



GRADE 8- LITERACY MARKING PERIOD 4



Key Terms for Students		Genres	
Self-Questioning Interpretation Citation		Symbolism Relevant vs. Irrelevant	Accrediting Informative
STANDARD	PERFORMANCE INDICATORS	ASSESSMENTS/EVALUATIONS	RESOURCES
	Reading <ul style="list-style-type: none"> Use several sources of information, in addition to an encyclopedia, to develop research reports. 	<ul style="list-style-type: none"> Middletown Writing Rubric 	<ul style="list-style-type: none"> Online Databases Write Source, pgs. 363-374, 395-403 Research Report Unit
	<ul style="list-style-type: none"> Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts. 	<ul style="list-style-type: none"> Reading List 	<ul style="list-style-type: none"> Classroom Library
8RS3.A.6	<ul style="list-style-type: none"> Discriminate between apparent messages and hidden agendas. 	<ul style="list-style-type: none"> Writer’s Beliefs Chart, Holt Reader, pg. 258 	<ul style="list-style-type: none"> “My Mother Taught Me Purple” “The Buried Treasure” Holt Reader, pg. 250
8RS1.K	<ul style="list-style-type: none"> Condense, combine, or categorize new information from one or more sources. 	<ul style="list-style-type: none"> Outline Research Essay Middletown Writing Rubric 	<ul style="list-style-type: none"> Library – Encyclopedias, Online Databases
8RS2.H	<ul style="list-style-type: none"> Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding. 	<ul style="list-style-type: none"> Comparison/Theme Chart – Holt Reader, pg. 159 Reader’s Notebook Oral Response to Text 	<ul style="list-style-type: none"> Camp Harmony / In Response to Executive Order 9066 – Holt Reader, pg. 147
8WS 2.B.1	Writing <ul style="list-style-type: none"> Write interpretive essays and responsive essays of approximately three pages in length to express opinions and support them through 	<ul style="list-style-type: none"> DBQ Middletown Writing Rubric 	<ul style="list-style-type: none"> Write Source, pg. 284 Pre-Writing/Selecting Topic/Finding Theme



GRADE 8- LITERACY MARKING PERIOD 4



	specific references to the text.		o My Access “Elis Island”
8WS 1.A	<ul style="list-style-type: none"> Use several sources of information, in addition to an encyclopedia, to develop research reports. 	<ul style="list-style-type: none"> I-Search/Research Middletown Writing Rubric 	<ul style="list-style-type: none"> Write Source, pg. 284 Pre-Writing/Selecting Topic/Finding Theme My Access “Elis Island”
8WS 1.C	<ul style="list-style-type: none"> Take research notes, using a note-taking process. 	<ul style="list-style-type: none"> Index Cards Research Chart Gathering Grid Graphic Organizer 	<ul style="list-style-type: none"> Write Source, pg. 389 Gathering Grid My Access “Elis Island”
8WS 1.E	<ul style="list-style-type: none"> Include relevant and exclude irrelevant information. 	<ul style="list-style-type: none"> Middletown Writing Rubric Student Writing Samples 	<ul style="list-style-type: none"> Academic Workout, pgs. 118-119 “Supporting a Thesis”
8WS 1.I	<ul style="list-style-type: none"> Cite sources in notes and bibliography, using correct form. 	<ul style="list-style-type: none"> Bibliography 	<ul style="list-style-type: none"> Write Source, pgs. 392 – Writing a Thesis, 403-404 – Creating your works cited page Academic Workout, pgs. 212-213
8WS 1.J	<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material. 	<ul style="list-style-type: none"> CRQ Writing Samples Writer’s Notebook 	<ul style="list-style-type: none"> Write Source, pg. 284 (SE) Response Paragraph “The Kids in School With Me”
8LS1.B	<p>Listening</p> <ul style="list-style-type: none"> Identify conflicting, missing, or unclear information. 	<ul style="list-style-type: none"> Middletown Writing Rubric Oral Response to Text 	<ul style="list-style-type: none"> Presentation checklist
8LS1.D	<ul style="list-style-type: none"> Recognize that the speaker’s voice and delivery impact communication. 	<ul style="list-style-type: none"> Oral Response to Text Conferring Notes 	<ul style="list-style-type: none"> Write Source, pg. 428 – Delivering Your Speech
8LS 3.F	<ul style="list-style-type: none"> Evaluate the quality of the speaker’s presentation style by using criteria, such as voice quality, enunciation, and delivery. 	<ul style="list-style-type: none"> Oral Response to Text Conferring Notes 	<ul style="list-style-type: none"> Write Source, pgs. 429-430 – Delivering Your Speech



GRADE 8- LITERACY MARKING PERIOD 4



8LS 4.C	<ul style="list-style-type: none"> Listen for more than one level of meaning articulated and unspoken. 	<ul style="list-style-type: none"> Conferring Notes 	<ul style="list-style-type: none"> Holt Reader, pgs. 199-203 – “A Dream Within a Dream” “Life”
8RS1.L	<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information. 	<ul style="list-style-type: none"> Consumer Materials Chart Reader’s Notebook Writer’s Notebook Oral Response to Text 	<ul style="list-style-type: none"> Classroom Library
8RS3.C	<ul style="list-style-type: none"> Suspend judgment until all information has been presented. 	<ul style="list-style-type: none"> Oral Response to Text 	<ul style="list-style-type: none"> Classroom Library
8SS 3.D	<p>Speaking</p> <ul style="list-style-type: none"> Credit sources of information and opinions accurately in presentations. 	<ul style="list-style-type: none"> CRQ Oral Response to Text 	<ul style="list-style-type: none"> Academic Workout, pgs. 146-149 Multimedia Report Holt Reader, pgs. 272-276 Passports: Don’t Leave Home Without One