

**School District U-46**  
**Seventh and Eighth Grade Reading/Writing Across the Curriculum**

Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Phonics/Word Study</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Reading.1-3</i>	I explicitly teach, model, and provide planned opportunities for students to use a variety of decoding strategies including: <ul style="list-style-type: none"> <li>• <b>structural analysis - prefixes, suffixes and root words,</b></li> <li>• <b>syllabication, and</b></li> <li>• <b>context clues.</b></li> </ul>	<u>Seventh</u>  2  <u>Eighth</u>  2	<u>Formative</u>  MAP – Word Analysis & Vocabulary  <u>Summative</u>	<u>Seventh and Eighth</u>  Read Aloud Word Study Shared Reading Guided Reading Independent Reading	<b>See Phonics/Word Study Appendix</b> <ul style="list-style-type: none"> <li>• Word Walls</li> <li>• Cognates for ELL</li> </ul>
<b>Vocabulary</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Reading.1-5</i> <i>2.Speaking.1-2</i> <i>2.Writing.1-2</i>	I explicitly teach, model, and provide planned opportunities for <b>vocabulary growth</b> by: <ul style="list-style-type: none"> <li>• <b>inferring word meaning from taught roots, prefixes, and suffixes,</b></li> <li>• <b>using synonyms and antonyms to define words,</b></li> <li>• <b>using context to determine the denotative and connotative meanings of words,</b></li> <li>• <b>determining the meaning of a word in context when it has multiple meanings,</b></li> <li>• <b>interpreting common idioms, similes, analogies, and metaphors, and</b></li> <li>• <b>use of graphic organizers.</b></li> </ul> I explicitly teach and provide planned opportunities for students to <b>learn new key vocabulary and academic content vocabulary.</b>	<u>Seventh</u>  2,3  <u>Eighth</u>  1,2	<u>Formative</u>  MAP – Word Analysis & Vocabulary  <u>Summative</u>  ISAT/IMAGE	<u>Seventh and Eighth</u>  Word Study Shared Reading Guided Reading Independent Reading	<b>See Vocabulary Appendix</b> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Text Talk</li> <li>• Word Walls</li> <li>• Word/Concept Mapping</li> <li>• Semantic Features Analysis</li> <li>• Frayer Model</li> <li>• Four Square</li> <li>• Word Questioning</li> </ul>

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> 2. <i>Reading.1-5</i> 2. <i>Listening.1-2</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> <li>• <b>make logical predictions about text before, during, and after reading,</b></li> <li>• <b>use the information from the text to verify predictions,</b></li> <li>• <b>connect important ideas in the text,</b></li> <li>• <b>link the text to previous experiences and knowledge, and</b></li> <li>• <b>develop metacognitive skills.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  1	<u><b>Formative</b></u>  MAP – Interpretive Reading Comprehension  <u><b>Summative</b></u>  ISAT/IMAGE	<u><b>Seventh</b></u>  Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading  <u><b>Eighth</b></u>  Think Aloud Shared Reading Guided Reading Independent Reading	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• KWL/KWL Plus/</li> <li>• BKWLQ</li> </ul>
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> 2. <i>Reading.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to read <b>informational</b> text (e.g., biographies, essays, journals, diaries, texts, and nonfiction books) to: <ul style="list-style-type: none"> <li>• <b>apply survey strategies (use of bold print, organization of content, key words, graphics),</b></li> <li>• <b>distinguish between significant and minor details,</b></li> <li>• <b>identify structure (description, comparison, cause/effect, or sequence), and interpret information from tables, maps, visual aids, and charts,</b></li> <li>• <b>identify the main idea and supporting opinions,</b></li> <li>• <b>draw conclusions whether portions of the passage are fact or opinion, and</b></li> <li>• <b>extend ideas presented in text.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  2  2  1  1  2  3	<u><b>Formative</b></u> MAP – Literal Reading Comprehension  MAP- Interpretive Reading Comprehension  MAP- Evaluative Reading Comprehension  <u><b>Summative</b></u> ISAT/ IMAGE	<u><b>Seventh and Eighth</b></u>  Read Aloud Shared Reading Guided Reading Independent Reading Content Area Reading	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• QARs</li> <li>• Retelling</li> <li>• Reciprocal Teaching</li> <li>• Read/Recall/Check/Summarize</li> <li>• Book Pass</li> <li>• Question Game</li> <li>• Anticipation Guides</li> <li>• ReQuest</li> </ul> <p>* <b>Two-Column Notes-</b>            * <b>Hypothesis/Proof and</b>            * <b>Problem/Solution</b></p>

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Comprehension</b>	2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> 2.Reading.2-5 2.Listening.3-5	I explicitly teach, model, and provide planned students opportunities to read <b>fictional text</b> to: <ul style="list-style-type: none"> <li>• <b>identify literary elements and techniques in literary genres</b> (fables, biography, historical fiction) <b>and tell how they affect the story,</b></li> <li>• <b>predict how the story might be different if the author changed literary elements or techniques,</b></li> <li>• <b>compare the content and organization</b> (theme, topic, text structure, story elements) <b>of various selections,</b></li> <li>• <b>ask open-ended questions,</b></li> <li>• <b>interpret imagery and figurative language</b> (alliteration, personification, metaphor, simile), <b>and</b></li> <li>• <b>identify the author’s controlling thesis.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  1  1  2  2  2  3	<u><b>Formative</b></u> MAP – Literal Reading Comprehension  MAP- Interpretive Reading Comprehension  MAP- Evaluative Reading Comprehension  <u><b>Summative</b></u>  ISAT/IMAGE	<u><b>Seventh and Eighth</b></u>  Shared Reading Guided Reading Independent Reading	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• Story Map</li> <li>• Venn Diagram</li> <li>• Retelling</li> <li>• Question Game</li> </ul>

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Reading.4-5</i>	I explicitly teach, model, and provide planned students opportunities <b>to make inferences</b> from evidence in the text and using prior knowledge to: <ul style="list-style-type: none"> <li>• <b>summarize ideas from text to make and defend accurate inferences about character traits and motivation,</b></li> <li>• <b>make inferences, draw conclusions, and make connections from text to text, text to self, and text to world, and</b></li> <li>• <b>make inferences and draw conclusions about contexts, events, character, and settings.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  2  1  2	<u><b>Formative</b></u>  MAP – Interpretive Reading Comprehension  <u><b>Summative</b></u>  ISAT/IMAGE	<u><b>Seventh and Eighth</b></u>  Shared Reading Guided Reading Independent Reading	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• QARs</li> <li>• Two Column Notes</li> <li>• Opinion/Proof</li> </ul>
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Speaking.3-5</i>	I explicitly teach, model, and provide planned opportunities for students <b>to use graphic organizers</b> to: <ul style="list-style-type: none"> <li>• <b>summarize,</b></li> <li>• <b>make comparisons, and</b></li> <li>• <b>present materials in charts, maps, and graphs.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  1	<u><b>Formative</b></u>  <u><b>Summative</b></u>  ISAT/IMAGE	<u><b>Seventh and Eighth</b></u>  Shared Reading Guided Reading Independent Reading	<b>See Comprehension Appendix</b>  Teaching students to use: <ul style="list-style-type: none"> <li>• Venn diagram,</li> <li>• time lines,</li> <li>• mapping, and</li> <li>• two column notes.</li> </ul>

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> 2. Writing.2-5	I explicitly teach, model, and provide planned opportunities for students to use <b>prewriting strategies</b> to generate and organize ideas through: <ul style="list-style-type: none"> <li>• <b>webbing,</b></li> <li>• <b>brainstorming,</b></li> <li>• <b>outlining,</b></li> <li>• <b>listing,</b></li> <li>• <b>note taking, and</b></li> <li>• <b>graphic organizers.</b></li> </ul>	<u>Seventh and Eighth</u>  1	<u>Formative</u>  Six Traits Writing Rubric  <u>Summative</u>	<u>Seventh and Eighth</u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> 2. Writing.1-5	I explicitly teach, model, and provide planned opportunities for students to explain their thinking in writing <b>extended response</b> to text that: <ul style="list-style-type: none"> <li>• <b>identifies important information found explicitly and implicitly in the text, and</b></li> <li>• <b>uses this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.</b></li> </ul>	<u>Seventh and Eighth</u>  1	<u>Formative</u>  Six Traits Writing Rubric  <u>Summative</u>	<u>Seventh and Eighth</u>  Shared Writing Guided Writing Independent Writing	ISBE Extended-Response Reading Rubric  Six Traits

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Writing.1-4</i>	I explicitly teach, model, and provide planned opportunity for students to write a <b>narrative</b> that: <ul style="list-style-type: none"> <li>• <b>establishes and supports a central idea,</b></li> <li>• <b>contains a topic sentence at or near the beginning of a paragraph,</b></li> <li>• <b>includes facts, details, examples, and explanations,</b></li> <li>• <b>uses words that describe and explain,</b></li> <li>• <b>uses a variety of sentences,</b></li> <li>• <b>uses interesting vocabulary,</b></li> <li>• <b>presents ideas in sequence,</b></li> <li>• <b>provides transitions to link paragraphs, and</b></li> <li>• <b>concludes with a paragraph that summarizes.</b></li> </ul>	<u><b>Seventh</b></u>  1 , 2  <u><b>Eighth</b></u>  1	<u><b>Formative</b></u>  Six Traits Writing Rubric  <u><b>Summative</b></u>	<u><b>Seventh and Eighth</b></u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Writing.3-4</i>	I explicitly teach, model, and provide planned opportunities for students to write an <b>expository</b> piece that: <ul style="list-style-type: none"> <li>• <b>establishes and supports a thesis statement,</b></li> <li>• <b>contains a topic sentence at or near the beginning of paragraphs,</b></li> <li>• <b>includes facts, details, and explanations,</b></li> <li>• <b>presents ideas in sequence,</b></li> <li>• <b>provides transitions to link paragraphs,</b></li> <li>• <b>concludes with a paragraph that summarizes the points,</b></li> <li>• <b>uses interesting vocabulary, and</b></li> <li>• <b>uses a variety of sentences.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  2	<u><b>Formative</b></u>  Six Traits Writing Rubric  <u><b>Summative</b></u>	<u><b>Seventh and Eighth</b></u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Writing.4-5</i>	I explicitly teach, model, and provide planned opportunities for students to write a <b>persuasive</b> piece that: <ul style="list-style-type: none"> <li>• <b>develops a main idea that convinces the reader to take or to avoid certain actions,</b></li> <li>• <b>offers sufficient support for the main idea (cause/effect, compare/contrast),</b></li> <li>• <b>provides transitions to link paragraphs,</b></li> <li>• <b>concludes with a paragraph that summarizes the points,</b></li> <li>• <b>uses words that describe and explain, and</b></li> <li>• <b>uses a variety of sentences.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  2	<u><b>Formative</b></u>  Six Traits Writing Rubric  <u><b>Summative</b></u>	<u><b>Seventh and Eighth</b></u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing
Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Writing.1-3</i>	I model how to and provide opportunities for students <b>to write</b> using: <ul style="list-style-type: none"> <li>• <b>developed paragraphs</b> (topic sentences, details, summaries/conclusions) <b>and a variety of sentences,</b></li> <li>• <b>subject/verb agreement,</b></li> <li>• <b>proper capitalization,</b></li> <li>• <b>appropriate punctuation,</b></li> <li>• <b>regular and irregular verbs forms, adverbs, prepositions, and coordinating conjunctions, and</b></li> <li>• <b>correct spelling.</b></li> </ul>	<u><b>Seventh and Eighth</b></u>  1 / 2	<u><b>Formative</b></u>  Six Traits Writing Rubric  <u><b>Summative</b></u>	<u><b>Seventh and Eighth</b></u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing

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Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster 6-8</i> <i>2.Writing.2-5</i>	I explicitly teach, model, and provide planned opportunities for students <b>to edit</b> their work, keeping in mind: <ul style="list-style-type: none"> <li>• <b>interest for the reader,</b></li> <li>• <b>organizational structures, such as chronological order, cause-and-effect, or similarity and difference as a means to convey a new idea,</b></li> <li>• <b>development of new ideas in separate paragraphs,</b></li> <li>• <b>providing of details and examples to support topic sentences,</b></li> <li>• <b>a concluding paragraph that summarizes important ideas,</b></li> <li>• <b>usage of rich vocabulary, and</b></li> <li>• <b>sentence variety.</b></li> </ul>	<u><b>Seventh</b></u>  1 / 2  <u><b>Eighth</b></u>  1	<u><b>Formative</b></u>  Six Traits Writing Rubric  <u><b>Summative</b></u>	<u><b>Seventh and Eighth</b></u>  Shared Writing Guided Writing Independent Writing	Six Traits Writing