



Lowndes County
PUBLIC SCHOOLS

8th Grade English Language Arts Curriculum Guide

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

8th Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Recurring Standards Source: 2021 Alabama Course of Study P. 87-88	Supporting Standards	DOK	Resources
1	1	Prerequisite Skills	5.1	R1, R2, R3, R4, R5, R6	5.2 , 5.3	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Words to Write , Savvas, iReady My Perspective (ELA)
1	2	Prerequisite Skills	5.1, 5.3	R1, R2, R3, R4, R5, R6	5.2 , 6.25	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
1	3	Prerequisite Skills	2.10	R1, R2, R3, R4, R5, R6	R2.2 , R2.3 , 2.3 , 2.9	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
1	4	Prerequisite Skills	2.10	R1, R2, R3, R4, R5, R6	2.3 , 2.9	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
1	4	Central and Supporting Ideas	8.1	R1, R2, R3, R4, R5, R6	8.6, 8.8c	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
2	4	Informational Text	8.2, 8.5	R1, R2, R3, R4, R5, R6	8.8	OK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
2	4	Literary Elements	8.4	R1, R2, R3, R4, R5, R6	8.7, 8.10	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)

3	4	Figurative Language	8.4	R1, R2, R3, R4, R5, R6	8.6, 8.7, 8.10	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
3	2	Central and Supporting Ideas	8.1	R1, R2, R3, R4, R5, R6	8.6, 8.8c	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
3	2	Informational Text	8.2, 8.5	R1, R2, R3, R4, R5, R6	8.7, 8.8a	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
4	3	Literary Elements	8.4	R1, R2, R3, R4, R5, R6		DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)
4	3	Figurative Language	8.4	R1, R2, R3, R4, R5, R6	8.6, 8.7	DOK 2: (Skill/Concept) DOK 3: (Strategic Thinking)	Savvas, iReady My Perspective (ELA)

UNIT 1: [Central and Supporting Ideas]		DURATION: [1st Nine week - week 4-8 weeks]		
CONTENT STANDARDS			RECURRING STANDARDS	
PRIORITY STANDARD	SUPPORTING STANDARDS		RECURRING STANDARDS	
<ul style="list-style-type: none"> 8.1 Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas. 	<p>Language Literacy 8.16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21</p> <p>Research Literacy 8.23, 8.24, 8.25, 8.27</p> <p>Vocabulary Literacy 8.28, 8.29, 8.30, 8.31, 8.32</p> <p>Text-Dependent Writing</p>		<p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p> <p>R2. Use context clues to determine the meanings of unfamiliar spoken or written words.</p> <p>Expression R3. Use digital and electronic tools appropriately.</p>	

<ul style="list-style-type: none"> 8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. 	<p>8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26</p>	<p>safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
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		BLOOM'S TAXONOMY	QUAD	ACT
Author's rhetorical choices	Students need to be able to identify and categorize an author's purpose.	Knowledge Analysis	A,B,C	n/a
Point of view	Students need to be able to identify point of view and explain how the point of view helps develop the central idea	Knowledge Comprehension	A,B	n/a
Purpose	Students need to be able to identify the author's purpose for writing the text	Knowledge Comprehension	A,B	n/a
Anecdotes	Students need to be able to identify and cite anecdotes	Knowledge Application	A,B	n/a
Figurative	Students need to be able to recognize figurative language and connect it to the central idea	Knowledge Application	A,B	n/a
Connotative	Students need to be able to recognize and explain connotative language	Knowledge Application	A,B	n/a
Technical word meanings	Students need to be able to state technical word meanings and compare them to the figurative word meanings	Knowledge Application	A,B	n/a
Central Idea	Students need to be able to identify the central or main idea of a text	Knowledge Application	A,B	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Engage in reading to comprehend texts. ● Identify the characteristics of central and supporting ideas. ● Identify a central idea and supporting ideas of a text. ● Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. ● Review and practice how to identify an author’s point of view and author’s purpose in a text, using clues from the text. ● Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings. ● Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● central idea ● supporting idea ● rhetorical choice ● point of view ● Purpose ● Anecdote ● figurative word meaning ● connotative word meaning ● technical word meaning 			
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Author’s rhetorical choices ● Point of view ● Purpose ● Anecdotes ● Figurative ● Connotative ● Technical word meanings ● Central Idea 			
<p>SUMMATIVE ASSESSMENT</p>				
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam</p>			
<p>SUMMATIVE ASSESSMENT</p>				
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam</p>			

ACTIVITIES & RESOURCES

Read 180
[Nearpod](#)
[Quizizz](#)
[Quizlet](#)
[Gimkit](#)
[Edpuzzle](#)
[NewELA](#)
[Commonlit](#)
[Wordwall](#)
[Boom Cards](#)
[Wordly Wise](#)
[Readworks](#)
 Savvas
 iReady

RTI

Extended time
 Reduced Questions
 Peer Helpers
 Fewer answer choices
 Small Group
 Reteach

EXTENSION OPPORTUNITIES

Board Games
 Group Activities
 Small groups
 Student-led activities

UNIT 2: [Informational Text]

DURATION: [2nd Nine Week - Weeks 1-4]

CONTENT STANDARDS

PRIORITY STANDARDS

- 8.2 Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.

SUPPORTING STANDARDS

Language Literacy
 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21

Research Literacy
 8.23, 8.24, 8.25, 8.27

Vocabulary Literacy
 8.28,829, 8.30, 8.31, 8.32

Text-Dependent Writing
 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26

RECURRING STANDARDS

RECURRING STANDARDS

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine the meanings of unfamiliar spoken or written words.
- Expression
- R3. Use digital and electronic tools

		<p>appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Inferences	Students need to be able to make inferences	Knowledge Application	A,B	n/a
Logical conclusions	Students need to be able to arrive at a logical conclusion based on the text	Knowledge Application	A,B	n/a
Informational Text	Students need to be able to indicate the informational text structure	Knowledge Application	A,B	n/a
Comparison and Contrast	Students need to be able to identify what is being compared and contrasted in the text	Knowledge Application	A,B	n/a
Problem and Solution	Students need to be able to identify and isolate the problem and the solution in a text	Application Analysis	A,B,C	n/a
Claims and Evidence	Students need to be able to classify and dissect claims and evidence.	Application Analysis	B,C	n/a
Cause and Effect	Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect.	Application Analysis	B,C	n/a
Description	Students need to be able to identify,	Application	B,C	n/a

	interpret, and breakdown descriptions	Analysis		
Sequence	Students need to be able to identify the sequence and separate the parts of the sequence	Application Analysis	B,C	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <p>Week 1:</p> <ul style="list-style-type: none"> Engage in reading to comprehend informational texts. Differentiate between an inference and a conclusion. Make inferences and draw logical conclusions from the content of an informational text. Define and explain characteristics of comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing text structures. Identify the structure of an informational text, including comparison and contrast. problem and solution, claims and evidence, cause and effect, description, and sequencing. Draw inferences and logical conclusions from the structures of an informational text. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Informational text Inference Conclusion Text structure Comparison and contrast Problem and solution Claims and evidence Cause and effect Description Sequencing logical conclusion
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Inferences Logical conclusions Informational Text Comparison and Contrast Problem and Solution Claims and Evidence Cause and Effect Description Sequence

<p>FORMATIVE ASSESSMENT</p> <p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>SUMMATIVE ASSESSMENT</p> <p>I-Ready Mastery Standards Mastery Unit Assessment Bi-Weekly Exam</p>
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ACTIVITIES & RESOURCES

Read 180
[Nearpod](#)
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[Gimkit](#)
[Edpuzzle](#)
[NewELA](#)
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[Wordwall](#)
[Boom Cards](#)
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[Readworks](#)
 Savvas
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RTI

Extended time
 Reduced Questions
 Peer Helpers
 Fewer answer choices
 Small Group
 Reteach

EXTENSION OPPORTUNITIES

Board Games
 Group Activities
 Small groups
 Student-led activities

UNIT 3: [Literary Elements]

DURATION: [2nd Nine Weeks - Weeks 4-8]

CONTENT STANDARDS

RECURRING STANDARD

PRIORITY STANDARDS

- 8.3 Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.

SUPPORTING STANDARDS

Language Literacy
 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21

Research Literacy
 8.23, 8.24, 8.25, 8.27

Vocabulary Literacy
 8.28,829, 8.30, 8.31, 8.32

Text-Dependent Writing
 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26

RECURRING STANDARDS

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine the meanings of unfamiliar spoken or written words.

Expression
 R3. Use digital and electronic tools appropriately, safely, and ethically when

		<p>researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Plot	Students need to be able to identify the five parts of the plot and explain how it contributes to the meaning of the text	Comprehension Application	A,B	n/a
Theme	Students need to be able to identify and explain the theme of a text.	Comprehension Application	A,B	n/a
Conflict	Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text.	Comprehension Application	A,B	n/a
Dialogue	Students need to be able to identify dialogue and explain how it contributes to the meaning of a text.	Comprehension Application	A,B	n/a
Point of view	Students need to be able to identify a point of view and connect it to the meaning of a text.	Comprehension Application	A,B	n/a
Textual evidence	Students need to be to show textual evidence to support the meaning of the text	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Engage in reading to comprehend prose and poetry (literary text).
- Define and explain characteristics of setting in prose and poetry.
- Define and explain characteristics of plot in prose and poetry.
- Define and explain characteristics of characters in prose and poetry.
- Define and explain characteristics of themes in prose and poetry.
- Define and explain characteristics of conflict in prose and poetry.
- Define and explain characteristics of dialogue in prose and poetry.
- Define and explain characteristics of point of view in prose and poetry.
- Demonstrate plot development of prose and poetry.
- Explain how the author's use of setting contributes to the meaning or purpose of a text.
- Explain how the author's use of plot contributes to the meaning or purpose of a text.
- Explain how the author's use of characters contributes to the meaning or purpose of a text.
- Explain how the author's use of themes contributes to the meaning or purpose of a text.
- Explain how the author's use of conflict contributes to the meaning or purpose of a text.
- Explain how the author's use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author's use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

KEY VOCABULARY

- Prose
- Poetry
- Plot
- Setting
- Characters
- Theme
- Conflict
- Literary text
- Dialogue
- point of view
- Textual evidence
- Purpose

<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Plot • Theme • Conflict • Dialogue • Point of view • Textual evidence
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Mastery Standards Mastery Unit Assessment Projects Bi-Weekly Exam</p>

ACTIVITIES & RESOURCES

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EXTENSION OPPORTUNITY
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UNIT 4: [Figurative Language]		DURATION: [3rd Nine Weeks - Week 1-4]
CONTENT STANDARDS		RECURRING STANDARDS
<p>PRIORITY STANDARDS</p> <p>8.4 Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.</p> <p>8.7 Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p> <p>8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to</p>	<p>SUPPORTING STANDARDS</p> <p>Language Literacy 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21</p> <p>Research Literacy 8.23, 8.24, 8.25, 8.27</p> <p>Vocabulary Literacy 8.28,829, 8.30, 8.31, 8.32</p> <p>Text-Dependent Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26</p>	<p>RECURRING STANDARDS</p> <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p> <p>R2. Use context clues to determine the meanings of unfamiliar spoken or written words.</p> <p>Expression</p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in</p>

<p>task, purpose, and audience, using an appropriate command of language.</p>		<p>order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Simile	Students need to be able to identify similes and explain how they support the meaning of the text.	Comprehension Application	A,B	n/a
Metaphor	Students need to be able to identify metaphors and explain how they support the meaning of the text.	Comprehension Application	A,B	n/a
Personification	Students need to be able to identify personification and break down how they support the interpretation of the text	Comprehension Application Analysis	n/a	n/a
Onomatopoeia	Students need to be able to identify onomatopoeia and how they support the meaning of the text.	Comprehension Application	A,B	n/a
Hyperbole	Students need to be able to identify hyperbole and how it supports the interpretation of the text.	Comprehension Application	A,B	n/a
Tone	Students need to be able to identify tone and how it supports the interpretation of the text.	Comprehension Application	A,B	n/a
Imagery	Students need to be able to identify imagery and how it relates to the interpretation of the text.	Comprehension Application	A,B	n/a
Irony	Students need to be able to identify irony and explain how it supports the meaning of	Comprehension Application	A,B	n/a

	the text.			
Symbolism	Students need to be able to identify symbolism and explain how it supports the meaning of the text.	Comprehension Application	A,B	n/a
Mood	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a
Tone	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Engage in reading to comprehend prose and poetry (literary texts). ● Identify characteristics of different literary devices, including simile, metaphor, ● personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood. ● Interpret the meaning of literary devices. ● Identify words and phrases that can help determine the tone of a text. ● Identify words and phrases that can help determine the mood of a text. ● Describe the use of literary devices in prose and poetry. ● Determine how literary devices support interpretations of the text. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Prose ● Poetry ● literary device ● Simile ● Metaphor ● Personification ● Onomatopoeia ● Hyperbole ● Imagery ● Irony ● Symbolism ● Tone ● Mood ● Interpretation
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Tone ● Mood ● Onomatopoeia ● Hyperbole ● Irony ● Symbolism

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Projects Unit Assessment Bi-Weekly Exam

ACTIVITIES & RESOURCES	
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas iReady	
RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities

UNIT 1: [Central and Supporting Ideas]	DURATION: [3rd Nine Weeks - Weeks 5-6]	
CONTENT STANDARDS		RECURRING STANDARDS
PRIORITY STANDARD	SUPPORTING STANDARDS Language Literacy 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21	RECURRING STANDARDS R1. Utilize active listening skills during discussion

<ul style="list-style-type: none"> 8.6 Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings. <p>8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	<p>Research Literacy 8.23, 8.24, 8.25, 8.27</p> <p>Vocabulary Literacy 8.28,8.29, 8.30, 8.31, 8.32</p> <p>Text-Dependent Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26</p>	<p>and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p> <p>R2. Use context clues to determine the meanings of unfamiliar spoken or written words.</p> <p>Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Author’s rhetorical choices	Students need to be able to identify and categorize an author’s purpose.	Knowledge Analysis Synthesis Evaluation	A,B	n/a
Point of view	Students need to be able to identify the point of view and explain how the point of view helps develop the central idea	Knowledge Comprehension Application Analysis	A,B	n/a
Purpose	Students need to be able to identify the author’s purpose for writing the text	Knowledge Comprehension Application Analysis	A,B	n/a
Anecdotes	Students need to be able to identify and cite anecdotes	Knowledge Application Analysis Synthesis	A,B	n/a
Figurative	Students need to be able to recognize	Knowledge	A,B	n/a

	figurative language and connect it to the central idea	Application Analysis Synthesis		
Connotative	Students need to be able to recognize and explain connotative language	Knowledge Application Analysis Synthesis	A,B	n/a
Technical word meanings	Students need to be able to state technical word meanings and compare them to the figurative word meanings	Knowledge Application Analysis Synthesis	A,B	n/a
Central Idea	Students need to be able to identify the central or main idea of a text	Knowledge Application Analysis Synthesis	A,B	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Engage in reading to comprehend texts. ● Identify the characteristics of central and supporting ideas. ● Identify a central idea and supporting ideas of a text. ● Define different types of rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. ● Review and practice how to identify an author’s point of view and author’s purpose in a text, using clues from the text. ● Review and practice using context to determine anecdotes, figurative, connotative, and technical word meanings. ● Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, that are used to develop central and supporting ideas. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● central idea ● supporting idea ● rhetorical choice ● point of view ● Purpose ● Anecdote ● figurative word meaning ● connotative word meaning ● technical word meaning
<p>ESSENTIAL QUESTION(S)</p>	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Author’s rhetorical choices ● Point of view ● Purpose ● Anecdotes

- Figurative
- Connotative
- Technical word meanings
- Central Idea

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT			
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Diagnostic Assessment Unit Assessment Bi-Weekly Exam Projects			

ACTIVITIES & RESOURCES	
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas iReady	
RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities

UNIT 2: [Informational Text]	DURATION: [3rd Nine Weeks - Weeks 7-8]	
CONTENT STANDARDS		RECURRING STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS	RECURRING STANDARDS
<p>8.6 Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.</p> <p>8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	<p>Language Literacy 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21</p> <p>Research Literacy 8.23, 8.24, 8.25, 8.27</p> <p>Vocabulary Literacy 8.28,829, 8.30, 8.31, 8.32</p> <p>Text-Dependent Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26</p>	<p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p> <p>R2. Use context clues to determine the meanings of unfamiliar spoken or written words.</p> <p>Expression R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Inferences	Students need to be able to make inferences	Knowledge Application Analysis Synthesis	A,B	n/a
Logical conclusions	Students need to be able to arrive at a logical conclusion based on the text	Knowledge Application Analysis Synthesis	A,B	n/a
Informational Text	Students need to be able to indicate the informational text structure	Knowledge Application Analysis Synthesis	A,B	n/a
Comparison and Contrast	Students need to be able to identify what is	Knowledge	A,B	n/a

	being compared and contrasted in the text	Application Analysis Synthesis		
Problem and Solution	Students need to be able to identify and isolate the problem and the solution in a text	Application Analysis Analysis Synthesis Evaluation	B,C	n/a
Claims and Evidence	Students need to be able to classify and dissect claims and evidence.	Application Analysis Synthesis Evaluation	B,C	n/a
Cause and Effect	Students need to be able to identify the cause and effect within a text. Students need to be able to dissect the cause and bring about the effect.	Application Analysis Synthesis Evaluation	B,C	n/a
Description	Students need to be able to identify, interpret, and breakdown descriptions	Application Analysis Synthesis Evaluation	B,C	n/a
Sequence	Students need to be able to identify the sequence and separate the parts of the sequence	Application Analysis Synthesis Evaluation	B,C	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

Week 1:

- Engage in reading to comprehend informational texts.
- Differentiate between an inference and a conclusion.
- Make inferences and draw logical conclusions from the content of an informational text.
- Define and explain characteristics of comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing text structures.
- Identify the structure of an informational text, including comparison

KEY VOCABULARY

- Informational text
- Inference
- Conclusion
- Text structure
- Comparison and contrast
- Problem and solution
- Claims and evidence
- Cause and effect
- Description

<ul style="list-style-type: none"> and contrast. problem and solution, claims and evidence, cause and effect, description, and sequencing. Draw inferences and logical conclusions from the structures of an informational text. 	<ul style="list-style-type: none"> Sequencing Logical conclusion
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Inferences Logical conclusions Informational Text Comparison and Contrast Problem and Solution Claims and Evidence Cause and Effect Description Sequence

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Bi-Weekly Exam Project

ACTIVITIES & RESOURCES
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas iReady

RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities
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UNIT 3: [Literary Elements]		DURATION: [4th Nine Weeks - Weeks 1-3]	
CONTENT STANDARDS		RECURRING STANDARDS	
PRIORITY STANDARDS <ul style="list-style-type: none"> 8.3 Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support. 8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. 	SUPPORTING STANDARDS <p>Language Literacy 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21</p> <p>Research Literacy 8.23, 8.24, 8.25, 8.27</p> <p>Vocabulary Literacy 8.28,8.29, 8.30, 8.31, 8.32</p> <p>Text-Dependent Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26</p>		RECURRING STANDARDS <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p> <p>R2. Use context clues to determine the meanings of unfamiliar spoken or written words.</p> <p>Expression</p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> <p>R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing</p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Plot	Students need to be able to identify the five parts of plot and explain how it contributes to the meaning of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Theme	Students need to be able to identify and explain the theme of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Conflict	Students need to be able to identify the conflict of a text. Students need to be able to develop writings based on the conflict of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Dialogue	Students need to be able to identify dialogue and explain how it contributes to the meaning of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Point of view	Students need to be able to identify a point of view and connect it to the meaning of a text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Textual evidence	Students need to be to show textual evidence to support the meaning of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Engage in reading to comprehend prose and poetry (literary text).
- Define and explain characteristics of setting in prose and poetry.
- Define and explain characteristics of plot in prose and poetry.
- Define and explain characteristics of characters in prose and poetry.
- Define and explain characteristics of themes in prose and poetry.
- Define and explain characteristics of conflict in prose and poetry.
- Define and explain characteristics of dialogue in prose and poetry.
- Define and explain characteristics of point of view in prose and poetry.
- Demonstrate plot development of prose and poetry.
- Explain how the author's use of setting contributes to the meaning or purpose of a text.
- Explain how the author's use of plot contributes to the meaning or purpose of a text.
- Explain how the author's use of characters contributes to the meaning or purpose of a text.
- Explain how the author's use of themes contributes to the meaning or purpose of a text.
- Explain how the author's use of conflict contributes to the meaning or purpose of a text.
- Explain how the author's use of dialogue contributes to the meaning or purpose of a text.
- Explain how the author's use of point of view contributes to the meaning or purpose of a text.
- Demonstrate how to select and use textual evidence to support explanations.

KEY VOCABULARY

- Prose
- Poetry
- Plot
- Setting
- Characters
- Theme
- Conflict
- Literary text
- Dialogue
- Point of view
- Textual evidence
- Purpose

<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Plot • Theme • Conflict • Dialogue • Point of view • Textual evidence
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Mastery Standards Mastery Unit Assessment Projects Unit Assessment Bi-Weekly Exam</p>

ACTIVITIES & RESOURCES
<p>Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards</p>

[Wordly Wise](#)
[Readworks](#)
 Savvas
 iReady

RTI

Extended time
 Reduced Questions
 Peer Helpers
 Fewer answer choices
 Small Group
 Reteach

EXTENSION OPPORTUNITIES

Board Games
 Group Activities
 Small groups
 Student-led activities

UNIT 4: [Figurative Language]

DURATION: [4th Nine Weeks - Week 4-6]

CONTENT STANDARDS

RECURRING STANDARDS

PRIORITY STANDARDS

8.4 Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.

8.7 Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

SUPPORTING STANDARDS

Language Literacy
 8. 16, 8.16a, 8.18b, 8.16c, 8.17, 8.17a, 8.19, 8.21

Research Literacy
 8.23, 8.24, 8.25, 8.27

Vocabulary Literacy
 8.28,8.29, 8.30, 8.31, 8.32

Text-Dependent Writing
 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f, 8.26

RECURRING STANDARDS

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine the meanings of unfamiliar spoken or written words.

Expression

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R5 Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in

		various genres.
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Simile	Students need to be able to identify similes and explain how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Metaphor	Students need to be able to identify metaphors and explain how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Personification	Students need to be able to identify personification and breakdown how they support the interpretation of the text	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Onomatopoeia	Students need to be able to identify onomatopoeia and how they support the meaning of the text.	Comprehension Application Analysis Synthesis Evaluation	A,B	n/a
Hyperbole	Students need to be able to identify hyperbole and how it supports the interpretation of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Tone	Students need to be able to identify tone and how it supports the interpretation of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Imagery	Students need to be able to identify imagery and how it relates to the interpretation of the text.	Comprehension Application Analysis	A,B	n/a

Irony	Students need to be able to identify irony and explain how it supports the meaning of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Symbolism	Students need to be able to identify symbolism and explain how it supports the meaning of the text.	Comprehension Application Analysis Evaluation	A,B	n/a
Mood	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a
Tone	Students need to be able to identify the mood and explain how it supports the meaning of the text.	Comprehension Application Analysis	A,B,C	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> Engage in reading to comprehend prose and poetry (literary texts). Identify characteristics of different literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood. Interpret the meaning of literary devices. Identify words and phrases that can help determine the tone of a text. Identify words and phrases that can help determine the mood of a text. Describe the use of literary devices in prose and poetry. Determine how literary devices support interpretations of the text. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Prose Poetry Literary device Simile Metaphor Personification Onomatopoeia Hyperbole Imagery Irony Symbolism tone mood Interpretation
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Simile Metaphor Personification Tone

	<ul style="list-style-type: none"> • Mood • Onomatopoeia • Hyperbole • Irony • Symbolism
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES	
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas iReady	
RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

Students will:

Reception

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.

R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Knowledge - Students need to know...

- Active listening skills.
- How to engage in discussions and conversations in a variety of settings.
- Agreed-upon rules for participation.
- Context clues in speech or text can provide the meaning of unfamiliar words.
- There are different types of context clues, including inference/general clues, definition/explanation clues, restatement/synonym clues, and contrast/antonym clues.
- Context clues in text are often indicated by punctuation marks.
- Digital and electronic tools must be used appropriately, safely, and ethically.
- Digital and electronic tools can be used for research or for writing tasks.
- Digital and electronic tools can be independently or with others.
- The writing process steps are to plan, draft, revise, edit, and publish.

Skills - Students need to be able to do...

- Demonstrate active listening skills during discussion and conversation in pairs, small groups, or whole-class settings.
- Converse in pairs, small groups, and large groups.
- Practice the agreed-upon rules for participation.
- Use context clues to determine the meanings of unfamiliar words in speech.
- Use context clues to determine the meanings of unfamiliar words in text.
- Engage in safe and ethical behavior when using digital and electronic tools individually and collaboratively.
- Plan writings in various genres.
- Draft writings in various genres.
- Revise writings in various genres.
- Edit writings in various genres.
- Publish writings in various genres.

<ul style="list-style-type: none"> ● Various genres of writing. ● Some occasions (times and places) call for formal language and tone, while other occasions permit casual communication. ● Some contexts and tasks require formal English speech, while others permit more casual speech. 	<ul style="list-style-type: none"> ● Assess the formality of occasions. ● In formal occasions, speak and write with a formal language and tone. ● In informal occasions, speak and write with a casual language and tone. ● Adapt speech to a variety of contexts and tasks. ● Demonstrate command of formal spoken English when appropriate 	
<p>Learning Targets</p> <ul style="list-style-type: none"> ● Conversations and discussions follow agreed-upon rules which help us actively listen and gain understanding. ● An author or a speaker uses context clues to explain the meaning of unusual words or academic, domain-specific vocabulary. ● Safe behaviors, interactions that keep you out of harm's way, are necessary when using digital and electronic tools. ● Ethical behavior, interactions that align to one's moral code, are necessary when using digital and electronic tools. ● The writing process is a set of steps that make writing easier. ● There are different categories, or genres, of writing that can be used for different purposes. ● Different situations require different types of languages and tones. ● Certain contexts and tasks will require them to speak in formal English. ● They can change their speech, such as the vocabulary and sentence structure used, depending on the occasion. 	<p>Bloom's Taxonomy:</p> <p>Remember Understand Apply Analyze Evaluate Create</p>	<p>Quad:</p>
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Active listening ● Discussion ● Conversation ● Rules ● Participation ● Context clues ● Determine ● Unfamiliar spoken words ● Unfamiliar written words ● Digital tools ● Electronic tools ● Appropriately ● Safely ● Ethically ● Research ● Individually ● Collaboratively ● Writing process ● Plan 	<p>Examples, Activities, & Helpful Resources:</p> <p>myOwn Reading Storyline Online Jeopardy Small Group Activity Quizlet Board Games Riddles Cyber Safety Videos Peer Review Writing Debate/Speeches</p>	

- Draft
- Revise
- Edit
- Publish
- Genres
- Assess
- Formality
- Occasions
- Appropriate language
- Appropriate tone
- Adapt
- Speech
- Contexts
- Tasks
- Command
- Formal English

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)

- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes

PRIOR KNOWLEDGE

- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

used correctly in writing?

- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

7th Grade Curriculum At A Glance (Language Arts) - Pacing Calendar					Identified Skills/Standards	I-Ready Standards for Mastery Test	Teacher Resources
Quarter	# Week	Unit Name	Priority Standards	Supporting Standards	IReady Resources/Skills	Pre/Post Test	
1	4	Grammar and Mechanics	8.16	8.16a, 8.16b, 8.16c		Week 1/ Week 4	
1	4	Capitalization, Punctuation, and Spelling	8.17	8.17a		Week 1/ Week 4	
2	4	Grammar and Mechanics	8.16	8.16a, 8.16b, 8.16c		Week 1/ Week 4	
2	4	Capitalization, Punctuation, and Spelling	8.17	8.17a		Week 1/ Week 4	
3	4	Grammar and Mechanics	8.16	8.16a, 8.16b, 8.16c		Week 1/ Week 4	
3	4	Capitalization, Punctuation, and Spelling	8.17	8.17a		Week 1/ Week 4	
4	4	Grammar and Mechanics	8.16	8.16a, 8.16b, 8.16c		Week 1/ Week 4	
4	4	Capitalization, Punctuation, and Spelling	8.17	8.17a		Week 1/ Week 4	

ELA UNIT 1: [Grammar and Mechanics]

DURATION: [1st Nine Weeks - 1-4 weeks]

CONTENT STANDARDS

<p style="text-align: center;">PRIORITY STANDARDS</p> <ul style="list-style-type: none"> 8.16 Examine the use of conventions of standard English grammar and usage in writing. 	<p style="text-align: center;">SUPPORTING STANDARDS</p> <p style="text-align: center;">Grammar 8.16a, 8.16b, 8.16c,</p> <p style="text-align: center;">Editing and Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f</p> <p style="text-align: center;">Research 8.24, 8.27</p>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. Identify correct and incorrect use of pronouns and their antecedents in writing. Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Grammar Usage Mechanics Commas Parentheses Dashes/ Hyphens Nonrestrictive Parenthetical Pronoun Antecedent Revise, Personal pronoun Intensive pronoun Reflexive pronoun Demonstrative pronoun Relative pronoun Interrogative pronoun Indefinite pronoun
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<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> What is a nonrestrictive or parenthetical element? What are the 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Grammar
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<p>rules for punctuating nonrestrictive or parenthetical elements?</p> <ul style="list-style-type: none"> • When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? • When do you use dashes to set off nonrestrictive or parenthetical elements? • How are commas used correctly in writing? How are apostrophes used correctly in writing? • How are quotation marks correctly used in writing? • What is a colon? How are colons used correctly in writing? What is a semicolon? • How are semicolons used correctly in writing? • What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly? • What are personal pronouns and how are they used correctly? • What are intensive pronouns and how are they used correctly? • What are reflexive pronouns and how are they used correctly? What are demonstrative pronouns and how are they used correctly? • What are relative pronouns and how are they used correctly? • What are interrogative pronouns and how are they used correctly? • What are indefinite pronouns and how are they used correctly? 	<ul style="list-style-type: none"> • Commas • Parentheses • Dashes/ Hyphens • Pronouns
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES
Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA

[Commonlit](#)
[Wordwall](#)
[Boom Cards](#)
[Wordly Wise](#)
[Readworks](#)
 Savvas
 iReady

RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities
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ELA UNIT 2: [Capitalization, Punctuation, and Spelling]	DURATION: [1st Nine Weeks - 5-8 weeks]
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CONTENT STANDARDS	
PRIORITY STANDARDS <ul style="list-style-type: none"> ● 8.17 Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts. 	SUPPORTING STANDARDS Grammar 8.17a Editing and Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f Research 8.24, 8.27

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a

Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a
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KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements ● Genres
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing? ● How are quotation marks correctly used in writing? ● What is a colon? How are colons used correctly in writing? What is a semicolon? ● How are semicolons used correctly in writing? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Mastery Standards Mastery Unit Assessment Projects</p>

ACTIVITIES & RESOURCES

Read 180
[Nearpod](#)
[Quizizz](#)
[Quizlet](#)
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[Commonlit](#)
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[Readworks](#)
Savvas
iReady

RTI

Extended time
Reduced Questions
Peer Helpers
Fewer answer choices
Small Group
Reteach

EXTENSION OPPORTUNITIES

Board Games
Group Activities
Small groups
Student-led activities

ELA UNIT 1: [Grammar and Mechanics]

DURATION: [2nd Nine Weeks - 1-4 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

- 8.16 Examine the use of conventions of standard English grammar and usage in writing.

SUPPORTING STANDARDS

Grammar
8.16a, 8.16b, 8.16c,

Editing and Writing
8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f

Research
8.24, 8.27

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements ● Genres
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing? ● How are quotation marks correctly used in writing? ● What is a colon? How are colons used correctly in writing? What is a semicolon? ● How are semicolons used correctly in writing? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz	I-Ready Mastery

Quizlet Entrance Slips Observation Participation	Standards Mastery Unit Assessment Projects
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RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities
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ELA UNIT 2: [Capitalization, Punctuation, and Spelling]	DURATION: [2nd Nine Weeks - 5-8 weeks]
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CONTENT STANDARDS	
<p>PRIORITY STANDARDS</p> <ul style="list-style-type: none"> 8.17 Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts. 	<p>SUPPORTING STANDARDS</p> <p>Grammar 8.17a</p> <p>Editing and Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f</p> <p>Research 8.24, 8.27</p>

KNOWLEDGE (students need to know):	SKILLS: (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing.
- Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing.
- Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing.
- Identify correct and incorrect use of pronouns and their antecedents in writing.
- Correctly use various pronouns and their antecedents in writing.

KEY VOCABULARY

- Commas
- Parentheses
- Dashes/ Hyphens
- Nonrestrictive elements
- Parenthetical elements
- Genres

ESSENTIAL QUESTION(S)

- What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements?
- When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off **nonrestrictive or** parenthetical elements?
- When do you use dashes to set off nonrestrictive or parenthetical elements?
- How are commas used correctly in writing? How are apostrophes used correctly in writing?
- How are quotation marks correctly used in writing?
- What is a colon? How are colons used correctly in writing? What is a semicolon?
- How are semicolons used correctly in writing?

PRIOR KNOWLEDGE

- Grammar
- Commas
- Parentheses
- Dashes/ Hyphens

FORMATIVE ASSESSMENT

Quizizz
Quizlet
Entrance Slips
Observation
Participation

SUMMATIVE ASSESSMENT

I-Ready Mastery
Standards Mastery
Unit Assessment
Projects

RTI

Extended time

EXTENSION OPPORTUNITIES

Board Games

Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Group Activities Small groups Student-led activities
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ELA UNIT 1: [Grammar and Mechanics]	DURATION: [3rd Nine Weeks - 1-4 weeks]
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CONTENT STANDARDS	
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PRIORITY STANDARDS <ul style="list-style-type: none"> 8.16 Examine the use of conventions of standard English grammar and usage in writing. 	SUPPORTING STANDARDS Grammar 8.16a, 8.16b, 8.16c, Editing and Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f Research 8.24, 8.27
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. Identify correct and incorrect use of pronouns and their antecedents in writing. Correctly use various pronouns and their antecedents in writing. 	KEY VOCABULARY <ul style="list-style-type: none"> grammar Usage Mechanics Commas Parentheses Dashes/ Hyphens Nonrestrictive Parenthetical Pronoun Antecedent Revise, Personal pronoun
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	<ul style="list-style-type: none"> ● Intensive pronoun ● Reflexive pronoun ● Demonstrative pronoun ● Relative pronoun ● interrogative pronoun ● indefinite pronoun
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing? ● How are quotation marks correctly used in writing? ● What is a colon? How are colons used correctly in writing? What is a semicolon? ● How are semicolons used correctly in writing? ● What is a pronoun? What is an antecedent? What are the subjective, objective, and possessive pronouns, and how are they used correctly? ● What are personal pronouns, and how are they used correctly? ● What are intensive pronouns, and how are they used correctly? ● What are reflexive pronouns, and how are they used correctly? What are demonstrative pronouns, and how are they used correctly? ● What are relative pronouns, and how are they used correctly? ● What are interrogative pronouns, and how are they used correctly? ● What are indefinite pronouns, and how are they used correctly? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens ● Pronouns

<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>
<p>Quizizz Quizlet Entrance Slips Observation Participation</p>	<p>I-Ready Mastery Standards Mastery Unit Assessment Projects</p>

ACTIVITIES & RESOURCES

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[Readworks](#)
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RTI

Extended time
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 Peer Helpers
 Fewer answer choices
 Small Group
 Reteach

EXTENSION OPPORTUNITIES

Board Games
 Group Activities
 Small groups
 Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling]

DURATION: [3rd Nine Weeks - 5-8 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

- **8.17** Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.

SUPPORTING STANDARDS

Grammar
8.17a

Editing and Writing
8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f

Research
8.24, 8.27

KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements ● Genres
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing? ● How are quotation marks correctly used in writing? ● What is a colon? How are colons used correctly in writing? What is a semicolon? ● How are semicolons used correctly in writing? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz	I-Ready Mastery

Quizlet Entrance Slips Observation Participation	Standards Mastery Unit Assessment Projects
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 iReady

RTI Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	EXTENSION OPPORTUNITIES Board Games Group Activities Small groups Student-led activities
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ELA UNIT 1: [Grammar and Mechanics] DURATION: [4th Nine Weeks - 1-4 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS <ul style="list-style-type: none"> 8.16 Examine the use of conventions of standard English grammar and usage in writing. 	SUPPORTING STANDARDS Grammar 8.16a, 8.16b, 8.16c, Editing and Writing
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8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f

Research
8.24, 8.27

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Grammar	Students need to be able to identify grammatical mechanics and use them in writing.	Comprehension Application	A,B	n/a

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. ● Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. ● Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. ● Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. ● Identify correct and incorrect use of pronouns and their antecedents in writing. ● Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Commas ● Parentheses ● Dashes/ Hyphens ● Nonrestrictive elements ● Parenthetical elements ● Genres
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? ● When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or parenthetical elements? ● When do you use dashes to set off nonrestrictive or parenthetical elements? ● How are commas used correctly in writing? How are apostrophes used correctly in writing? ● How are quotation marks correctly used in writing? ● What is a colon? How are colons used correctly in writing? What is a semicolon? ● How are semicolons used correctly in writing? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Grammar ● Commas ● Parentheses ● Dashes/ Hyphens

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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES

Read 180 Nearpod Quizizz Quizlet Gimkit Edpuzzle NewELA Commonlit Wordwall Boom Cards Wordly Wise Readworks Savvas iReady
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RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group Reteach	Board Games Group Activities Small groups Student-led activities

ELA UNIT 2: [Capitalization, Punctuation, and Spelling] DURATION: [4th Nine Weeks - 5-8 weeks]

CONTENT STANDARDS

<p>PRIORITY STANDARDS</p> <ul style="list-style-type: none"> 8.17 Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts. 	<p>SUPPORTING STANDARDS</p> <p>Grammar 8.17a</p> <p>Editing and Writing 8.20, 8.20a, 8.20b, 8.20c, 8.20d, 8.20e, 8.20f</p> <p>Research 8.24, 8.27</p>
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		BLOOM'S TAXONOMY	QUAD	ACT
Capitalization	Identify and apply the rules of capitalization in published texts and writing.	Comprehension Application	A,B	n/a
Punctuation	Identify and apply the rules of punctuation in published texts and writing.	Comprehension Application	A,B	n/a
Spelling	Identify and apply the rules of spelling in published texts and writing.	Comprehension Application	A,B	n/a

KEY COMPONENTS	
<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> Explain how commas, parentheses, and dashes are used to set off nonrestrictive or parenthetical elements in writing. Correctly use commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements in writing. Explain how commas, apostrophes, quotation marks, colons, and semicolons are used correctly in writing. Correctly use commas, apostrophes, quotation marks, colons, and semicolons in writing. Identify correct and incorrect use of pronouns and their antecedents in writing. Correctly use various pronouns and their antecedents in writing. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Commas Parentheses Dashes/ Hyphens Nonrestrictive elements Parenthetical elements Genres
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> What is a nonrestrictive or parenthetical element? What are the rules for punctuating nonrestrictive or parenthetical elements? When do you use commas to set off nonrestrictive or parenthetical elements? When do you use parentheses to set off nonrestrictive or 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Grammar Commas Parentheses Dashes/ Hyphens

<ul style="list-style-type: none"> parenthetical elements? • When do you use dashes to set off nonrestrictive or parenthetical elements? • How are commas used correctly in writing? How are apostrophes used correctly in writing? • How are quotation marks correctly used in writing? • What is a colon? How are colons used correctly in writing? What is a semicolon? • How are semicolons used correctly in writing? 	
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Quizizz Quizlet Entrance Slips Observation Participation	I-Ready Mastery Standards Mastery Unit Assessment Projects

ACTIVITIES & RESOURCES	
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RTI	EXTENSION OPPORTUNITIES
Extended time Reduced Questions Peer Helpers Fewer answer choices Small Group	Board Games Group Activities Small groups Student-led activities

Reteach	
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Writing Rubric Link - https://drive.google.com/file/d/1T7cXeLhOB3kW_5_xuSopxdRK8_h4cde9/view?usp=sharing