

Domain: Strand: Language		
Cluster: Conventions of Standard English		
<p>Standards: L8.1a-d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>To what extent do rules of language effect communication?</p> <p>Why do voice and intonation affect the message being communicated?</p>	<p>The conventions of English grammar rules help readers understand what is being communicated.</p> <p>The form and use verbs can be effectively used to indicate shifts in voice, intonation, and mood.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> Identify verbals (gerunds, participles, and infinitives) using different colored highlighter, in an exemplar essay Generate verbals (gerunds, participles, and/or) for a Cloze Activity from a passage that students have already read a. Allow students to fill in appropriate verbals b. Identify the different types of verbals being used Students will engage in a short skit that will demonstrate the same message can be communicated in the active versus the passive voice Create a dialogue focusing on verb choice and mood utilizing photographs from periodicals such as: <i>National Geographic</i> Students will identify various moods implied by the titles of passages from a variety of genre than construct alternative titles to indicate change of moods
Content Statements		
Students will demonstrate command of standard English grammar in oral and written communication		
Assessments:		Teacher Resources

To show evidence of meeting this standard, students may:

Formal:

Process writing of an essay

Draft and perform skit

Dialogue Writing

Informal:

Teacher observation

Anecdotal Notes

Teacher conferencing

<http://owl.english.purdue.edu/owl/resource/577/01/>

Super Teacher Worksheets

(www.superteacherworksheets.com/proofreading.html)

Equipment Needed

Highlighters

Teacher-selective Reading Passages

Periodicals Internet Access, Document Camera, Desktop

Computers, Laptop, Digital Projector, Interactive SmartBoard

Flip Camera

Domain: <i>Strand: Language</i>		
Cluster: <i>Conventions of Standard English</i>		
<p>1. Standards: L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent are proper mechanics integral to scholarly writing?	Application of proper mechanics in writing promotes effective written communication.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts) • Participate in punctuating a teacher selected passage, and compare to the original version (utilize an on-line periodical such as New York Times Upfront) • Engage in process writing utilizing proper mechanics
<p>Content Statements</p> <p>Students will demonstrate command of standard English capitalization, punctuation, and spelling when writing.</p>		
Assessments		<p>Teacher Resources</p> <ul style="list-style-type: none"> • Daily Writing Exercises, such as <i>The Writing Teacher's Activity-A-Day</i> • New Jersey Registered Holistic Scoring Rubric • Writer's Checklist
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • Writing samples • Portfolio <p><i>Informal:</i></p>		

<ul style="list-style-type: none">• Mechanics checklist• Teacher conferencing• Teacher observations	<ul style="list-style-type: none">• List of Editing Symbols• Purdue Online Writing Lab (http://owl.english.purdue.edu/)
Equipment Needed	
Mechanics Checklist (teacher- or student-generated) List of Editing Symbols Colored Pens/Highlighters <i>Assistive Technology:</i> Document Camera Projector SmartBoard Internet	

Domain: <i>Strand: Language</i>		
Cluster: <i>Knowledge of Language</i>		
Standards: L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent do the rules of language affect communication? Why do voice, intonation, and mood affect the message being communicated?	Effectively use the conventions of standard English when writing, speaking, reading, or listening.	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> Engage in the reading of periodical articles (such as: CNN, BBC, National Geographic, Smithsonian Institute, Library of Congress MSNBC, etc.) to identify passive and active verbs used; in small collaborative groups, students will draw conclusions about how the verbs are used Create a storyboard illustrating the differences between passive and active voice Explore how changing social and cultural attitudes (e.g. voice and mood) can change the way a sentence is written
Content Statements		
Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> <i>Formal:</i> <ul style="list-style-type: none"> Construct a response to literature that examines how mood impacts other literary elements within a passage Alter verbs from response to literature to create a 2- 		<ul style="list-style-type: none"> www.readwritethink.org New Jersey Registered Speaking Rubric Purdue OWL

<p>minute speech</p> <ul style="list-style-type: none">• Use NJ Registered Speaking Rubric to assess classmates' speeches <p><i>Informal:</i></p> <ul style="list-style-type: none">• Teacher conferencing• Small group conferencing• Teacher observations	<p>(http://owl.english.purdue.edu/)</p>
<p>Equipment Needed</p>	
<p>Variety of Reading Materials Assistive Technology: Document Camera Projector SmartBoard Internet Flip Camera</p>	

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
<ul style="list-style-type: none"> • Standards: L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>To what extent does knowledge of etymology enlarge the scope of one’s vocabulary?</p> <p>How does knowledge of language assist in drawing</p>	<p>Words powerfully affect meaning.</p> <p>Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc. • Construct meaning of words based on context clues provided within the given passage • Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and <i>suffixes; consulting a thesaurus or dictionary</i>)

multiple meanings of words and phrases?		<ul style="list-style-type: none"> • Create a podcast to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes • Collaborate to navigate and explain how to use various reference sites such as (www.dictionary.com, http://www.visuwords.com/) • Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes 	
Content Statements			
<p>Students will use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner.</p> <p>Students will determine the proper part of speech which will effectively convey their intended message.</p>			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • Teacher generated vocabulary tests • Vocabulary Stories • Podcast <p><i>Informal:</i></p> <ul style="list-style-type: none"> • Teacher Observation • Exit Slip 			<ul style="list-style-type: none"> • www.myvocabulary.com • http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html • http://vocabtest.com/ • http://www.merriam-webster.com/ • NJ Technology Readiness Rubric http://www.nj.gov/education/techno/techlit/tapin/2bii_rubric.pdf • http://www.wordle.net/
Equipment Needed			
<p>Variety of Reading Materials</p> <p>Assistive Technology:</p> <p>Document Camera</p>			

Projector
SmartBoard
Internet
Flip Camera

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<http://www.visuwords.com/>

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
<p>1. Standards: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b) Use the relationship between particular words to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is figurative language a lifeline to written creativity?</p> <p>How do good readers construct meaning from text?</p>	<p>Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a skit enacting the meaning of an idiom • Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side • Describe sensory details of a particular type of object utilizing specific forms of figurative language • Explain an artist's application of figurative language within his/her song lyrics • Compare and contrast how connotation and denotation changes the meaning of a sentence
Content Statements		
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

Formal:

- Writing Samples that effectively utilize literary devices
- Responses to literature that demonstrate understanding of how literary devices enhance writing/meaning of a passage
- Oral presentation utilizing technological tools highlighting creative use of literary devices

Informal:

- Teacher Observation

Equipment Needed

Variety of Reading Materials

Assistive Technology:

Document Camera

Projector

SmartBoard

Internet

Flip Camera

Domain: <i>Strand: Language</i>		
Cluster: <i>Vocabulary Acquisition and Use</i>		
1. Standards: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does word choice affect one's intended message?	Academic and domain specific words enable individuals to effectively expand their communication and comprehension.	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Collaborate in small groups to use domain specific vocabulary to construct a summary or story • Create a speech appropriately applying domain specific vocabulary • Engage in completing concept webs (such as KWHL charts)
Content Statements		
Students will acquire academic and domain specific words to effectively communicate.		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • PowerPoint Presentation to augment speech • Writing Samples <p><i>Informal:</i></p> <ul style="list-style-type: none"> • Teacher Observation 		
Equipment Needed		
Variety of Reading Materials Chart Paper PowerPoint		
		<p>New Jersey Registered Speaking Rubric</p> <p>New Jersey Registered Holistic Scoring Rubric</p> <p><a href="http://wvde.state.wv.us/strategybank/VocabularyGraphi
cOrganizers.html">http://wvde.state.wv.us/strategybank/VocabularyGraphi cOrganizers.html</p>

Assistive Technology: Document Camera Projector SmartBoard Internet	
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