

Mansfield's ELA 8th Grade CCMS Syllabus

Mrs. Katie Mansfield

Room 806 CCMS

Contact: katie.mansfield@crockettschools.net

ELA course will be implementing EngageNY curriculum. This curriculum can be found at www.engageny.com. There will be four units throughout the year that will incorporate one novel and a variety of texts to go with the module.

Module 1 Finding Home: Refugees: Text for Module 1 *Inside Out & Back Again* by Thanhha Lai

Module 2 Taking a Stand: Text for Module 2: *To Kill a Mockingbird* by Harper Lee

Module 3 Japanese-American Relations in WWII: Text for Module 3: *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand

Module 4: Sustainability of World's Food Supply: Text for Module 4: *The Omnivore's Dilemma* by Michael Pollan

ELA Standards:

Grade 8 ELA Standards *Tested TNReady Standard	Module 1	Module 2	Module 3	Module 4
Reading Literature Standards				
*8.RL. KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	✓	✓		
*8. RL. KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓		
*8. RL. KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓		
*8. RL. CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	✓	✓		

*8. RL. CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓		
*8. RL CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor or dramatic irony.	✓	✓		
*8. RL.IKI.7 Analyze the extent to which a filmed or live production of a story or a drama stays faithful to or departs from the text or the script, evaluating the choices made by the directors or actors.		✓		
8.RL.IKI.8-Not applicable to Literature				
*8 RL. IKI .9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.		✓		
8. RL.RRTC.10 Read and comprehend a variety of literature at the high end of grades 6-8 text complexity band independently and proficiently.	✓	✓	✓	✓
Reading Informational Standards				
*8. RI.KID 1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing relevant textual evidence.	✓		✓	✓
*8. RI.KID 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓		
*8. RI. KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	✓			
*8. RI. CS. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓			
*8. RI CS.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓		
*8. RI CS.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓		✓
8. RI. IKI.7. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.			✓	
*8. RI. IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims and the reasoning is sound.				✓

*8. RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			✓	
8.RI.RRTC.10. Read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.	✓	✓	✓	✓
Writing Standards				
*8. W. TTP.1 Write arguments to support claims with clear reasons and relevant evidence.		✓		✓
a. Introduce claim(s).		✓		✓
b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).		✓		✓
c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.		✓		✓
d. Use credible sources and demonstrate and understanding of the topic or source material.		✓		✓
e. Craft an effective and relevant conclusion that supports the argument presented.		✓		✓
f. Use precise language and content-specific vocabulary.		✓		✓
g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		✓		✓
h. Use varied sentence structure to enhance meaning and reader interest.		✓		✓
i. Establish and maintain formal style.		✓		✓
*8.W. TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	✓		✓	
a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.	✓		✓	
b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies.	✓		✓	
c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓		✓	
d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.	✓		✓	
e. Craft an effective and relevant conclusion.	✓		✓	
f. Include formatting, graphics, and multimedia when appropriate.	✓		✓	
g. Use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts.	✓		✓	
h. Use precise language and domain-specific vocabulary.	✓		✓	

i. Use varied sentence structure to enhance meaning and reader interest.	✓		✓	
j. Establish and maintain a formal style.	✓		✓	
*8. W. TTP. 3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.		✓	✓	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.	✓	✓	✓	
b. Organize an event sequence that unfolds naturally and logically.	✓	✓	✓	
c. Create a smooth progression of experiences or events.		✓	✓	
d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.	✓	✓	✓	
e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.		✓	✓	
f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.	✓	✓	✓	
g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓	✓	✓	
Speaking and Listening Standards				
SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.			✓	
SL 8.1 A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			✓	
SL8.1 B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			✓	
SL 8.1 C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			✓	
SL 8.1 D. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.			✓	
SL 8.1 E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			✓	
SL 8.2 Analyze the purpose of information presented in				✓

diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.				
SL 8.2 A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.				✓
SL 8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				✓
SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.				✓
SL 8.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information strengthen claims and evidence and add interest.				✓
SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				✓
Language Standards				
*8. L. CSE.1 Demonstrate command of the conventions of standard English grammar and usage			✓	
a. When reading or listening, analyze the use of phrases and clauses within a larger text.			✓	
b. When reading or listening, explain the function of verbs.			✓	
c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.			✓	
d. When Reading or listening, explain the function of the voice (active and passive) and the mood of the verb and its application in text.			✓	
e. When writing or speaking, produce and use varied voice and mood of verbs.			✓	
*8.L. CSE. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.		✓		
*8. L. KL. 3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.		✓		
*8. L. VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8 th grade-		✓		

level text by choosing flexibly from a range of strategies.				
a. Use a context as a clue to the meaning of a word or a phrase.		✓		
b. Use common grade-appropriate morphological elements as clues to the meaning of a word or phrase.			✓	
c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.			✓	
d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.				✓
*8. L. VAU. 5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	✓			
*8. L. VAU. 6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.				✓

Daily Classroom Materials:

1-pack of pencils

1-pack of highlighters

1-1 ½ inch 3-ring binder

1-pack of colored pencils

1-pack of notebook paper

1-pair of scissors (optional)

1-pack of sticky notes (optional)

1-pack of notecards (optional)

Assignments:

Homework: Homework will be to a minimum. We will be reading texts in class and completing work in class. Any work or extra work may be sent home to be completed.

AR Goal: Each nine-weeks, the student will have an AR goal. The percentage of AR goal that has been met by the end of the nine-weeks will count for a grade. Teacher may choose to use it as one weekly assessment or as a daily grade. Make sure that you ask your teacher what grade it will be for the nine weeks. Library is open each day for check out and each class will have one to two days a month of library time.

Bi-weekly assessments: About every two weeks, you will take a bi-weekly assessment of the standards covered in class. These will count as a weekly test grade.

Primary assessments: There will be 4 primary assessments given throughout the school year that will assess ELA standards that have been taught prior to the assessment. There will be a review skill sheet sent home prior to exam. The exams will be similar to TNReady assessments. The 5th primary assessment will cover material after TNReady exams in April.

Participation: It is vital to be present, on time, and participate in daily instruction. Classroom discussion and activities are essential to understanding the text and tested standards. If you are absent, it is your responsibility to ask the teacher for any make-up work to be completed.

Fluency checks: Each Monday, the student will have a grade level fluency passage that will be practiced in class and at home. On Friday, the student will be assessed to see how many words were read correctly in one minute. The goal is to be able to read 123 words per minute on grade level the first semester. The second semester goal will increase based on child's needs.

Binders: Binders will be kept in ELA classroom so that material is not lost or thrown away. With the ELA curriculum, the work builds each day and refers back to most all material from the beginning of the text studied to the end. The student will be able to use all materials in binder on exams for reference. At the end of the novel study, work will be sent home.

Data Sheet: A data sheet for all grades will be kept in the notebook as the first sheet in the binder. A fluency sheet will be in the binder as well. All grades will be placed into grade portal for parents to see and all graded work will return to the student.

Grades:

25% Teacher choice-quizzes, participation, daily work, projects

25% Weekly assessments-tests over standards covered usually bi-weekly

50% Primary assessments

A=90-100 (Advanced/Blue)

B=80-89 (Proficient/Green)

C=60-79 (Basic/Orange)

D=59 and Below (Below Basic/Yellow)

Classroom Rules:

1. Be respectful.
2. Be prepared and responsible.
3. Be ready to work.
4. All rules of the student handbook are expected in the classroom.

Consequences:

Yellow card-Minor misbehavior (If behavior does not improve, silent lunch or write off may be given to student).

Red card-Major misbehavior (If behavior does not improve, office referral may be given.)

*Major incidents may not require a yellow or red card but automatic office referral.

**All incidents will be logged into synergy as well as all classroom tardies.

Rewards:

AR clubs and rewards will be given at least every 6 weeks.

Good behavior parties will be provided once every 9 weeks.

Classroom good behavior points will be awarded on a daily basis and a sweet treat or computer time will be provided to the class when points reach goal.