

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Writing-Grade 8 Language Arts

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the form.																														
<p>■ 1.2.1 Supporting</p> <p>The learner will be able to in Reflective Writing:</p> <ul style="list-style-type: none"> * Develop the connection between literacy skills (reading and writing) and understanding of content knowledge. * Describe own literacy skills, strategies, processes or areas of growth. * Analyze own decisions about literacy goals. * Evaluate own strengths and areas for growth. * Support claims about self. 																														
<p>■ 1.2.2 Supporting</p> <p>The learner will be able to in Personal Expressive/Literary Writing:</p> <ul style="list-style-type: none"> * Communicate theme/main idea through use of literary elements appropriate to the genre; -Develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate. -Develop plot/story line appropriate to the form. -Develop an appropriate setting, mood, scene, image, or feeling. * Apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate. * Incorporate reflection, insight, and analysis when appropriate. 																														

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shape. * Create conclusions effectively.																															
<p>■ 2.3.3 Supporting</p> <p>The learner will be able to in Transactive Writing:</p> <ul style="list-style-type: none"> * Establish a context for reading. * Apply the accepted format of the genre. * Develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. <ul style="list-style-type: none"> * Arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details. * Apply paragraphing effectively. * Incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate. * Create conclusions effectively. 																															
<p>■ 2.4.0 DOK 3 ASSESSED</p> <p>The learner will be able to create effective sentences by:</p> <ul style="list-style-type: none"> *Applying a variety of structures and lengths. * Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate. 																															
<p>■ 2.4.1 Supporting</p> <p>The learner will be able to in Reflective Writing:</p> <ul style="list-style-type: none"> * Develop sentences of various structures and lengths throughout the piece. <ul style="list-style-type: none"> * Develop complete sentences or apply unconventional structures when appropriate. 																															
■ 2.4.2 Supporting																															

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<p>The learner will be able to in Personal Expressive/Literary Writing:</p> <ul style="list-style-type: none"> * Adhere to standard guidelines for grammar and usage or apply nonstandard for effect. * Incorporate language based on economy, precision, richness, or impact on the reader. * Develop ideas through descriptive or figurative language. 																															
<p>■ 3.5.3 Supporting</p> <p>The learner will be able to in Transactive Writing:</p> <ul style="list-style-type: none"> * Adhere to standard guidelines for usage and grammar. * Apply precise word choice. * Incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience. 																															
<p>■ 3.6.0 DOK 2 ASSESSED</p> <p>The learner will be able to communicate clearly by:</p> <ul style="list-style-type: none"> * Applying correct spelling. * Applying correct punctuation. * Applying correct capitalization. * Incorporating acceptable departure from standard correctness to enhance meaning when appropriate. * Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources). 																															
Writing Process-Grade 8																															
<p>■ 4.7.0 Supporting</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> * Connecting to content knowledge. * Connecting with prior learning and experience. * Initiating an authentic reason to write. * Thinking about a subject, an experience, a question, an 																															

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issue or a problem to determine a meaningful reason to write.																														
<p>■ 4.8.0 Supporting</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> * Selecting/narrowing topic. * Establishing a purpose and central/controlling idea or focus. * Identifying and analyzing the audience. * Determining the most appropriate form to meet the needs of purpose and audience. * Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities). * Organizing Ideas - examining other models of good writing, and appropriate text structures to match purpose and organize information. 																														
<p>■ 4.9.0 Supporting</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> * Writing draft(s) for an intended audience. * Developing topic, elaborating ideas, exploring sentence variety and language use. * Organizing writing. 																														
<p>■ 4.10.0 Supporting</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> * Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content. * Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content. * Checking for accuracy of content. * Considering voice, tone, style, intended audience, coherence, transitions. 																														

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Comparing with rubric criteria and anchor papers/models. * Considering effectiveness of language usage and sentences to communicate ideas.																														
■ 4.10.4 Supporting The learner will be able to narrow topic for selected writing.																														
■ 4.10.5 Supporting The learner will be able to identify and compose a topic sentence of a paragraph.																														
■ 4.10.6 Supporting The learner will be able to select appropriate supporting details.																														
■ 4.10.7 Supporting The learner will be able to identify extraneous/irrelevant materials.																														
■ 4.10.8 DOK 2 ASSESSED The learner will be able to correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.																														
■ 4.10.9 DOK 2 ASSESSED The learner will be able to apply the most effective transitions.																														
■ 4.10.10 DOK 2 ASSESSED The learner will be able to develop effective introductions and closures for writing.																														
■ 4.10.11 DOK 2 ASSESSED The learner will be able to eliminate redundant words and phrases.																														
■ 4.10.12 DOK 2 ASSESSED																														

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The learner will be able to choose the most specific word for use in a sentence.																														
■ 4.11.0 Supporting The learner will be able to * Checking for correctness with self, teacher or peer(s): -Language usage -Sentence structure -Spelling -Capitalization -Punctuation -Documentation of sources * Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks).																														
■ 4.11.13 DOK 1 ASSESSED The learner will be able to apply knowledge of subject/verb agreement with both singular and plural subjects.																														
■ 4.11.14 DOK 1 ASSESSED The learner will be able to apply knowledge of present, past, and future verb tenses.																														
■ 4.11.15 DOK 1 ASSESSED The learner will be able to apply knowledge of comparative and superlative forms of adjectives and adverbs.																														
■ 4.11.16 DOK 1 ASSESSED The learner will be able to apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun references, and double negatives.																														
■ 4.11.17 DOK 1 ASSESSED																														

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The learner will be able to apply knowledge of idiomatic expressions.																														
■ 4.11.18 DOK 1 ASSESSED The learner will be able to correct run-on and awkward sentences.																														
■ 4.11.19 DOK 1 ASSESSED The learner will be able to correct sentence fragments.																														
■ 4.11.20 DOK 2 ASSESSED The learner will be able to combine short choppy sentences effectively.																														
■ 4.11.21 DOK 2 ASSESSED The learner will be able to combine simple sentences by using subordination and coordination.																														
■ 4.11.22 DOK 2 ASSESSED The learner will be able to correct sentences with misplaced and/or dangling modifiers.																														
■ 4.11.23 DOK 1 ASSESSED The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to commonly used words.																														
■ 4.11.24 DOK 1 ASSESSED The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to plural forms of words.																														
■ 4.11.25 DOK 1 ASSESSED The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to contractions.																														
■ 4.11.26 DOK 1 ASSESSED The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to change verb																														

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endings.																														
<p>■ 4.11.27 DOK 1 ASSESSED The learner will be able to capitalize proper nouns (e.g., names, days, months).</p>																														
<p>■ 4.11.28 DOK 1 ASSESSED The learner will be able to capitalize the beginning of sentences.</p>																														
<p>■ 4.11.29 DOK 1 ASSESSED The learner will be able to capitalize the pronoun "I".</p>																														
<p>■ 4.11.30 DOK 1 ASSESSED The learner will be able to capitalize proper adjectives.</p>																														
<p>■ 4.11.31 DOK 1 ASSESSED The learner will be able to capitalize the first word in a quote when appropriate.</p>																														
<p>■ 4.11.32 DOK 1 ASSESSED The learner will be able to capitalize the first word and every succeeding main word in a title.</p>																														
<p>■ 4.11.33 DOK 1 ASSESSED The learner will be able to correctly punctuate declarative, exclamatory, interrogative, and imperative sentences.</p>																														
<p>■ 4.11.34 DOK 1 ASSESSED The learner will be able to use commas in a series, a date, a compound sentence, and the greeting and closing of a letter.</p>																														
<p>■ 4.11.35 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</p>																														

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<p>■ 4.11.36 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for apostrophes in possessives and contractions.</p>																														
<p>■ 4.11.37 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for periods and abbreviations and acronyms.</p>																														
<p>■ 4.11.38 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences.</p>																														
<p>■ 4.11.39 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for colons in introducing a list and writing the business letter greeting.</p>																														
<p>■ 4.11.40 DOK 1 ASSESSED The learner will be able to correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</p>																														
<p>■ 4.11.41 Processing The learner will be able to document use of sources.</p>																														
<p>■ 4.12.0 Supporting The learner will be able to * Sharing final piece with intended audience.</p>																														
<p>■ 4.13.0 Supporting The learner will be able to reflecting upon: -Progress, growth, and goals as a writer -Literacy skills -Who or what has influenced progress and growth -Approaches used when composing (e.g., free-writing,</p>																														

