

MIDDLE SCHOOL LANGUAGE ARTS CURRICULUM

M/J Language Arts 3 - 1001070

M/J Reading 3 - 1008070

Revised June, 2008

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INTRODUCTION

The Wakulla County Middle School Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

LA.	8.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment / Correlation Information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information
- Appendix B – FCAT Reading Content Focus By Benchmark
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Steps to Mastery of Vocabulary
- Appendix E – Sample Reading and Vocabulary Strategies
- Appendix F - The Writing Portfolio

- Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab.

COURSE NUMBER AND DESCRIPTIONS:

M/J Language Arts 3 – 1001070

- *This course is taught to all eighth grade students.*

M/J Reading 3 – 1008070

- *This course is taught to students who are not enrolled in an Intensive Reading Course. Intensive Reading, for Level 1 and 2 students, is a separate course description.*

The Sunshine State Standards for Language Arts include the benchmarks required for both Reading and English at the Middle School Level. Benchmarks that are underlined and then listed in **Bold Print** constitute the core of instruction for the **M/J READING 3**. While all benchmarks should be reinforced in the Language Arts and Reading classes, the benchmarks that are not underlined and listed in Bold Print constitute the core of instruction for M/J Language Arts 3.

Benchmarks assigned to each course:

This chart outlines the primary assignment of each Language Arts benchmark. While there are many opportunities for overlap between Language Arts and Reading, primary responsibility for instruction on each of benchmarks listed below lies with the instructor of the assigned course.

M/J Language Arts 1	Assigned to both Course Descriptions	M/J Reading 1
LA.8.2.1.3	LA.8.2.1.1	LA.8.1.5.1
LA.8.2.1.8 - LA.8.2.1.9	LA.8.2.1.4	LA.8.1.6.1 - LA.8.1.6.11
LA.8.3.1.1 – LA.8.3.1.3	LA.8.2.2.4	LA.8.1.7.1 - LA.8.1.7.8
LA.8.3.2.1 - LA.8.3.2.3	LA.8.4.2.2	LA.8.2.1.2
LA.8.3.3.1 - LA.8.3.3.4	LA.8.6.2.2	LA.8.2.1.5 - LA.8.2.1.7
LA.8.3.4.1 - LA.8.3.4.5	LA.8.6.3.3	LA.8.2.1.10
LA.8.3.5.1 - LA.8.3.5.3	<i>These are noted in BOLD print in the Course Description.</i>	LA.8.2.2.1 - LA.8.2.2.3
LA.8.4.1.1 - LA.8.4.1.2		LA.8.2.2.5
LA.8.4.2.1		LA.8.6.1.1 - LA.8.6.1.2
LA.8.4.2.3 - LA.8.4.2.5		LA.8.6.2.1
LA.8.4.3.1 - LA.8.4.3.2		<i>These are noted in BOLD print in the Course Description.</i>
LA.8.5.1.1		
LA.8.5.2.1 - LA.8.5.2.5		
LA.8.6.1.3		
LA.8.6.2.3 - LA.8.6.2.4		
LA.8.6.3.1 - LA.8.6.3.2		
LA.8.6.4.1 - LA.8.6.4.2		

LANGUAGE ARTS/READING CURRICULUM
Eighth Grade

Adopted Texts:

M/J Reading 2: The Elements of Literature, Course 2, Holt, 2002

M/J Language Arts 2: Writer’s Choice, Grammar and Composition, 8th Grade, Glencoe, 2001

STRAND: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.1.5.1</u> <u>READING</u>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <ul style="list-style-type: none"> ▪ NOTE: Instruction should focus on expression (prosody) as well as rate and accuracy. ▪ The end of the year target rate for oral reading fluency is: Low Risk (LR) 147+ CWPM 	<ul style="list-style-type: none"> • Florida Oral Reading Fluency Probes (FORF) • Maze (state-provided modified cloze procedure) 	<p>Resource:</p> <ul style="list-style-type: none"> • FORF/Maze Risk Charts- http://www.fcrr.org/pmrn/help.htm • Reader’s Theatre Scripts: http://www.aaronshp.com/rt/RTE.html (Please review scripts completely before using with students.) <p>Activity:</p> <ol style="list-style-type: none"> 1) Choral Reading 2) Reader’s Theatre 3) Echo Reading 4) Assisted Reading 	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Read text with accuracy; and • Adjust reading rate based on difficulty. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Read text with accuracy. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and ▪ Identify pictures or symbols to indicate the next step in a familiar activity.

STRAND: Reading Process

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.1.6.1</u> <u>READING</u>	<p>Use new vocabulary that is introduced and taught directly;</p> <ul style="list-style-type: none"> Note: Mastery of new vocabulary requires that an average student encounter and work with a word a minimum of fifteen times in a variety of situations. <p>Requirement: Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary.</p>		<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language.</p> <p>Resource:</p> <ul style="list-style-type: none"> Science Curriculum words to be taught to mastery Marzano's steps for teaching vocabulary (found in the Appendix of the Science Curriculum). Appendix D of this curriculum 	
<u>LA.8.1.6.2</u> <u>READING</u>	<p>Listen to, read, and discuss familiar and conceptually challenging texts;</p>		<p>Connection: Include content-area and other non-fiction text.</p>	
<u>LA.8.1.6.3</u> <u>READING</u>	<p>Use context clues to determine meanings of unfamiliar words;</p> <ul style="list-style-type: none"> It is important to remember that the use of context clues is only one strategy for determining the meaning of an unknown word. It is not always reliable. 	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>	<p>Resource:</p> <ul style="list-style-type: none"> http://edhelper.com/language/Context_Clues.htm - Includes samples of a variety of context clues with some sample exercises. 	
<u>LA.8.1.6.4</u> <u>READING</u>	<p>Categorize key vocabulary and identify salient features;</p>	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>	<p>Activity:</p> <ul style="list-style-type: none"> Use a Venn Diagram Use the Word Wall – sort by definition, affix, spelling pattern, category (nouns), etc. 	

<p><u>LA.8.1.6.5</u> <u>READING</u></p>	<p>Relate new vocabulary to familiar words;</p>			
<p><u>LA.8.1.6.6</u> <u>READING</u></p>	<p>Distinguish denotative and connotative meanings of words;</p>		<p><u>Example:</u> Call a woman a kitten, but never a cat; You can call her a mouse, cannot call her a rat; Call a woman a chick, but never a hen; Or you surely will not be her caller again. You can call her a duck, cannot call her a goose; You can call her a deer, but never a moose; You can call her a lamb, but never a sheep; Economic she likes, but you can't call her cheap. <i>(Author Unknown)</i></p>	
<p><u>LA.8.1.6.7</u> <u>READING</u></p>	<p>Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <ul style="list-style-type: none"> • The following affixes are listed in they FCAT test specifications for 8th grade: <ul style="list-style-type: none"> ○ prefixes: en-, dis-, pre-, non-, re-, de-, pro- ○ suffixes: -ful, -ish, -ward, -less, -like, -y, -er, -ment, -en, -ize 			
<p><u>LA.8.1.6.8</u> <u>READING</u></p>	<p>Identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology;</p>		<p><u>Resource:</u> http://rhadamanthus.vox.com/library/post/words-derived-from-mythology.html - This site lists a number of words derived from mythology along with their meanings. <u>Connection:</u> World History</p>	
<p><u>LA.8.1.6.9</u> <u>READING</u></p>	<p>Identify advanced word/phrase relationships and their meanings;</p>		<p><u>Example:</u> Idioms, similes, metaphors, analogies</p>	

<p><u>LA.8.1.6.10</u> <u>READING</u></p>	<p>Determine the correct meaning of words with multiple meanings in context;</p>	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p>		
<p><u>LA.8.1.6.11</u> <u>READING</u></p>	<p>Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.</p>			
<p>Access Points for Students with Significant Cognitive Disabilities</p>				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Use new vocabulary that is introduced and taught directly; • Listen to, read, and discuss a variety of text; • Use context clues and graphics to determine the meaning of unknown words; • Categorize key vocabulary; • Relate new vocabulary to familiar words; • Use phonics skills to decode unknown words; • Recognize and use prefixes, suffixes, and root words; • Identify word relationships (e.g., common analogies) and their meaning; • Determine the meaning of a word with multiple meanings (e.g., homographs) in text; • Determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Use new vocabulary that is introduced and taught directly; • Listen to, read, and discuss a variety of text; • Use context clues and graphics to determine the meaning of unknown words; • Categorize key vocabulary; • Relate new vocabulary to familiar words; • Use phonics skills to decode words with diphthongs; • Recognize and use common suffixes (-ed, -ing); • Determine the meaning of a word with multiple meanings (e.g., homographs) in text; • Determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify new vocabulary that is introduced and taught directly; ▪ listen and respond to stories and informational text; ▪ Identify persons, objects, and actions by name or characteristics; ▪ Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities. 		

STRAND: Reading Process

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.1.7.1</u> <u>READING</u>	Use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		Activity/Resource (see Appendix E for examples and definitions): <ul style="list-style-type: none"> • Anticipation Guides (http://forpd.ucf.edu/strategies/stratAnt.html) • Somebody Wanted But So • Double Journal Entry 	
<u>LA.8.1.7.2</u> <u>READING</u>	Analyze the author’s purpose and/or *perspective in a variety of texts and understand how they effect meaning; <i>*Note:</i> Perspective is also referred to as ‘point of view’. Teachers should use both terms to assist student understanding.	FCAT – MC LA.A.2.3.2 – Cluster 2 (See Appendix A) FCAT – MC LA.A.2.3.8 – Cluster 4 (See Appendix A)		
<u>LA.8.1.7.3</u> <u>READING</u>	Determine the main idea or essential message in grade-level or higher texts through *inferring, paraphrasing, summarizing, and identifying relevant details; <i>*Note:</i> Inference, as referred to in this benchmark, is a major focus in state assessment	FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A) FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)	Activity/Resource (see Appendix E for examples and definitions): <ul style="list-style-type: none"> ▪ “It Says, I Say, And So” strategy ▪ “Most Important Word” strategy ▪ Writing a “Gist” 	

<p><u>LA.8.1.7.4</u> <u>READING</u></p>	<p>Identify cause-and-effect relationships in text;</p>	<p>FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)</p>	<p><u>Activity:</u> <u>Cause and Effect Flow Chart:</u> Provide a flow chart with blank boxes and arrows for students and allow them to complete the flowchart listing the events from the passage to show their interrelatedness. This can be done independently AFTER teacher modeling. Cause → Effect/Cause → Cause ↘ Effect</p>	
<p><u>LA.8.1.7.5</u> <u>READING</u></p>	<p>Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p>	<p>FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)</p> <p>FCAT – MC LA.A.2.2.7 – Cluster 3 (See Appendix A)</p> <p>FCAT – MC LA.A.2.3.8 – Cluster 4 (See Appendix A)</p>	<p><u>Connection</u> Use content area materials to address this benchmark.</p>	
<p><u>LA.8.1.7.6</u> <u>READING</u></p>	<p>Analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;</p>		<p><u>Connection</u> LA.8.2.1.4</p>	
<p><u>LA.8.1.7.7</u> <u>READING</u></p>	<p>Compare and contrast elements in multiple texts (e.g., setting, characters, problems);</p>	<p>FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)</p> <p>FCAT – MC LA.A.2.2.7 – Cluster 3 (See Appendix A)</p>	<p><u>Activity:</u> Venn Diagram</p>	

<p><u>LA.8.1.7.8</u> <u>READING</u></p>	<p>Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>	<p>FCAT – MC LA.A.1.3.2 – Cluster 1 (See Appendix A)</p> <p>FCAT – MC LA.A.2.3.1 – Cluster 2 (See Appendix A)</p>		
<p>Access Points for Students with Significant Cognitive Disabilities</p>				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossy) to make and confirm predictions of content and purpose of reading selections; • Identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of text formats (e.g., stories, letters, reports) and use the information to construct meaning; • Determine the main idea or essential message in text through guided retelling and identifying relevant details and facts; • Identify cause and effect relationships in stories and informational text; • Identify text structures (e.g., comparison/contrast, cause/effect relationships, chronological order in narrative and informational text using strategies, including graphic organizers; • Identify a theme shared by two or more fiction and non-fiction selections; • Identify similarities and differences in characters, action, or settings in two texts; • Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings) to make and confirm prediction of content of reading selections; • Identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections; • Determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened; • Identify explicit cause/effect relationships in stories and informational text; • Identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers; • Recognize a theme shared by two fiction or non-fiction selections; • Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify persons, objects, actions, and settings in read-aloud narrative and informational text; ▪ Respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities; ▪ Recognize details and what happened in read-aloud stories and informational text; ▪ Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities; ▪ Recognize familiar read-aloud stories with a theme (e.g., caring); ▪ Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities. 		

STRAND: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.2.1.1 Reading and Language Arts	Identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;			
<u>LA.8.2.1.2</u> <u>READING</u>	Locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;	FCAT – MC LA.E.2.3.1 – Cluster 2 (See Appendix A)		
LA.8.2.1.3 Language Arts	Locate and analyze various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure contribute to the mood and meaning in poetry;	FCAT – MC LA.E.2.3.1 – Cluster 2 (See Appendix A)		
LA.8.2.1.4 Reading and Language Arts	Identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;		Resource: <ul style="list-style-type: none"> ▪ A list of common themes found in literature: http://literacy.owc.edu/abe/Reading-H/UniversalThemes.doc Connection: LA.8.1.7.6	

<p><u>LA.8.2.1.5</u> <u>READING</u></p>	<p>Develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p>			
<p><u>LA.8.2.1.6</u> <u>READING</u></p>	<p>Compare literacy texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;</p>		<p><u>Activity:</u> Author's Study</p>	
<p><u>LA.8.2.1.7</u> <u>READING</u></p>	<p>Locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;</p>	<p>FCAT – MC LA.E.2.3.1 – Cluster 2 (See Appendix A)</p>	<p><u>Connection</u> LA.8.2.1.3</p>	
<p>LA.8.2.1.8 Language Arts</p>	<p>Explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p>		<p><u>Connection</u> Social Studies</p>	
<p>LA.8.2.1.9 Language Arts</p>	<p>Identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts;</p>			

<p><u>LA.8.2.1.10</u> <u>READING</u></p>	<p>Use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p>		<p>Resource: District Reading List Sunshine State Reader Books</p>	
<p>• Access Points for Students with Significant Cognitive Disabilities</p>				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Identify similarities and differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); • Identify story elements (e.g., character, setting, plot, problem/solution, tone) in stories and drama; • Identify examples of literary devices (e.g., sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry; • Identify a common theme in more than one literary genre; • Describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences; • Identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre; • Identify examples of literary devices (e.g., expression, tone) in literature; • Identify information about the historical time periods reflected in literary works; • Distinguish differences in vocabulary and language used in contemporary and historical texts; • Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Identify basic characteristics of various genres of literature (e.g., fiction, poetry, drama); • Identify basic story elements (character, setting, problem/solution) in fiction; • Identify examples of literary devices (e.g., rhyme, rhythm, descriptive language) in poetry; • Identify a common theme in more than one literary work; • Describe how the characters, problem/solution, or theme in a literature selection connect to life experiences; • Identify a common theme in more than one literary work; • Identify common literary devices (e.g., point of view, figurative language, idioms) in stories; • Identify information about characters, settings, and events reflected in historical stories; • Identify differences in vocabulary used in historical and contemporary stories; • Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> • Recognize characters, objects, and actions in read-aloud literature from various genres (e.g., fiction, poetry, drama); • Recognize words that describe people, objects, and actions in read-aloud literature; • Recognize familiar read-aloud stories, poems, or drama with a theme (e.g., bravery); • Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature; • Selection fiction material to listen to, based on interest, and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 		

STRAND: Literary Analysis

Non-Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.2.2.1</u> <u>READING</u>	Locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		Note: The benchmarks under this standard are readily applicable to content-area text.	
<u>LA.8.2.2.2</u> <u>READING</u>	* Synthesize and use information from the text to state the main idea or provide relevant details; * Definition: Blend and integrate concepts within and across texts to draw a conclusion or make an inference.			
<u>LA.8.2.2.3</u> <u>READING</u>	Organize information to show understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	FCAT – MC LA.A.2.3.5 – Cluster 4 (See Appendix A)	Resource: Graphic Organizers: http://gotoscience.com/Graphic_Organizers.html	

<p>LA.8.2.2.4 Reading and Language Arts</p>	<p>Identify and analyze the characteristics of a variety of types of non-fiction text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts);</p>			
<p><u>LA.8.2.2.5 READING</u></p>	<p>Use interest and recommendation of others to select a variety of age-and ability-appropriate non-fiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p>		<p>Resource:</p> <ul style="list-style-type: none"> ▪ Sunshine State Reader Books ▪ District Reading List 	

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); • Use information from non-fiction text to identify the main idea and supporting details; • Organize information to show understanding (e.g., using graphic organizers, guided retelling); • Identify basic characteristics of variety of non-fiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams; • Select a variety of non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); • Use information from read-aloud non-fiction text to identify the main idea and supporting details (e.g., who, what, where, when, how, what happened); • Organize information to show understanding (e.g., using simple graphic organizers); • Identify a variety of non-fiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers; • Select a variety of non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Recognize persons, objects, and actions in read-aloud informational text; ▪ Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities; ▪ Recognize pictures or symbols paired with words depicting a sequence in familiar activities; ▪ Select non-fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	
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STRAND: Writing Process

Pre-Writing		Standard: the student will use prewriting strategies to generate ideas and formulate a plan.		
Benchmark	<i>The student will prewrite by:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.3.1.1 Language Arts	Generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Ideas, Word Choice, Voice 	
LA.8.3.1.2 Language Arts	Making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ FCAT Writing 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Organization, Ideas ▪ RAFT Activity <ul style="list-style-type: none"> ▪ http://www.readingquest.org/strat/raft.html ▪ http://www.readingquest.org/pdf/raft.pdf - blank form 	
LA.8.3.1.3 Language Arts	Using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story, map, plot pyramid) to develop a personal organizational style.	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Resource:</p> <ul style="list-style-type: none"> • Six Traits of Writing Notebook - Organization 	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> • Generating ideas through a variety of sources (e.g., prior knowledge, discussions, printed material, lists, graphic organizers); • Identifying the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing; • Using graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence. 		<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> • Generating ideas through a variety of sources (e.g., brainstorming, graphic organizers, group discussions, printed materials) to plan for writing; • Identifying the purpose (e.g., inform, entertain) and intended audience for the writing; • Using a graphic organizer to arrange main ideas and supporting details in a logical sequence. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Select information about familiar persons objects, activities, or events as the topic of communication.

STRAND: Writing Process

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
Benchmark	<i>The student will draft writing by:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.3.2.1 Language Arts	Developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ FCAT Writing 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Ideas, Word Choice, Voice 	
LA.8.3.2.2 Language Arts	Establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) ▪ FCAT Writing 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Organization, Ideas 	
LA.8.3.2.3 Language Arts	Analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – Sentence Fluency, Word Choice 	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will draft writing by: <ul style="list-style-type: none"> • Using a prewriting plan to develop central idea related main ideas and supporting details; • Organizing plan into a logical sequence that fits the purpose of the writing. 		<i>Supported:</i> The student will draft writing by: <ul style="list-style-type: none"> • Using a prewriting plan to develop the main idea and supporting details; • Organizing writing into a logical sequence according to the purpose. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words. 	

STRAND: Writing Process

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.		
Benchmark	<i>The student will revise by:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.3.3.1 Language Arts	Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 	
LA.8.3.3.2 Language Arts	Creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 	
LA.8.3.3.3 Language Arts	Creating precision and interest by *elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); Note: See Appendix C for information on Elaboration.	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook (Ideas, Sentence Fluency, Word Choice, Voice) 	
LA.8.3.3.4 Language Arts	Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook ▪ FCAT Writing Rubric 	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will revise by: <ul style="list-style-type: none"> • Reviewing for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas; • Improving connections between main ideas and details and modifying details to communicate the purpose; • Rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary; • Using tools and strategies (e.g., checklists, rubrics, dictionary, teacher review, peer review) to improve writing. 		<i>Supported:</i> The student will revise by: <ul style="list-style-type: none"> • Reviewing the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas; • Improving connections between main idea and details with prompting; • Adding descriptive words or details; • Using tools, strategies, and resources to improve the draft (e.g., teacher review, peer review, dictionary). 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.

STRAND: Writing Process

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.		
Benchmark	<i>The student edits writing for grammar and language conventions, including the correct use of:</i>	Assessment/ Correlation Information	Resources/Notes/ Connections	Date
LA.8.3.4.1 Language Arts	Spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ The Conventions section of the “Six Traits of Writing” Notebook has resources for all of the benchmarks under this standard. 	
LA.8.3.4.2 Language Arts	Capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);			
LA.8.3.4.3 Language Arts	Punctuation, including commas, colons, semicolons, quotation marks, and apostrophes; Note: This includes punctuation for compound and complex sentences.			
LA.8.3.4.4 Language Arts	The eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement;			
LA.8.3.4.5 Language Arts	Subject/verb agreement, noun/pronoun agreement.			

Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will edit draft for the correct use of:</p> <ul style="list-style-type: none"> • Spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource; • Capitalization, including proper nouns, the pronoun "I", days of the week and months of the year, and initial word of sentences; • End punctuation, quotation marks in dialogue, and commas in dates; • Singular and plural nouns; • Verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit draft for the correct use of:</p> <ul style="list-style-type: none"> • Spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary; • Capitalization including proper nouns, the pronouns "I", initial word of sentences, and days of the week; • End punctuation (period and question mark) for sentences; • Singular and plural nouns; • Complete sentences. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words. 	

STRAND: Writing Process

Publishing		Standard: The student will write a final product for the intended audience.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.3.5.1 Language Arts	Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		
LA.8.3.5.2 Language Arts	Use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		
LA.8.3.5.3 Language Arts	Share the writing with the intended audience.	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • Prepare writing appropriate for the audience and purpose; • Use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing; • Share writing with the intended audience. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> • Prepare writing appropriate to the purpose; • Use required spacing and margins and graphics or illustrations to support written text; • Share writing with the intended audience. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words 	

STRAND: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.4.1.1 Language Arts	Write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters);	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Connection</p> <ul style="list-style-type: none"> ▪ Connect to LA.8.2.1.2 	
LA.8.4.1.2 Language Arts	Write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Connection</p> <ul style="list-style-type: none"> ▪ This is appropriate for inclusion in content-area classes. 	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot; • Write expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Write narratives about events that include a main idea, descriptive details, characters, and a sequence of events; • Write expressive forms (e.g., poems and skits) that include rhythm and rhyme, or dialogue using a guided format. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate information that tells about persons, objects, and activities; and ▪ Recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.

STRAND: Writing Applications

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.4.2.1 Language Arts	Write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p>Connection</p> <ul style="list-style-type: none"> ▪ The benchmarks under this standard are appropriate for inclusion in content-area classes. 	
LA.8.4.2.2 READING and Language Arts	Record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		
LA.8.4.2.3 Language Arts	Write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		
LA.8.4.2.4 Language Arts	Write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 		

<p>LA.8.4.2.5 Language Arts</p>	<p>Write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p>	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) 	<p><u>Connection</u></p> <ul style="list-style-type: none"> ▪ Social Studies 	
<p>Access Points for Students with Significant Cognitive Disabilities</p>				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Write in a variety of expository forms (e.g., journal, log, summary); • Record information (e.g., lists, map labels, charts, graphs, legends) related to a topic; • Write expository paragraph that includes a topic sentence, supporting details and relevant information; • Compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model; • Write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs/tables). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Write in a variety of expository forms (e.g., daily journal, log, summary); • Record information (e.g., lists, map labels, charts) related to a topic; • Write expository text that includes a topic sentence and relevant information about the topic; • Compose informal invitations, friendly messages and thank-you notes using a model; • Write functional text (e.g., two-step directions, labels, basic recipes, informational posters). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate information about persons, objects, activities, or events using pictures, symbols, or words; ▪ Communicate information about classroom activities; ▪ Communicate greetings and invitations to others to engage in activities; and communicate appreciation; ▪ Express preferences and choices. 		

STRAND: Writing Applications

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
Benchmark	<i>The student will write persuasive texts (e.g., advertisement, speech, essay, public service announcement) that:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.4.3.1 Language Arts	Establish and develop a controlling idea and supports arguments for the validity of the proposed idea with detailed evidence;	Writing Portfolio (See Appendix F)	<ul style="list-style-type: none"> Coastal Optimist Speech Contest 	
LA.8.4.3.2 Language Arts	Includes persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, *glittering generalities, *card stacking). Definitions: Glittering Generalities – uses appealing words and images; leaves a nice impression without making any guarantee. Card Stacking - giving only the positive side of a product or service, ignoring negative aspects	Writing Portfolio (See Appendix F)	<p>Resource</p> <ul style="list-style-type: none"> Power Point on a variety of persuasive techniques: http://www.ranchoms.org/kjones/Elements%20of%20Literature-Persuasion.ppt#256,1,Elements of Literature: 	
Access Points for Students with Significant Cognitive Disabilities				
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> Select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

STRAND: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.5.1.1 Language Arts	Use fluent and legible handwriting skills. <ul style="list-style-type: none"> Note: Students are taught using the Zaner Bloser Continuous Stroke method for manuscript and the Zaner Bloser formation for cursive handwriting. Teachers should model correct formation of both manuscript and cursive writing and require students to use both in order to assure student writing fluency 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) 	<p>Note: The Zaner Bloser Continuous Stroke and Simplified formation requires that most manuscript letters be made with one continuous stroke (the pencil is not picked up). Exceptions exist in those letters which must be crossed or dotted. The simplified cursive does not require the excessive loops that dominated cursive writing in the past. Handwriting is formally taught in grades 1-5. However, it must continue to be modeled and legibility must continue to be required. Teachers are encouraged to require students to use both cursive and manuscript to maintain student skill level in each.</p>	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> Use legible handwriting. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Write words and sentences with proper spacing and sequencing. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Use pictures, symbols, or words to communicate meaning. 	

STRAND: Communication

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.5.2.1 Language Arts	Demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;			
LA.8.5.2.2 Language Arts	Use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;			
LA.8.5.2.3 Language Arts	Select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);		Connection: LA.8.4.3.2 LA.8.1.6.6	
LA.8.5.2.4 Language Arts	Research, organize, and effectively deliver speeches to entertain, inform, and persuade;		Resource: Optimist Club Speech Contest	
LA.8.5.2.5 Language Arts	Demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.			

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing; • Use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic; and respecting the viewpoints of others; • Manipulate oral language for clarity by adding or deleting words to express the same thought or idea; • Gather information and give brief speeches; • Use appropriate language choices, eye contact, body language, and gestures when presenting. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details; • Listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations; • Choose words and phrases to orally express a message for a specified purpose; • Give informal oral presentations about a topic; • Use appropriate language choices, body language, and eye contact when presenting. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Listen and respond to verbal messages from a variety of speakers; ▪ Communicate information or preferences and respond purposefully in a variety of situations. 	
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STRAND: Information and Media Literacy

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.			
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.6.1.1</u> <u>READING</u>	Explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		Connection: LA.8.1.7.5; LA.8.2.2.1;	
<u>LA.8.6.1.2</u> <u>READING</u>	Use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision;			
LA.8.6.1.3 Language Arts	Create a technical manual or solve a problem.		Connection: Science, Social Studies	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> Locate information provided in text features (e.g., table of contents, headings, sub-headings, charts and maps, text styles, index, glossary); Identify an use multiple sources of information (e.g., consumer, workplace, other real-world situations) to carry out procedures, solve problems, and make decisions. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); a Use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.

STRAND: Information and Media Literacy

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
<u>LA.8.6.2.1</u> <u>READING</u>	Select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher) to assess appropriateness of resources;	FCAT – MC LA.A.2.3.5 – Cluster 4 (See Appendix A)	<u>Connection:</u> Science Fair	
<u>LA.8.6.2.2</u> <u>READING</u> and Language Arts	Assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources; ▪ <u>Note:</u> 8 th grade students should be required to use more than three sources.	FCAT – MC LA.A.2.3.5 – Cluster 4 (See Appendix A) FCAT – MC LA.A.2.3.8 – Cluster 4 (See Appendix A)	<u>Connection:</u> Science Fair	
<u>LA.8.6.2.3</u> Language Arts	Write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used;		<u>Connection:</u> Science Fair	
<u>LA.8.6.2.4</u> Language Arts	Understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		<u>Connection:</u> Science Fair <u>Resource:</u> ▪ Lesson Plans: http://www.csusa.org/caw/caw_2006_teachers_middle.htm ▪ A quiz http://www.crews.org/curriculum/ex/comp_sci/articles/ethics.htm	

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Select a topic, adapt a predetermined search plan and use evaluative criteria (e.g., relevance, special features) to locate information in references and other resources; • Record and organize information by topic using multiple sources (e.g., digital and print texts, maps, charts, graphs, photographs) and check factual information in reference materials. • Write a report that includes main idea(s) and relevant details in an organized sequence, a concluding statement, and a list of sources used; • Record bibliographic data using a template and identify ethical practices for using information (e.g., knowing the difference between copying material from a text, using own words). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources; • Read and record information from references or other sources to answer search questions; • Write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used; • Record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Select a person or object to learn about and use a teacher-recommended source for information; ▪ Obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words; ▪ Communicate information about persons, objects, activities, or events using pictures, symbols or words; ▪ Identify objects, books or print material that belongs to others. 	
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STRAND: Information and Media Literacy

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.6.3.1 Language Arts	Analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;		Connection: Art, Technology	
LA.8.6.3.2 Language Arts	Demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation;		Connection: Art, Technology	
LA.8.6.3.3 Reading and Language Arts	Distinguish between propaganda and ethical reasoning strategies in print and nonprint media.		Resource <ul style="list-style-type: none"> ▪ Power Point on a variety of persuasive techniques: http://www.ranchoms.org/kjones/Elements%20of%20Literature-Persuasion.ppt#256,1,Elements of Literature; ▪ Definitions: http://academic.cuesta.edu/acasupp/as/404.htm ▪ http://members.aol.com/MrDonnUnits/Propaganda.html 	

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> • Identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media; • Use media with graphics, sound, or color to communicate information on a topic; • Identify persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> • Recognize production elements of color, sound, and motion used in media; • Use media with sound or color to complete tasks; • Identify examples of basic persuasive techniques (e.g. emotional appeal, appeal to authority). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to production elements of motion, sound, and color used in media; ▪ Use media to obtain information. 	
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STRAND: Information and Media Literacy

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
Benchmark	<i>The student will:</i>	Assessment/ Correlation Information	Resources/Notes/Connections	Date
LA.8.6.4.1 Language Arts	Use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology);		Connection: Technology Class	
LA.8.6.4.2 Language Arts	Evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		Connection: Technology Class	
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will: <ul style="list-style-type: none"> • Use appropriate available technologies to enhance communications; • Select and use technology tools to publish and present information on a topic. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> • Use appropriate available technologies to enhance communication; • Use technology tools to present a topic or story with text and graphics. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Use appropriate available technologies to enhance communication; ▪ Use a technology tool to communicate information to a familiar person in various settings.

APPENDIX A
Specific FCAT Test Specification Information

All 8th grade benchmarks are assessed using the Multiple Choice (MC), Short Response (SR) or Extended Response (ER) format.

LA.A.1.3.2– MC (Cluster 1)

Benchmark	The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
Benchmark Clarification	The student analyzes word structure and context clues to demonstrate comprehension of words and phrases in passages and/or graphics. The student makes or confirms inferences and draws conclusions about a reading passage and also identifies organizational patterns within a passage.
Content Limits	<p>Vocabulary words should be on grade level for assessing prefixes (e.g., en-, dis-, pre-, non-, re-, de-, pro-), suffixes (e.g., -ful, -ish, -ward, -less, -like, -y, -er, -ment, -en, -ize), root words, multiple meanings, antonyms, synonyms, and word relationships (e.g., simple analogies).</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, question and answer, main headings, subheadings, and bullets.</p>
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC) and short-response (SR) items.
Passage Attributes	<p>Passages may be literary text or informational text. Other stimuli could include, but may not be limited to, illustrations, graphics, and charts with captions.</p> <p>Passages must contain a word or phrase unfamiliar to most eighth-grade students, and sufficient context must be present to enable students to infer the meaning of the word or phrase. Passages will contain appropriate words to assess the knowledge of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships (e.g., simple analogies).</p>
Response Attributes	<p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none">• incorrect meanings of words or phrases• correct meaning of words or phrases that do not fit the context• words with construct similar to correct response (e.g., same prefix)• incorrect inferences or conclusions• incorrect organizational patterns• incorrect analogies
Sample Question Stems	<ul style="list-style-type: none">▪ Read this sentence from the passage. The cat, however, turned out to be the personification of persistence. This sentence means that the cat _____. (MC)▪ Read this sentence from the passage. Ultimately, an incident occurred that made me decide to keep him (as if I ever really had a choice in the matter). What does the phrase in the parentheses reveal about the narrator’s opinion of her situation? (MC)▪ Read this sentence from the story. My mom’s voice interrupts my reverie. What does the word <i>reverie</i> mean in this sentence? Use specific information from the story to help explain the meaning of this word. (SR)

LA.A.2.2.7 MC (Cluster 3)

Benchmark	The student recognizes the use of comparison and contrast in a text.
Benchmark Clarification	The student identifies similar or dissimilar elements within or across texts and/or explains in writing how elements are alike or different.
Content Limits	Elements that can be compared or contrasted may include, but will not be limited to, characters/subjects, authors' purposes, settings, main ideas, organizational structures, and authors' points of view. If tones are compared in two passages, each passage must contain a readily identifiable, consistent tone.
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.
Passage Attributes	Passages may be literary text or informational text. The passages will include clear elements that can be compared and/or contrasted. To assess this benchmark across texts, items should be based on one of the following: <ul style="list-style-type: none">• two passages related in theme or topic• one passage consisting of sections that contain elements that can be compared or contrasted
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">○ incorrect comparisons○ incorrect contrasts○ similarities or differences not supported by the text○ facts or details that are drawn from the passage(s) but are not related to the question○ plausible but incorrect responses based on the text
Sample Question Stems	<ul style="list-style-type: none">▪ What did the Indian priest Susruta and the Army doctor Walter Reed have in common? (MC)▪ In what way is this an appropriate comparison? ...every time I looked behind me, there he was, like some sort of permanent shadow. (MC)▪ How was the way malaria disappeared in Panama similar to the way it disappeared in Selinus? Use details and information from the article to support your answer. (SR)▪ How are Garrett's and Mr. Rodriguez's views on car ownership different? Use information from the story to support your answer. (SR)▪ How is the real Garrett different from the "someday" Garrett he imagines? Use details and information from the story to support your answer. (ER)

LA.A.2.3.1 MC (Cluster 2)

Benchmark	The student determines the main idea or essential message in a text and identifies relevant details and facts, or how the patterns of organization.
Benchmark Clarification	The student identifies and/or expresses in writing the main idea or essential message, relevant supporting details and facts, or how the organizational pattern of a passage supports or develops the main idea.
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.
Passage Attributes	<p>Passages may be literary text or informational text.</p> <p>The passages will include a main idea (stated or implied) or an essential message and relevant details or facts.</p> <p>Organizational patterns (methods of development) could include, but are not limited to, chronological order, lists, main headings with subheadings, question and answer, argument and support, comparison and contrast, cause and effect, and main idea with supporting details.</p>
Response Attributes	<p>Distractors for MC questions may include, but are not limited to, the following:</p> <ul style="list-style-type: none">• details that do not support the main idea or essential message of the passage• incorrect identifications of details• incorrect identifications or interpretations of the main idea or essential message• incorrect relationships between the organizational pattern and the main idea• plausible but incorrect responses based on text
Sample Question Stems	<ul style="list-style-type: none">• What is the main idea of this article? (MC)• Which sentence best summarizes what happens in “_____”? (MC)• What is _____’s main goal in life? (MC)• Which sentence best characterizes _____’s attitude toward _____? (MC)• Garrett holds the dinner roll to his ear to _____. (MC)• Why was the World Health Organization (WHO) unsuccessful in eliminating mosquitoes completely? What did the organization decide to do instead? Use details and information from the article to support your answer. (SR)• Why doesn’t _____ think he need to learn to do anything? Use details and examples from the story to support your answer. (SR)• Why does _____ try to discourage _____ from owning a car? Use information from the story to support your answer. (ER)

LA.A.2.3.2 MC (Cluster 2)

Benchmark	The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)
Benchmark Clarification	The student identifies and/or expresses in writing the author’s purpose or point of view. The student also analyzes the impact of the author’s purpose or point of view within or across a variety of texts, including text intended to persuade.
Content Limits	The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC) and short-response (SR) items.
Passage Attributes	Passages may be literary text or informational text. Passages particularly suitable for assessing this benchmark may include, but are not limited to <ul style="list-style-type: none">• persuasive articles, such as essays and editorials• informational articles
Response Attributes	Distractors of MC questions may include, but are not limited to, the following: <ul style="list-style-type: none">• facts or details that are drawn from the passage(s) but do not represent the author’s purpose or point of view• incorrect interpretations of the author’s purpose or point of view Distractors will NOT be a list of general categories (e.g., to inform, to persuade).
Sample Question Stems	<ul style="list-style-type: none">• The author would most likely agree with which statement? (MC)• The narrator would most likely agree that _____. (MC)• The author wants the reader to think that <u>(character)</u> _____. (MC)• What kind of person does the author want readers to think Garrett is? Use specific information from the story to support your answer. (SR)• Read this sentence from the story. “All right, Mr. Big,” says my mother from the hallway. “Furniture is for sitting on, not standing on.” Based on this sentence, what does the author want to show about the attitude of Garrett’s mother toward Garrett? Use details from the story to support your answer.

LA.A.2.3.5 MC (Cluster 4)

Benchmark	The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research projects, and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques such as source cards, note cards, spreadsheets, and outlines.)
Benchmark Clarification	The student obtains information through the process of recognizing, identifying, analyzing, synthesizing, and/or evaluating. The student demonstrates an understanding of information gathered from within or across texts.
Content Limits	Items will NOT ask the student for literal references such as the following: <ul style="list-style-type: none">• On what page would you find...?• In which chapter would you find...?• In which kind of reference book would you find information about.....?
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.
Passage Attributes	Passages may be literary text or informational text. Passages may include three primary or secondary sources. The stimulus may be text, maps, tables, charts, reference material entries, or other types of graphics. If reference material entries are used, they must look like those found in textbooks, library reference materials, and/or other information sources appropriate for seventh-grade students. Appropriate categories, headings, and similar information will be implied, not stated.
Response Attributes	Distractors of MC questions may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect uses of resources for research needs• incorrect locating, gathering, analyzing, or evaluating of information• incorrect conclusions or generalizations based on the stimulus• headings or categories that are not applicable to the designated facts or information• inappropriate methods of classifying, categorizing, or organizing the designated facts or information.
Sample Question Stems	<ul style="list-style-type: none">▪ Which set of directions would be most important to someone visiting a mosquito-infested country outside the United States? (MC)▪ Discuss the methods of mosquito control described in the article. Explain why the methods did or did not work. Use details and information from the article to support your answer. (SR)

LA.A.2.3.8 MC (Cluster 4)

Benchmark The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Benchmark Clarification The student checks the validity and accuracy of information by differentiating fact and opinion, identifying strong versus weak arguments, and analyzing the development of argument(s) within or across texts.

Item Types At grade 8, this benchmark will be assessed using multiple-choice (MC) and short-response (SR) items.

Content Limits Items related to fact and opinion will assess the role of fact or opinion in a text, rather than requiring the student to identify factual or nonfactual statements.

Passage Attributes Passages may be literary text or informational text.

Passages should include viewpoints, positions, or persuasive arguments. Support may be objective and substantial or subjective and relatively undeveloped. Pairs of passages or different sections within passages should include contrasting viewpoints, positions, or arguments.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect identifications of subjective or objective support
- incorrect interpretations of strong or weak arguments from the passage
- incorrect interpretations of the use of facts or opinions from the passage
- incorrect interpretations of how language in the passage supports or develops arguments

Sample Question Stems

- Which quotation best supports the author’s argument for controlling mosquitoes? (MC)
- What information in the article supports the author’s statement that mosquitoes may soon develop a resistance to *Bti*? Use details and information from the article to support your answer. (SR)

LA.E.2.2.1 MC (Cluster 3)

Benchmark	The student recognizes cause-and-effect relationships in literary and/or information texts. [Applies to fiction, nonfiction, poetry, and drama.]
Benchmark Clarification	The student identifies or explains in writing cause-and-effect relationships within or across literary and/or informational texts.
Content Limits	No content limits are specified for this benchmark.
Item Types	At grade 8, this benchmark will be assessed using multiple choice (MC) and short-response (SR) items.
Passage Attributes	Passages may be literary text or informational text. Passages must include a cause-and-effect relationship. This relationship may be stated or implied.
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect causes or effects• incorrect interpretations of cause-and-effect relationships• plausible but incorrect responses based on the text
Sample Question Stems	<ul style="list-style-type: none">▪ What factor forces the a narrator to make a decision? (MC)▪ Why is _____ so absent-minded? (MC)▪ Read this sentence from the story. “He’s been so absent-minded,” says my mother to my father, as if I weren’t even there. Why does Garrett’s mother describe him as absent-minded? Use information from the story to support your answer. (SR)

LA.E.2.3.1 MC (Cluster 2)

Benchmark	The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or a story line. (Includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)
Benchmark Clarification	The student identifies or provides in writing an explanation, analysis, or interpretation of the following within or across texts: theme, plot, character development, setting, point of view, tone, conflict, and/or resolution.
Content Limits	Passages used to assess tone at this grade level must have a readily identifiable, consistent tone.
Item Types	At grade 8, this benchmark will be assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.
Passage Attributes	Passages will be literary text. To assess this benchmark across texts, items should be based on one of the following: <ul style="list-style-type: none">• two passages related in theme or topic• one passage consisting of sections that contain characters, settings, and/or events that can be compared or contrasted.
Response Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• details that may contribute to but not significantly support the central conflict• incorrect expressions of the central conflict or theme• incorrect interpretations of character or plot development, point of view, setting, or tone• plausible but incorrect responses based on the text.
Sample Question Stems	<ul style="list-style-type: none">▪ What is the main conflict in the essay? (MC)▪ How does the narrator’s job affect her? (MC)▪ Read these sentences from the story. The class laughs; the teacher smiles and shakes her head again. The ball of paper sails in smooth. In my mind, the crowds go wild. How does this quotation reveal _____ nature and future plans? Use details and information from the story to support your answer. (SR)▪ Explain how the narrator’s character changes. Support your answer with details and information from the essay. (ER)

Appendix B – FCAT Reading Content Focus By Benchmark (Grades 6-8)

**REPORTING CATEGORIES: CONSTRUCTS MEANING FROM INFORMATIONAL TEXT
CONSTRUCTS MEANING FROM LITERATURE (LITERARY TEXT)**

<i>SUNSHINE STATE STANDARDS BENCHMARKS</i>	GRADES 6 - 8
<i>Cluster 1: Words and Phrases in Context</i>	<i>Content Focus</i>
LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	<ul style="list-style-type: none"> • Word structure • Analyze words/text • Context • Conclusions/inferences
<i>Cluster 2: Main Idea, Plot, Purpose</i>	<i>Content Focus</i>
LA. A. 2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.	<ul style="list-style-type: none"> • Patterns of organization • Main idea/essential message • Details/facts
LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.	<ul style="list-style-type: none"> • Author’s purpose • Author’s point of view
LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.	<ul style="list-style-type: none"> • Plot development (including flashback and foreshadowing) • Character development • Conflict/conflict resolution • Setting • Descriptive language (tone, mood, etc.) • Figurative language (symbolism, metaphor, etc.) • Character point of view
<i>Cluster 3: Comparisons and Cause/Effect</i>	<i>Content Focus</i>
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	<ul style="list-style-type: none"> • Contrast • Comparison
LA.E.2.2.1 Recognizes cause-and-effect relationship in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]	<ul style="list-style-type: none"> • Cause and Effect
<i>Cluster 4: Reference and Research</i>	<i>Content Focus</i>
LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	<ul style="list-style-type: none"> • Synthesizes information (multiple sources) • Synthesizes information (within text) • Locates, organizes, and interprets information
LA.A.2.3.8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusion an author draws.	<ul style="list-style-type: none"> • Validity/accuracy of information • Strong vs. weak argument

Source: 2005 Florida Department of Education

Appendix C – Elaboration and Extension in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.* Extensions may or may not include good vocabulary. Examples: *We sat on the hot, steamy sand. We waded in the icy cold water. We saw birds of every color under the sun.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw, and I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing, a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate. 	<ul style="list-style-type: none"> • Just tell students to elaborate.
<ul style="list-style-type: none"> • Have students revise papers to add elaboration. 	<ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration.
<ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. 	<ul style="list-style-type: none"> • Require a five-paragraph essay.
<ul style="list-style-type: none"> • Have students write for many purposes, audiences, and situations in draft format. 	<ul style="list-style-type: none"> • Require that every piece of writing be taken to publication.
<ul style="list-style-type: none"> • Have students maintain a writing portfolio. 	<ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.

Resources:

- <http://www.dpi.state.nc.us/docs/curriculum/languagearts/middlegrades/writingexemplarsmiddle.pdf>
- <http://www.learnnc.org/support/writing-lessons-support>
- images.pcmac.org/.../Departments/DocumentsCategories/Documents/FCAT%20Lessons%20Learned%20-%20Writing.pdf

Appendix D – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.




- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikerling

Appendix E – Sample Reading and Vocabulary Strategies

Strategy: K.I.M. -- for vocabulary words and new ideas

Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.

K Key idea	I Information	M Memory Clue
1. drought	Little or no rain over a period of time	
2. coup	Takeover of government by military	
3. sovereignty	Political independence	

Strategy: Story Map

The Story Map is a great way to get the main ideas or events of a novel into a usable form on paper. Students write the name of the novel at the top of the page, and the title of each chapter on the top of each box. Then, after reading each chapter, students fill the chapter box with information to remind them of what occurred or was covered in the chapter. Students may write an important word, a statement, a short summary, or draw a picture. Use the Story Map for textbooks too: Write the name of the chapter at the top, and use a box for each section, labeling them with the section headings found in the text.

Title of Chapter One _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Two _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Three _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Title of Chapter Four _____

In this box, to remember the main points of this chapter:

- Draw a picture,
- Write a few words of summary, or
- Write a statement.

Strategy: “It Says-I Say-And So”

1. Model the graphic organizer in a “talk aloud” process with a question.
2. Students independently complete the process by following the Questions and Strategies format provided below.

Questions and Strategies	Strategy	Question
	<i>It Says...</i> All supporting information including direct quotes from text is basis for inference	What specific words in the text provide clues about _____?
	<i>I Say...</i> A text-based inference in students’ own words	Make an inference. Based on the evidence from the text, what do you say—in your own words—about _____?
	<i>And So...</i> A logical conclusion using inductive reasoning	What logical conclusion about the future _____ can you draw from the text and your inference?

* * * * *

Strategy: Most Important Word

Bleich, David. (1975). *Reading and Feelings: An Introduction to Subjective Criticism*. Urbana, IL: National Council of Teachers of English.

Overview: It is important to remember that the craft of writing is primarily a process of choosing words that will reflect the true meaning of the author's message. A good writer consistently "draws the reader in" by making the unfamiliar aspects become familiar. The Most Important Word strategy may be used throughout the reading of a selection.

Procedure:

1. The teacher presents two words that are important to the story. In the beginning, these words may well be part of the title.
2. The class brainstorms definitions of the words, and their responses are recorded on the chalkboard or an overhead.
3. Students then scan the selection and make note where the two words are used, alone or as part of a phrase. These are then shared with the class.
4. In small groups, the students discuss the significance of the two words or write about them.
5. Each group is then assigned to a certain number of chapters in the novel and assigned the task to find important words and reflect on how they support the theme of the book.
6. Each group reports back to the class with the words they found most important. These are recorded on the chalkboard or an overhead.
7. The list is then used as the basis for an all-class discussion about the novel. This strategy will assist students in understanding an author's intent in crafting a message.

Example:

An example of Most Important Word can be found in the Kylee Beers (2003) book, *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.

SQ3R Reading Strategy
Survey, Question, Read, Recite, Review

SURVEY: Look Over the Material You Are About to Read

- Check amount
- Establish manageable units
- Read the title and the boldface headings
- Read the introductory material (paragraph)
- Look at charts, graphs, maps, pictures, other visuals
- Read the summary paragraph
- Read end-of-chapter questions/topics

QUESTION: Formulate Questions

- Jot down questions you want the text to answer based on:
 - What you know from your survey?
 - What you already know about the subject?
- Turn the boldface headings into questions
- Write out end-of-chapter questions that interest you

READ: Read for Main Ideas, Supporting Material, Transitions

- Separate main ideas from supporting material
- Delineate specifics of supporting material
- Actively record your comprehension of these distinctions by marking your text
- Select a paragraph or short section:
 - Read and Mark. Stop and Ask.
 - What is the main idea?
 - How is it supported?
 - What do I need to know from this paragraph?

RECITE: Talk out loud or write out the ideas and supporting material

- Look away or cover the page
- Using your own words, say or write the ideas and details
- Answer the questions you have formulated
- Look back at the material to check for accuracy; find the missing information
- Look away and speak/write again

REVIEW: Look over the material

- Try to construct a mental picture of the whole selection
- Recite the main ideas and answers to your questions
- Manipulate the ideas
- Speculate
- Compare/contrast
- Reorganize and categorize
- Consider the ideas in relation to other things you know, other selections in the same book, or other topics
- Make study notes in conjunction with lecture notes

THIEVES: A Strategy for Previewing Textbooks

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. Students will survey the text in the following manner:

Title – Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. If the text is written in chronological order, the title may indicate where the chapter would fit on a timeline. Some questions that the student may ask while looking at the title include:

- ✓ What do I already know about this topic?
- ✓ How does it connect to the previous chapter?
- ✓ How can I turn this title into a question to focus my reading?

Headings – Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the headings include:

- ✓ How does this heading let me know what I will be reading about?
- ✓ What topic will be discussed in the paragraphs below this heading?
- ✓ How can I turn this heading into a question that can be answered when I read this section?

Introduction – The introduction provides an overview of the chapter. It may come after the title and before the first heading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:

- ✓ Is the introduction marked or do I have to locate it?
- ✓ Does the first paragraph introduce the chapter?
- ✓ What important information will I find in the introduction?
- ✓ Do I already know anything about this?

Every first sentence in a paragraph – First sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.

Visuals and Vocabulary – Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Some questions that students may ask about the visuals include:

- ✓ How do these visuals relate to the content of this chapter?
- ✓ What can I learn from them?
- ✓ How do the captions help me understand the visual?

Vocabulary unlocks the meaning of the content. Students need to understand vocabulary in order to comprehend the text. Vocabulary may or may not be identified as key words. It might be highlighted or italicized in the text. Some questions that students may ask about the vocabulary include:

- ✓ Is there a list of key words and are they defined in the glossary?

- ✓ Are there important words in boldface or italics?
- ✓ Do I know the important words?
- ✓ Are there other words I don't know?

End-of-Chapter Questions – These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information that is important in the text and establish a purpose for reading. Some questions that students may ask about the end-of-chapter questions include:

- ✓ What do these questions ask?
- ✓ What information will be important in this chapter?
- ✓ How do I locate this information in the text?

Summary – Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter.

THIEVES was created by Suzanne Liff Manz, an educational therapist and instructor at Nassau Community College in Garden City, NY. It was published in *The Reading Teacher* Volume 55 Number 5 in February, 2002.

SAY SOMETHING

This strategy called SAY SOMETHING works on the assumption that it is more critical for dependent readers to talk about texts *during* the reading experience than after it. The strategy helps dependent readers focus on what they are reading rather than “confusing page turning with comprehending.”

The steps of SAY SOMETHING

1. Students get into groups of 2 or 3 and take turns reading a portion of a text aloud.
2. As they read, they occasionally pause to “say something” about what was read (every 3 to 4 paragraphs or so).
3. Provide students with the following rules (on the board or on a poster):

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following: <ul style="list-style-type: none">• Make a prediction• Ask a question• Clarify something you had misunderstood• Make a comment• Make a connection
3. If you can't do one of those five things, then you need to reread.

3. The reading partners offer a response to what was said; then a different student continues the reading until the next time they pause to say something.

Important Reminders:

- It is important to model the strategy several times, perhaps with a colleague or with a student.
- The partner’s job is to offer a response to what was said, in particular to try to answer questions. Any questions that can’t be answered should be noted on paper so they can be brought to the entire class.
- Dependent readers often need help in making their Say Something comments. Supplying sentence stem starters for each of the 5 categories is useful.
- Students should first practice on short texts to become familiar with the strategy.

Kylene Beers
adapted by Sandra Krist, Literacy Coach

Somebody Wanted But So

Purpose: This reading strategy helps students write a well-developed summary of the story. Students need to focus on the various story elements (characters, plot, conflict, and resolution) to be able to write this summary. Multiple characters offer readers an opportunity to understand different points of view.

Description of Strategy (Putting the Strategy to Work)

1. Introduce the strategy with a poem/short story.
2. Teach students how to use this graphic organizer by modeling how you create a “Somebody Wanted But So” statement.
3. Read the poem/story aloud. Discuss with the students:
 - which somebody to consider (main characters of the story),
 - what that somebody wanted (plot),
 - what occurred that caused a problem (conflict),
 - and what eventually happened (resolution).
4. Make sure that the students understand that when they are finished, they should have written one sentence that offers a summary of the text.
5. Remind students to chunk the story into parts if the text is too long. Connect the statement with words like *then, later, and, or but*. Therefore, this summary will be longer.
6. Use the responses to also teach students about point of view as they change the character in the “Somebody” column.
7. SWBS is a scaffold for narrative text.
8. An example: (Steig, W. (1982). *Doctor De Soto*. NY: Scholastic Inc.)

Somebody	Wanted	But	So
Doctor De Soto	to fix teeth of animals who would not harm him	the fox begged him to help him with his toothache	he bravely decided to help the fox.
Fox	to be pain free	Dr. De Soto didn't want to help	the fox said, "I beg you, do something! My tooth is killing me."
The De Sotos	to take the risk to help the fox.	was afraid of him when the fox returned the next morning	they made a glue that would keep his mouth closed for a day or two. This way he would not be able to harm the DeSotos.

Resource: Beers, K. (2003). *When Kids Can't Read What Teachers Can Do*. Portsmouth, NH: Heinemann.

Double Entry Journal

LEFT	RIGHT
<p>Idea From Text</p> <p>Drawings, notes, diagrams, observations, word clusters, focused free writes, webs, predictions, unknown vocabulary, etc. go on the left-side of the DEJ.</p> <p>These items are the unknown components of a lesson - in other words, they are the guesses - the "uncooked" elements that go into a lesson.</p>	<p>Reaction/Connection</p> <p>The right-side is reserved for the "cooking" of new information. This is the side that gets the processing or the FIX-Up part of the DEJ.</p>

The double entry journal serves for all the disciplines. "Thinking begins with perception: all knowledge is mediated." Putting those thought on paper is processed learning.

These tips might help you get started:

1. Sometimes you may want to give prompts to be written on the left-side.
2. You may want to use separate spiral notebooks for each subject or you may have students tab certain parts for certain subjects.
3. The double entry journal can be used to set goals, test hypothesis, extend concepts and evaluate new information.
4. The double entry journal can also serve as a basis for longer pieces that evolve during writing workshop.
5. When students articulate connections, they learn and understand information better. The double entry journal quickly tells teachers what students have or have not learned.
6. In doing any research projects, the double entry journal serves as a place to set their own research goals, form questions to which they would like answers, and take notes in answer to their questions.
7. The double entry journal can serve as a "holding tank" for data to be used later on.

Another Description of Double Entry Journal

Double Entry Journal	
Quotation: A phrase or sentence I especially like.	My thought about the excerpt.

The Double Entry Journal allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made, an analysis. Entries are made whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly.

Source: http://www.readwritethink.org/lessons/lesson_view.asp?id=228

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>