize information appropriately for writing a speech? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help	-Weekly *Current Events* selections and accompanying activities **Research Skills:** Speech -- research and presentation Cite information from texts and websites Note-cards for speeches **Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*	Illustrates key character traits using photos found in newspaper Summarizes action portrayed in sports photos **Research:** Records pertinent information for use in speech Paraphrases appropriately from texts and websites Prepares note cards for delivering speech Organizes information found to write speech Supports points made in speech with appropriate facts and quotes **Vocabulary** Memorizes new		ELA1-8.W.3 ELA1-8.W.4 ELA1-8.W.6 ELA1-8.W.7 ELA1-8.W.9 ELA1-8.W.9 ELA1-8.L.4 ELA1-8.S.1 ELA1-8.S.2 ELA1-8.S.4 ELA1-8.S.6 ELA3-8.R.2 ELA3-8.S.1 ELA3-8.S.3 ELA3-8.W.1 ELA4-8.S.2

	Essential Questions	Content	Skills		Standards/PIs	
improve students' writing skills? How can students work together effectively in cooperative learning situations?		vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** Citations Rhetorical Questions Ad-lib				
	News: How can students use newspapers to enhance reading	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online)	**News** Identifies key information necessary to answer specific		**ELA1-8.R.1** **ELA1-8.R.2** **ELA1-8.R.3**	

Unit 4				
and writing skills?	--Parts of a newspaper	questions		ELA1-8.R.6
How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications?	--Using a newspaper to find information -Weekly *Current Events* selections and accompanying activities	Discusses ideas and issues with peers Illustrates feelings and thoughts through poetry inspired by the newspaper		ELA1-8.R.7 ELA1-8.R.12 ELA1-8.W.10 ELA1-8.L.3 ELA1-8.S.2 ELA1-8.S.5
How can students create poetry using the newspaper as a source of inspiration?	**Research:** Web hunt--use internet resources to gather information	Modifies information to fit a specific situation		ELA1-8.S.7 ELA2-8.R.2 ELA2-8.R.5
Why is it important for students to understand how to use the newspaper to find information helpful to planning every-day events?	**Drama:** Miracle Worker--dramatic novel Helen Keller--video, use of information technology available on the internet (Filamentality)	Justifies choices made for planning an outing using information found in the newspaper		ELA2-8.R.7 ELA2-8.R.8 ELA2-8.W.2 ELA2-8.L.1 ELA2-8.L.4
Research What is the purpose of a web hunt?				ELA2-8.S.1
How can completing a web hunt on Filamentality help us to learn important information on a subject, or specifically on Helen Keller?	Sign language--group instruction **Vocabulary:**	Supports ideas with key anecdotal information and examples from text		ELA2-8.S.3 ELA3-8.S.1 ELA4-8.L.1 ELA4-8.S.2
Drama How can learning about someone who has overcome many obstacles help us better deal with the obstacles in our own lives?	Grade-appropriate vocabulary found in *Vocabulary Cartoons*	**Drama** Defends an opinion on a particular topic (Would you rather be blind or deaf?) with specific ideas and examples		
How can learning about Helen Keller		Demonstrates an understanding that people can have different disabilities		

and her disabilities help us accept and understand other people who have disabilities or may be different from ourselves? How can we use our knowledge and understanding of people with disabilites to go out into the community ourselves and educate others? If you had to choose to be either blind or deaf, which would you choose and why would you make that choice? Why is it important to learn sign language? How can learning sign language help us better underatand and communicate with people in our society? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative	which can be difficult to overcome. Relates the content of dramatic literature to aspects of own life. Supports a particular viewpoint with relevant information and examples. Illustrates an understanding of sign language and its application. **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary			

	learning situations?		Organizes new vocabulary for appropriate use in writing assignments **Terms:** Web-hunt Sign Language Disability Advocacy		
Unit 5	**News:** How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications? **Research:** What is the difference between a database and a search engine? How can databases be useful?	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) --Parts of a newspaper --Using a newspaper to find information -Weekly *Current Events* selections and accompanying activities **Research:** Databases--use and relevance **Drama:** Dramatic novel-- *Brian's Song*	**News** Discusses ideas and issues with peers **Drama** Identifies how time period can affect the plot/characters in dramatic litearature. Relates characters and events in dramatic literature to people and events in own life. Compares aspects of two main characters in dramatic literature.	ELA1-8.R.1 ELA1-8.R.4 ELA1-8.R.6 ELA1-8.R.7 ELA1-8.R.10 ELA1-8.W.5 ELA1-8.W.8 ELA1-8.W.11 ELA1-8.L.1 ELA1-8.L.3 ELA1-8.S.2 ELA1-8.S.4 ELA1-8.S.7 ELA2-8.R.2 ELA2-8.R.4	

What types of information can be found using a database? Why is it important to know how to use a variety of databases?	Portfolio Friendship Project-- Creative writing/informational writing/letter writing and editing	Constructs a creative writing project including different styles of writing. **Research** Locates a variety of databases. Demonstrates an understanding of how to locate information using a variety of databases. Evaluates the validity of a variety of databases in relation to a particular topic.		**ELA2-8.R.7** **ELA2-8.R.8** **ELA2-8.L.1** **ELA2-8.L.4** **ELA2-8.S.1** **ELA2-8.S.3** **ELA3-8.R.1** **ELA3-8.W.1** **ELA3-8.S.1** **ELA4-8.R.1** **ELA4-8.W.1** **ELA4-8.W.3** **ELA4-8.W.4** **ELA4-8.W.6**
Drama: How does learning about other people's relationships help one to better understand the relationships in his/her own life? What is the importance of friendship in our lives? Why is it important to learn about the different types of obstacles one might face in a friendship?	**Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*	**Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary		
Vocabulary: Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills?				

	How can students work together effectively in cooperative learning situations?		Organizes new vocabulary for appropriate use in writing assignments **Terms:** database discrimination racism friendship	
Unit 6	**News:** How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications? **Research:** How can the library be used effectively to research a topic? Why is it important to perform some research before stating a thesis? How can notecards	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) --Parts of a newspaper --Using a newspaper to find information -Weekly *Current Events* selections and accompanying activities **Research:** Library skills Notecards -- paraphrasing and quotations	**News** Discusses ideas and issues with peers **Research** Locates appropriate sources to gather information on a particular topic. Recalls definition, application and/or elements of bibliography, citations and plagiarism. Composes a thesis sentence based on prior knowledge of a specific topic. Generates note cards containing catagorized information that	**ELA1-8.R.1** **ELA1-8.R.2** **ELA1-8.R.4** **ELA1-8.R.5** **ELA1-8.R.6** **ELA1-8.R.9** **ELA1-8.W.1** **ELA1-8.W.3** **ELA1-8.W.5** **ELA1-8.W.6** **ELA1-8.W.8** **ELA1-8.W.9** **ELA3-8.R.2** **ELA3-8.W.1** **ELA3-8.W.2** **ELA3-8.S.1**

be prepared to maximize usefulness when writing research paper? Why is it useful to paraphrase sometimes and quote information at other times? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?	Topic Thesis **Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*	can be used to produce a variety of reports/projects. **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** thesis statment topic sentence sub-topic		ELA3-8.S.2 ELA4-8.R.1 ELA4-8.L.4 ELA4-8.L.5 ELA4-8.S.5 ELA4-8.S.2	

Unit 7				
News: How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications? **Research:** Why are notecards necessary for creating a good research paper? How can we best organize our thoughts and research? How can we effectively use the library and the internet as helpful resources for our research? How can we ensure that proper credit is given for ideas that are not originally ours? **Drama:** Why is it important to learn about the past? How can students use knowledge about the Holocaust to help them relate well to others in society	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) --Parts of a newspaper --Using a newspaper to find information -Weekly *Current Events* selections and accompanying activities **Research:** Preparation for rough draft Notecards Topic and Subtopics Computer room internet research, Library research **Drama** Anne Frank's life Rescue and resistance Miep Gies	**News** Discusses ideas and issues with peers **Research** Generates note cards containing categorized information that can be used to produce a variety of reports/projects. Recalls definition, application and/or elements of bibliography, citations and plagiarism. **Drama** Discusses the effects of the Holocaust on society and specifically Anne Frank and her family. Supports ideas with examples from dramatic film. **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar		ELA1-8.R.1 ELA1-8.R.2 ELA1-8.R.4 ELA1-8.R.6 ELA1-8.R.7 ELA1-8.R.10 ELA1-8.R.11 ELA1-8.W.1 ELA1-8.W.3 ELA1-8.W.5 ELA1-8.W.6 ELA1-8.W.7 ELA1-8.W.8 ELA1-8.W.9 ELA2-8.R.4 ELA2-8.R.7 ELA2-8.R.8 ELA2-8.L.4 ELA2-8.S.3 ELA3-8.R.3 ELA3-8.W.1 ELA3-8.W.4 ELA3-8.L.1 ELA3-8.L.5 ELA3-8.S.1 ELA4-8.R.1 ELA4-8.L.5

			ELA4-8.L.6	
today?		words by using context clues		
Why do human beings treat each other with intolerance?	Courage			
How can people stop stereotyping one another?	Survival	Assesses the meaning of words by looking at roots, prefixes and suffixes		
Who are the real heroes of the Holocaust?	**Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary Cartoons*			
Why did some people follow the Nazi's plans while others tried to stop them?		Writes response and reaction papers using new vocabulary		
		Organizes new vocabulary for appropriate use in writing assignments		
Vocabulary: Why is it important to learn and use new vocabulary words?				
How can expanding students' vocabularies with new words help improve students' writing skills?		**Terms** notecards sub topic		
How can students work together effectively in cooperative learning situations?		citation rescue/resisitance Nuremburg laws concentration camp		
News: How can students use newspapers to enhance reading and	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online)	**News** Discusses ideas and issues with peers	ELA1-8.R.2 ELA1-8.R.4 ELA1-8.R.7	

Unit 8					
writing skills?

How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications?

What is the difference between facts and opinions?

Research:

How can we use index cards to organize the information in our research report?

Why is it important to break down a main research topic into sub-topics?

How can we use our notcards and sub-topics to create an outline?

What is the purpose of an outline and why is it important?

What steps can we take to help us write a clear and effective thesis statement?

What is the purpose of writing a rough draft? | --Fact and opinion

-Weekly *Teen Newsweek* selections and accompanying activities

Research:

Using index cards to organize an outline

Using an outline to write a rough draft

Editing process for a research paper

MLA bibliographic format and proper citation

Vocabulary:

Grade-appropriate vocabulary found in *Vocabulary Cartoons* | Recognizes the difference between fact and opinion in editorial writing

Generates letter to the editor using both fact and opinion in writing

Research

Outlines information acquired for the purpose of creating a research report.

Identifies relevant and irrelevant information for the purpose of determining validity.

Modifies content and organization of information for the purpose of clarifying a research report.

 Organizes acquired information in a logical and clear format in order to be used in a research paper.

Supports statements with properly cited examples gatherd from a variety of informational source. | | ELA1-8.R.8

ELA1-8.W.1

ELA1-8.W.3

ELA1-8.W.4

ELA1-8.W.5

ELA1-8.W.6

ELA1-8.W.8

ELA1-8.W.9

ELA1-8.S.3

ELA1-8.S.1

ELA3-8.R.1

ELA3-8.W.3

ELA3-8.W.1

ELA3-8.L.2

ELA3-8.S.4 | |

What are some important points to keep in mind when editing a rough draft? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?		**Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** rough draft outline revision			

Unit 9					
How can students use newspapers to enhance reading and writing skills?

How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications?

Why is it important to understand writers' intentions?

How can we creatively brainstorm solutions to hypothetical problems/situations?

Research:

Why is it important to use spell-check correctly?

Why is typing on the computer an effective way of preparing to present information?

How can we use our time wisely to take a rough draft to its final version?

Why do we need to include a Works Cited page at the end of the research paper?

Vocabulary:
Why is it important to learn and use new vocabulary words?

How can | -Weekly newspaper activities (*Newsday* and *NYTimes* online)

--Editorials

--Classifieds

--Using a newspaper to find information

-Weekly *Teen Newsweek* selections and accompanying activities

Research:

Research paper

  -- Two-three days a week in computer room typing

  -- Proofread and revise

  -- Citing sources

Vocabulary:

Grade-appropriate vocabulary found in *Vocabulary Cartoons* | Discusses ideas and issues with peers

Produces creative solutions to problems

Interprets meaning and intention in editorial writing

Distinguishes between informing, interpreting, entertaining and influencing

Research:

Converts rough draft of research paper into final version

Discovers answers to hypothesis posed in thesis

Selects key information from rough draft to include in research paper

Proofreads and revises research paper

Composes complete research paper including Works Cited page | | ELA1-8.R.2

ELA1-8.R.3

ELA1-8.R.4

ELA1-8.R.7

ELA1-8.R.8

ELA1-8.R.11

ELA1-8.R.12

ELA1-8.W.1

ELA1-8.W.5

ELA1-8.W.6

ELA1-8.W.8

ELA1-8.W.9

ELA3-8.W.1

ELA3-8.W.2

ELA3-8.W.4

ELA4-8.W.3

ELA4-8.S.1

ELA4-8.S.2

ELA4-8.S.3

ELA4-8.L.4

ELA4-8.L.5 | |

expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?		Evaluates information to come up with solution to question posed in thesis **<u>Vocabulary</u>** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **<u>Terms:</u>** Spell-check Final version			

			Proof-read		
			Revise		
			Works Cited		

	Essential Questions	Content	Skills		Standards/PIs
Unit 10	**News:** How can students use newspapers to enhance reading and writing skills? How can students deepen their understanding of local, national, and world events through the examination and discussion of current publications? How can the newspaper be used to find information on everyday topics and issues? **Research:** What is the difference between a charity and an organization? Why is it important to learn about the different charities	**News:** -Weekly newspaper activities (*Newsday* and *NYTimes* online) -Weekly *Teen Newsweek* selections and accompanying activities **Research:** Community awareness through inquiry into different charities and organizations **Vocabulary:** Grade-appropriate vocabulary found in *Vocabulary*	**News** Discusses ideas and issues with peers Interprets ideas expressed in news articles Relates ideas introduced in news articles to real life situations **Research:** Locates a charity or an organization and researches its background and cause. Assesses the validity and importance of the chosen organization or charity. Prepares a brief presentation		**ELA1-8.R.2** **ELA1-8.R.7** **ELA1-8.R.9** **ELA1-8.R.10** **ELA1-8.R.12** **ELA1-8.R.13** **ELA1-8.W.7** **ELA1-8.W.10** **ELA1-8.L.3** **ELA1-8.S.2** **ELA3-8.R.3** **ELA3-8.S.1** **ELA4-8.R.2**

and organizations that are in and around your community? How can becoming involved in your community help you to better yourself and the world around you? **Vocabulary:** Why is it important to learn and use new vocabulary words? How can expanding students' vocabularies with new words help improve students' writing skills? How can students work together effectively in cooperative learning situations?	*Cartoons*	highlighting the organization/charity and the cause it supports. **Vocabulary** Memorizes new vocabulary words Determines the meaning of unfamiliar words by using context clues Assesses the meaning of words by looking at roots, prefixes and suffixes Writes response and reaction papers using new vocabulary Organizes new vocabulary for appropriate use in writing assignments **Terms:** Character Development Charity Organization			

				Community Awareness			

Key to Standards used in this Map

ELA1-8.R.1 [8 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.01 - locate and use school and public library resources independently to acquire information [Grade 8]

ELA1-8.R.2 [8 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.02 - apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts [Grade 8]

ELA1-8.R.3 [4 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.03 - read and follow written multistep directions or procedures to accomplish a task or complete an assignment [Grade 8]

ELA1-8.R.4 [7 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.04 - preview informational texts to assess content and organization and select texts useful for the task [Grade 8]

ELA1-8.R.5 [1 occurence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.05 - use indexes to locate information and glossaries to define terms [Grade 8]

ELA1-8.R.6 [4 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.06 - use knowledge of structure, content, and vocabulary to understand informational text [Grade 8]

ELA1-8.R.7 [8 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.07 - distinguish between relevant and irrelevant information [Grade 8]

ELA1-8.R.8 [2 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.08 - identify missing, conflicting, or unclear information [Grade 8]

ELA1-8.R.9 [2 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.09 - formulate questions to be answered by reading informational text [Grade 8]

ELA1-8.R.10 [5 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.10 - compare and contrast information from a variety of different sources [Grade 8]

ELA1-8.R.11 [3 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.11 - condense, combine, or categorize new information from one or more sources [Grade 8]

ELA1-8.R.12 [3 occurences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.12 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 8]

ELA1-8.R.13 [1 occurence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.13 - make, confirm, or revise predictions [Grade 8]

ELA2-8.R.1 [1 occurence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.01 - read silently and aloud from a variety of genres, authors, and themes [Grade 8]

ELA2-8.R.2 [3 occurences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.02 - interpret characters, plot, setting, theme, and dialogue, using evidence from the text [Grade 8]

ELA2-8.R.4 [3 occurences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.04 - determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent [Grade 8]

ELA2-8.R.5 [1 occurence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.05 - recognize how the author's use of language creates images or feelings [Grade 8]

ELA2-8.R.7 [4 occurences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.07 - compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives [Grade 8]

ELA2-8.R.8 [4 occurences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.08 - identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text [Grade 8]

ELA3-8.R.1 [2 occurences] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.01 - evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs,

intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning [Grade 8]

ELA3-8.R.2 [3 occurences] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.02 - judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal [Grade 8]

ELA3-8.R.3 [2 occurences] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.03 - suspend judgment until all information has been presented [Grade 8]

ELA4-8.R.1 [5 occurences] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.01 - share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups [Grade 8]

ELA4-8.R.2 [1 occurence] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.02 - consider the age, gender, social position, and traditions of the writer [Grade 8]

ELA1-8.W.1 [5 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.01 - use several sources of information, in addition to an encyclopedia, to develop research reports [Grade 8]

ELA1-8.W.3 [4 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.03 - take research notes, using a note-taking process [Grade 8]

ELA1-8.W.4 [2 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.04 - use outlines and graphic organizers, such as semantic webs, to plan reports [Grade 8]

ELA1-8.W.5 [7 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.05 - include relevant and exclude irrelevant information [Grade 8]

ELA1-8.W.6 [5 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.06 - use paraphrase and quotation correctly [Grade 8]

ELA1-8.W.7 [4 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.07 - connect, compare, and contrast ideas and information from one or more sources [Grade 8]

ELA1-8.W.8 [5 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.08 - support ideas with examples, definitions, analogies, and direct references to the text [Grade 8]

ELA1-8.W.9 [7 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.09 - cite sources in notes and bibliography, using correct form [Grade 8]

ELA1-8.W.10 [3 occurences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.10 - write accurate and complete responses to questions about informational material [Grade 8]

ELA1-8.W.11 [1 occurence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.11 - maintain a portfolio that includes informational writing [Grade 8]

ELA2-8.W.2 [1 occurence] - ELA Standard 2 - Writing Strand - Performance Indicator 8.W.02 - write interpretive and responsive essays of approximately three pages to - express opinions and support them through specific references to the text - demonstrate an understanding of plot and theme - identify and describe characters and their motivations - analyze the importance of setting - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance [Grade 8]

ELA3-8.W.1 [7 occurences] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.01 - present clear analyses, using examples, details, and reasons from text [Grade 8]

ELA3-8.W.2 [2 occurences] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.02 - present a hypothesis and predict possible outcomes from one or more perspectives [Grade 8]

ELA3-8.W.3 [1 occurence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.03 - select content and choose strategies for written presentation on the basis of audience, purpose, and content [Grade 8]

ELA3-8.W.4 [2 occurences] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.04 - explain connections between and among texts to extend the meaning of each individual text [Grade 8]

ELA4-8.W.1 [1 occurence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.01 - share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups [Grade 8]

ELA4-8.W.3 [2 occurences] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.03 - develop a personal voice that enables the reader to get to know the writer [Grade 8]

ELA4-8.W.4 [1 occurence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.04 - write personal reactions to experiences, events, and observations, using a form of social communication [Grade 8]

ELA4-8.W.6 [1 occurence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.06 - maintain a portfolio that includes writing for social communication [Grade 8]

ELA1-8.L.1 [1 occurence] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.01 - recall significant ideas and details and the relationships between and among them [Grade 8]

ELA1-8.L.3 [3 occurences] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.03 - draw conclusions and make inferences on the basis of explicit and implied

information [Grade 8]

ELA1-8.L.4 [1 occurence] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.04 - recognize that the speaker's voice and delivery impact communication [Grade 8]

ELA2-8.L.1 [2 occurences] - ELA Standard 2 - Listening Strand - Performance Indicator 8.L.01 - listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text [Grade 8]

ELA2-8.L.4 [3 occurences] - ELA Standard 2 - Listening Strand - Performance Indicator 8.L.04 - recognize social, historical, and cultural features in presentation of literary texts [Grade 8]

ELA3-8.L.1 [1 occurence] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.01 - form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences [Grade 8]

ELA3-8.L.2 [1 occurence] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.02 - recognize persuasive techniques, such as emotional and ethical appeals, in presentations [Grade 8]

ELA3-8.L.5 [2 occurences] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.05 - suspend judgment until all information has been presented [Grade 8]

ELA4-8.L.1 [1 occurence] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.01 - participate as a listener in social conversation with one or more people who are friends or acquaintances [Grade 8]

ELA4-8.L.4 [2 occurences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.04 - encourage the speaker with appropriate facial expressions and gestures [Grade 8]

ELA4-8.L.5 [3 occurences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.05 - withhold judgment [Grade 8]

ELA4-8.L.6 [1 occurence] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.06 - appreciate the speaker's uniqueness [Grade 8]

ELA1-8.S.1 [2 occurences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.01 - prepare and give presentations on informational topics [Grade 8]

ELA1-8.S.2 [4 occurences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.02 - contribute to group discussions by offering comments to clarify and interpret ideas and information [Grade 8]

ELA1-8.S.3 [1 occurence] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.03 - present information to address audience needs and to anticipate questions [Grade 8]

ELA1-8.S.4 [2 occurences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.04 - present examples, definitions, analogies, and direct references to the text in support of ideas [Grade 8]

ELA1-8.S.5 [1 occurence] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.05 - connect, compare, and contrast ideas and information [Grade 8]

ELA1-8.S.6 [1 occurence] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.06 - use the conventions of the presentational format for panel discussions, debates, and mock trials [Grade 8]

ELA1-8.S.7 [2 occurences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.07 - ask and respond to questions to clarify information [Grade 8]

ELA2-8.S.1 [2 occurences] - ELA Standard 2 - Speaking Strand - Performance Indicator 8.S.01 - express interpretations and support them through specific references to the text [Grade 8]

ELA2-8.S.3 [4 occurences] - ELA Standard 2 - Speaking Strand - Performance Indicator 8.S.03 - ask and respond to questions to clarify an interpretation or response to literary texts and performances [Grade 8]

ELA3-8.S.1 [6 occurences] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.01 - express opinions or judgments about information, ideas, opinions, issues, themes, and experiences [Grade 8]

ELA3-8.S.2 [1 occurence] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.02 - state a hypothesis and predict possible outcomes from one or more perspectives [Grade 8]

ELA3-8.S.3 [1 occurence] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.03 - present content, using strategies designed for the audience, purpose, and context [Grade 8]

ELA3-8.S.4 [1 occurence] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.04 - credit sources of information and opinions accurately in presentations and handouts [Grade 8]

ELA4-8.S.1 [1 occurence] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.01 - respect the age, gender, social position, and cultural traditions of the listener [Grade 8]

ELA4-8.S.2 [4 occurences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.02 - provide feedback by asking questions designed to encourage further conversation [Grade 8]

ELA4-8.S.3 [2 occurences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.03 - use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting [Grade 8]

ELA4-8.S.5 [1 occurence] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.05 - respond to the listener's interests, needs, and reactions to social conversation

[Grade 8]