Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
8.1   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
8.1 communicate ideas effectively through speaking and discussion	8.1(A) listen actively to interpret a message by summarizing, asking questions, and making comments 8.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems 8.1(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 8.1(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
8.2   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
8.2 use skills to support strategies for determining the meaning of unknown words while reading	8.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words 8.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc

Core Reading

Tools to Know ⊗

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
8.2 Vocabulary. The student uses newly acquired vocabulary expressively.
8.3 Fluency. The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
8.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text | Comprehension: Thinking with the Text

Reading Process: Thinking Within the Text							Comprehension: Thinking with the Text			
8.3(A) adjust fluency when reading grade-level text based on the reading purpose	8.5(A) establish purpose for reading assigned and self-selected texts	8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words	8.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	8.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	8.5(D) create mental images to deepen understanding	8.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	8.5(E) make connections to personal experiences, ideas in other texts, and society	8.5(F) make inferences and use evidence to support understanding	8.5(G) evaluate details read to determine key ideas	8.5(H) synthesize information to create new understanding *[Informational]*

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
8.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
8.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
8.9 Author's purpose.

Application	Instructional Focus	Fiction ⊗	Poetry	Drama	Informational ⊗	Argumentative	Multimodal/Digital
8.7/8.8/8.9 **comprehend** *the author's purpose and meaning in increasingly complex texts and in multiple genres;* **analyze** *the relationships among literary elements and structures and how they contribute to the overall meaning*	**Genre Characteristics**	8.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories	*stanza, poet, rhyme scheme, figurative language* 8.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories	*character tags, scene, stage directions* 8.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories	8.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as footnotes, endnotes, and citations	8.8(E) analyze characteristics and structures of argumentative text	8.8(F) analyze characteristics of multimodal and digital texts
	Overall Meaning	8.9(A) explain the author's purpose and message within a text *infer theme*	8.9(A) explain the author's purpose and message within a text *infer theme*	8.9(A) explain the author's purpose and message within a text *infer theme*	8.9(A) explain the author's purpose and message within a text 8.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence	8.9(A) explain the author's purpose and message within a text 8.8(E) (i) identifying the claim and analyzing the argument 8.8(E) (iii) identifying the intended audience or reader	8.9(A) explain the author's purpose and message within a text
	Analysis for Deeper Meaning	8.7(A) analyze how themes are developed through the interaction of characters and events 8.7(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development 8.7(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict 8.7(D) explain how the setting influences the values and beliefs of characters	8.7(A) analyze how themes are developed through the interaction of characters and events 8.7(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development 8.7(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict 8.7(D) explain how the setting influences the values and beliefs of characters 8.8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	8.7(A) analyze how themes are developed through the interaction of characters and events 8.7(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development 8.7(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict 8.7(D) explain how the setting influences the values and beliefs of characters 8.8(C) analyze how playwrights develop dramatic action through the use of acts and scenes	8.8(D) (iii) [analyze] multiple organizational patterns within a text to develop the thesis	8.8(E) (ii) identifying and explaining the counter argument	*(refer to the genre)*

Author's Craft: Thinking About the Writing

8.9   Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
8.9 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	**Point of View**	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony
	Structure	8.9(B) analyze how the use of text structure contributes to the author's purpose	8.9(B) analyze how the use of text structure contributes to the author's purpose	8.9(B) analyze how the use of text structure contributes to the author's purpose	8.9(B) analyze how the use of text structure contributes to the author's purpose	8.9(B) analyze how the use of text structure contributes to the author's purpose	8.9(B) analyze how the use of text structure contributes to the author's purpose
		8.9(C) analyze the author's use of print and graphic features to achieve specific purposes	8.9(C) analyze the author's use of print and graphic features to achieve specific purposes	8.9(C) analyze the author's use of print and graphic features to achieve specific purposes	8.9(C) analyze the author's use of print and graphic features to achieve specific purposes	8.9(C) analyze the author's use of print and graphic features to achieve specific purposes	8.9(C) analyze the author's use of print and graphic features to achieve specific purposes
	Language	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes
		8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone
		8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning

Independent Reading

8.4   Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

8.4(A)   self-select text and read independently for a sustained period of time

Responding to Text (applied to both Core Reading and Independent Reading)

8.6   Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

8.6(A) describe personal connections to a variety of sources, including self-selected texts	8.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	8.6(C) use text evidence to support an appropriate response	8.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order	8.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	8.6(F) respond using newly acquired vocabulary as appropriate	8.6(G) discuss and write about the explicit or implicit meanings of text	8.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	8.6(I) reflect on and adjust responses as new evidence is presented	8.6(J) defend or challenge the authors' claims using relevant text evidence

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
8.10   Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
8.11   Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⊗
8.11(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	8.10(A) **plan a first draft** by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
8.11(B) compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	8.10(B) **develop drafts** into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples
	8.10(C) **revise drafts** for clarity, development, organization, style, word choice, and sentence variety
8.11(C) compose multi-paragraph **argumentative texts** using genre characteristics and craft	8.10(D) **edit drafts** using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses and active and passive voice (iii) prepositions and prepositional phrases and their influence on subject-verb agreement (iv) pronoun-antecedent agreement (v) correct capitalization (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
8.11(D) compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	8.10(E) **publish written work** for appropriate audiences

Research (embedded skills throughout Reading and Writing)

8.12   Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
8.12 use research skills to plan and present in written, oral, or multimodal formats	8.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry 8.12(B) develop and revise a plan 8.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions 8.12(D) identify and gather relevant information from a variety of sources 8.12(E) differentiate between primary and secondary sources 8.12(F) synthesize information from a variety of sources 8.12(G) differentiate between paraphrasing and plagiarism when using source materials 8.12(H) examine sources for: (i) reliability, credibility, and bias, including omission (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language 8.12(I) display academic citations and use source materials ethically 8.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results