



Strand: Writing

Topic: Writing Process (LA 8.2.1.a, b, e, h & j)

Grade: 8

Sample Activities

Score 4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b></p>		<p>-Create a polished final copy with quality ideas, clear organization, powerful word choice, appropriate voice, varied sentence fluency and proper conventions.</p>
	Score 3.5	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>The student will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>-- Prewriting: Generate ideas, organize information, and answer questions. (8.2.1.a)</li> <li>-- Drafting: Generate a draft containing a strong thesis, body, conclusion, and appropriate transitions. (8.2.1.b)</li> <li>-- Revising: Improve and clarify writing. (8.2.1.e)</li> <li>-- Editing: Proofread and edit writing for conventions of standard English. (8.2.1.h)</li> <li>-- Publishing: Publish a legible document that honors the reader using appropriate formatting for purpose. (8.2.1.j)</li> </ul>		<p>-Use graphic organizers to aid in organization of rough draft.          -Write show, don't tell, paragraphs.          -Analyze (break apart) mentor texts as examples of the writing process.          -Revise for word choice and sentence fluency.          -Practice editing utilizing TOGS and other mini lessons.          -Produce final copies per teacher rubric  <a href="https://docs.google.com/document/d/1FPcXrGZFO PniitEWSpRSyiA973ZZUyVi2YYJLUnNEko/edit#">https://docs.google.com/document/d/1FPcXrGZFO PniitEWSpRSyiA973ZZUyVi2YYJLUnNEko/edit#</a>          (General)   <a href="https://docs.google.com/document/d/1jTr28T7r1bo P1fgxStah0bjKjs8gSww8-7OaVjqmk8g/edit">https://docs.google.com/document/d/1jTr28T7r1bo P1fgxStah0bjKjs8gSww8-7OaVjqmk8g/edit</a> (TDA)</p>
	Score 2.5	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>(Ideas) thesis statement, details (Organization), intro, body, conclusion, transitions, prewrite, draft, revise, edit, publish, conventions, sentence fluency, voice, word choice, outline</li> </ul> <p><b>The student will perform basic processes, such as:</b> complete a document using the writing process.</p>		<p>-Identify parts of an essay when given a sample piece of writing, including intro, body, conclusion, thesis, transitions, and main idea/details.          -Create a written response to a prompt.          -TOGS mini lessons.</p>
	Score 1.5	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Revised 2/22/16





**South Sioux City Community School District**

Strand: READING (LA 8.1.5.c)		
Topic: Grade Level Vocabulary		
Grade: 8		Sample Activities
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	-Incorporate new words into their everyday language
	Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: • Acquire new grade-level vocabulary, relate to prior knowledge, and use in new situations.	
	Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: - New grade-level vocabulary The student will perform basic processes, such as: • Recognize and define new grade level vocabulary	- Use new vocabulary in verbal activities. - L to J -Vocabulary quizzes -Vocab. Grab
	Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Strand: READING		
Topic: Elements of Narrative Text (LA 8.1.6.b) Comparing Themes Between Two Works (LA 8.1.6d)		
Grade: 8		Sample Activities
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Analyze and explain the relationships between elements of literary text:               <ul style="list-style-type: none"> <li>● Character development</li> <li>● Setting</li> <li>● Plot development</li> <li>● Conflict</li> <li>● Mood</li> <li>● Point of view</li> <li>● Theme (recurring &amp; inferred)</li> <li>● Author's Purpose</li> </ul> </li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>• summarize, analyze, and synthesize the development of a common theme between two literary text and/or media (8.1.6.d)</li> </ul>	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• character development, setting, plot development, setting, conflict, mood, point of view, inferred theme, recurring theme, author's purpose</li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• determine elements of narrative text found in grade-appropriate text</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

-Synthesize elements of narrative text in order to explain an author's choice

- Large and small group discussions
- Graphic organizers
- Analyze excerpts from other text sources as models
- STEAL (Character Development)
- Spotting Patterns used with Text Fixer  
<https://www.teachingchannel.org/videos/poetry-pre-reading-strategies> <http://www.textfixer.com/tools/alphabetical-order.php>
- Alphabet Soup
- Graffiti Wall
- Compare theme in two different works

- Categorizing Vocabulary
- Large & small group discussion
- Read response
- Matching/Memory Cards
- 4 Corners/White boards



<b>Strand: READING</b>		
<b>Topic: Literary Devices (LA 8.1.6.c)</b>		
<b>Grade: 8</b>		
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Analyze author’s use of: Foreshadowing, Personification, Mood, Flashback, Symbolism, Irony, Idiom, Oxymoron, Hyperbole, Suspense, Imagery, Simile/Metaphor, Alliteration, Onomatopoeia, Analogy, Tone</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• Foreshadowing, Personification, Mood, Flashback, Symbolism, Irony, Idiom, Oxymoron, Hyperbole, Suspense, Imagery, Simile/Metaphor, Alliteration, Onomatopoeia, Analogy, Tone</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Identify literary devices found in grade level text</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



Topic: Summarizing, Analyzing, and Synthesizing Text (LA 8.1.6.d & e)

Grade: 8

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Summarize, analyze and synthesize: <ul style="list-style-type: none"> <li>the development of a common theme between two literary text and/or media.</li> <li>the connection between the main ideas of two informational texts and/or media.</li> </ul> </li> </ul>		<p><b>Sample Activities:</b></p> <ul style="list-style-type: none"> <li>Relate non-fiction text or documentaries about historical events to historical fiction.</li> <li>Use main idea and details from informational text to gain background on a topic which can be related to fiction.</li> </ul>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Summarize, analyze, synthesize, main idea, supporting details, fiction, nonfiction, historical fiction</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Summarize informational and/or fictional text using main idea and supporting details</li> </ul>		<p><b>Sample Activities:</b></p> <ul style="list-style-type: none"> <li>Determine main idea and details in text</li> <li>Use a graphic organizer to identify main idea and details</li> <li>Summarize text in writing</li> <li>Differentiate between fiction and nonfiction texts</li> </ul>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



**South Sioux City Community School District**

Strand: READING

Topic: Generate/Answer Questions Based on Text (LA 8.1.6.i)

Grade: 8

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Construct and/or answer literal, inferential, critical, and interpretative questions and support answers with explicit evidence from the text or additional sources.</li> </ul>		<p><b>Sample Activities:</b></p> <p>Apply knowledge of higher-level thinking skills to ask and answer questions through:</p> <ul style="list-style-type: none"> <li>-Response to literature journal</li> <li>-Writing answers to questions</li> <li>-Using text to support answers</li> <li>-Generating written and oral questions for discussion</li> </ul>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• literal, inferential, critical, interpretive</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• Construct and/or answer literal questions based on information from the text and additional sources.</li> </ul>		<p><b>Sample Activities:</b></p> <ul style="list-style-type: none"> <li>-Students learn definitions through class activities and games.</li> <li>-Answer literal questions based on text.</li> </ul>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Strand: Writing		
Topic: Sentence Structure (LA 8.2.1.d)		
Grade: 8		Sample Activities
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <p>Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p>	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <p>simple sentence, compound sentence, complex sentence, fragment, run on sentence, conventions, independent clause, dependent clause, coordinating conjunction, subordinating conjunction</p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• identify/write different types of sentences in isolation with correct punctuation</li> <li>• identify fragments and run on sentences</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

-Consistent use of meaningful sentence variety in longer writing assignments

-TOGS mini lessons  
 -Paragraph writing assignments  
 -Construct original sentences based on informational text  
 -Revise for sentence fluency

-TOGS quizzes pertaining to sentence structure  
 -TOGS practice  
 - L to J



**South Sioux City Community School District**

Strand: Writing		
Topic: Analysis/Reflection/Research (LA 8.2.2.b) Cite Textual Evidence (8. 1.6.g)		
Grade: 8		Sample Activities
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	-Provide literary evidence within reflection
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Provide evidence from literary or informational text to support analysis, reflection, and research.</li> <li>• Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Annotating Text</li> <li>- Support answers with textual evidence</li> <li>- Formulate an answer to a research question</li> <li>- Source citation</li> </ul>
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• cite, evidence, reflection, research, analysis</li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• answering questions based on text from literary and informational sources</li> </ul>	<ul style="list-style-type: none"> <li>- Annotating Text</li> <li>- L to J</li> <li>- Answering teacher questions in discussion, study guide, and quiz</li> </ul>
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	