

# 8<sup>th</sup> Grade Language Arts Common Assessment MAP

In order to maintain consistency throughout the district, please give the common assessments in the order they appear on this document.

## FIRST SEMESTER- DLA

Common Assessment Title and Standards Assessed	Required Prompt <i>(Prompts may be adjusted by the teacher but not completely changed to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. See Quick Guide for more information.)</i>	Suggested Mini-lessons / Formative Practice	Suggested Resources
<p><b>DLA (Diagnostic Literacy Assessment)</b></p> <p><b>Theme/Genre Comparison</b></p> <ul style="list-style-type: none"> <li>✓ RL.8.2 - Theme</li> <li>✓ W.8.1 - Argument</li> <li>✓ L.8.5 - Literary devices and word nuances</li> </ul>	<p>After analyzing given genres with similar themes, state a common theme of two texts and discuss how the author develops the theme in each. Then decide which of the texts is most effective in communicating that theme, citing its use of genre patterns and literary elements/devices.</p> <p><b>Teacher Tip:</b>            -Administer DLA August 14th, 2019-September 3rd, 2019)            Enter DLA scores in Infinite Campus by September 10th, 2019            -Suggested length for this assessment is up to 4 days. This may vary for special populations.</p>	<p>Mini lessons and formative practice are not part of the DLA.</p>	<p>Suggested texts given on the <a href="#">diagnostic guide</a></p>

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## FIRST SEMESTER- Assessment 1 (1st nine weeks)

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<p><b>Assessment #1</b> <b>Investigative Research</b></p> <ul style="list-style-type: none"> <li>✓ RI.8.8 – Evaluate</li> <li>✓ W.8.2 - Inform</li> <li>✓ SL.8.1 - Discussion</li> </ul>	<p>After reading various texts, synthesize the information and record it in a graphic organizer to support the chosen topic. Make sure to evaluate the information to recognize irrelevant evidence.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. To evaluate reading, students should evaluate sources they use to make sure sites are not biased and are relevant.</li> <li>2. To evaluate writing, students should complete a graphic organizer with information gathered from their research</li> <li>3. To evaluate Speaking/Listening, students should have a discussion about topics they have researched</li> <li>4. Use the evidence collected on this graphic organizer for assessment 2.</li> </ol> <p><b>(Resources can be found in the resource folder in the 8th grade Google Classroom)</b></p>	<p><b>Assessment #1</b></p> <ul style="list-style-type: none"> <li>- Introduction to: Logos, Ethos, Pathos</li> <li>-Introduction to Bias and Fallacy</li> <li>-Outline</li> <li>-Academic Databases</li> <li>-Internet Searches</li> <li>-5 W's</li> </ul>	<p><b>Assessment #1</b> <b>Academic databases/Internet searches</b></p> <ul style="list-style-type: none"> <li>-Britannica</li> <li>-Gale Resources</li> <li>-Library visit with Librarian instruction</li> </ul> <p><b>Research site dealing with current issues faced across the world:</b> <a href="http://www.un.org/en/sections/issues-depth/global-issues-overview/">http://www.un.org/en/sections/issues-depth/global-issues-overview/</a></p> <p><b>Speaking and Listening</b> <a href="#">Speaking Listening Handbook (StudySync)</a></p> <p><b>Study Sync Library</b> Skill Lessons in 8th grade <b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>-Skill: Textual Evidence</li> <li>-Skill: Reasons &amp; Evidence</li> <li>- Skill: Arguments &amp; Claims</li> <li>-Skill: Informational Text Structure</li> </ul>

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## FIRST SEMESTER- Assessment 2 (1st nine weeks)

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<p><b>Assessment #2</b> <b>Commentary/</b> <b>Editorial</b></p> <ul style="list-style-type: none"> <li>✓ RI.8.6 – Point of View</li> <li>✓ W.8.1a – Argument</li> <li>✓ SL.8.3 - Evaluate Speaker</li> </ul>	<p>After reading texts on/about _____, write an editorial or commentary which explains a perspective, acknowledges competing views, includes evidence, and gives a realistic solution.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. To evaluate reading students can annotate or compose a short response of a printed copy of a speech, commentary or editorial.</li> <li>2. To evaluate writing, students should compose a commentary or editorial based on the research from assessment 1 providing a problem and possible solutions</li> <li>3. To evaluate listening, students should evaluate a spoken opinion piece.</li> </ol> <p>* The writing assessment may include teaching some informal elements, such as the use of first person, identifying the styles of writing and elements of editorials, commentaries and other opinion writing prior to administering assessment #2</p>	<p><a href="#">-Brief introduction to MLA</a></p> <p>-MLA Works Cited Page -Types of News/Journalism -Language of Formal vs Informal writing -Elaboration</p>	<p><b>lesson plan resources for rhetorical appeals:</b> <a href="https://betterlesson.com/community/lesson/13979/ethos-pathos-logos">https://betterlesson.com/community/lesson/13979/ethos-pathos-logos</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html">http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html</a></p> <p><a href="https://study.com/academy/popular/ethos-pathos-logos-lesson-plan.htm">https://study.com/academy/popular/ethos-pathos-logos-lesson-plan.htm</a></p> <p><b>Editorial and commentary lessons:</b> <a href="https://www.schooljournalism.org/opinion-and-review-writing-lessons/">https://www.schooljournalism.org/opinion-and-review-writing-lessons/</a></p> <p><a href="https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf">https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf</a></p> <p><a href="https://learning.blogs.nytimes.com/2010/09/28/opinion-through-the-ages-exploring-40-years-of-new-york-times-op-eds/">https://learning.blogs.nytimes.com/2010/09/28/opinion-through-the-ages-exploring-40-years-of-new-york-times-op-eds/</a></p> <p><a href="https://journalism20.wikispaces.com/Assignment+Editorial+Writing">https://journalism20.wikispaces.com/Assignment +Editorial+Writing</a></p> <p><a href="https://www.geneseo.edu/~bennett/EdWrite.htm">https://www.geneseo.edu/~bennett/EdWrite.htm</a></p>

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## FIRST SEMESTER- Assessment 3 (2nd nine weeks)

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<p><b>Assessment #3</b> <b>Analyzing/creating Infographic</b></p> <ul style="list-style-type: none"> <li>✓ RI.8.2 - Central Idea</li> <li>✓ W.8.2 - Inform</li> <li>✓ SL.8.5 – Integrate Media</li> </ul>	<p>After researching informational texts on _____, create a infographic in which you explain the causes of the _____ and the effects of _____ OR (possible solutions to an issue). The infographic should include evidence from multiple sources in a combination of charts, illustrations, numbers, and strong word choices. Include your sources.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. To evaluate reading, look at the students' choice of the central idea of the text they used</li> <li>2. To evaluate writing, focus on the expansion of the information provided</li> <li>3. To evaluate speak/listen, grade the clarity and use of visuals to strengthen their claim</li> </ol> <ul style="list-style-type: none"> <li>● Teachers may choose to continue with the topics used in assessments 1 &amp; 2 or they may choose to change topics for this assessment.</li> </ul> <p><b>Teacher Tip:</b> View the video explaining the 9 types of infographics (resource column)</p>	<ul style="list-style-type: none"> <li>-Define infographics and their purpose.</li> <li>-Review elements of - efficient vs. inefficient infographics</li> <li>-Introduce students to how to create an infographics with online resources</li> <li>-Define target audience for infographics</li> </ul>	<p><a href="#">Video explaining the 9 Types of infographics</a></p> <p><b>Infographic lessons:</b></p> <p><a href="http://www.schrockguide.net/infographics-as-an-assessment.html">http://www.schrockguide.net/infographics-as-an-assessment.html</a></p> <p><a href="http://creativeeducator.tech4learning.com/2013/lessons/Infographics">http://creativeeducator.tech4learning.com/2013/lessons/Infographics</a></p> <p><a href="http://www.teachersfirst.com/iste/infographics/resources.cfm">http://www.teachersfirst.com/iste/infographics/resources.cfm</a></p> <p><a href="https://icons8.com/articles/what-is-an-infographic/">https://icons8.com/articles/what-is-an-infographic/</a></p> <p><b>Infographic Generators:</b></p> <p><a href="https://www.jeffbullas.com/20-cool-tools-creating-infographics/">https://www.jeffbullas.com/20-cool-tools-creating-infographics/</a></p>

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## FIRST SEMESTER- Assessment 4 (2nd nine weeks)

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<p><b>Assessment #4</b> <b>Broadcast</b></p> <ul style="list-style-type: none"> <li>✓ RI.8.5 - Structure</li> <li>✓ W.8.2a - Inform</li> <li>✓ SL.8.4 - Present</li> </ul>	<p>After conducting an investigation about _____, collaborate with a group to report, produce and deliver a broadcast about _____.</p> <p>The segments will show connections and distinctions between individuals, ideas, and events. In addition, each segment should analyze the importance of evidence and how it refines the main idea.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. To evaluate reading, students should evaluate a broadcast (short response questions)</li> <li>2. To evaluate writing, students should compose a written script/storyboard of their broadcast</li> <li>3. To evaluate speaking, students should create a broadcast.</li> </ol> <ul style="list-style-type: none"> <li>● Broadcast should be of the student(s) on camera, and may also include scenes, pictures, and other videos of the topic with the students' voice over..</li> </ul>	<ul style="list-style-type: none"> <li>-Types of Broadcast</li> <li>-Engagement</li> <li>-Segments</li> <li>-Verbal and Non-Verbal Language</li> </ul>	<p><b>Study Sync BLASTS:</b></p> <ul style="list-style-type: none"> <li>● "On Air"</li> <li>● "Reaching the Masses"</li> </ul> <p><b>Study Sync Stories/Poems/ Texts</b> to read and investigate heroic qualities if you choose to use this theme. (Your choice) Units 2 &amp; 4</p> <ul style="list-style-type: none"> <li>-Anne Frank</li> <li>-Boy in the Striped Pajamas</li> <li>-Growing up in Hitler's Shadow</li> <li>-Parallel Journeys</li> <li>-Dear Miss Breed</li> <li>-Blast: A Model of Courage</li> <li>-Narrative of the Life of Frederick Douglass, An American Slave</li> <li>-Across Five Aprils</li> <li>-Paul Revere's Ride</li> <li>-Sullivan Ballou Letter</li> <li>-The Red Badge of Courage</li> <li>-Chasing Lincoln's Killer</li> </ul> <p><b>NewsELA-</b> Search for news journalism</p> <p><b>Journalism lesson plans:</b></p> <p><a href="https://www.schooljournalism.org/broadcast-news-lesson-plans/">https://www.schooljournalism.org/broadcast-news-lesson-plans/</a></p> <p><a href="https://www.thebalancecareers.com/how-to-write-a-news-script-for-tv-news-2315281">https://www.thebalancecareers.com/how-to-write-a-news-script-for-tv-news-2315281</a></p> <p><a href="http://www.bbc.co.uk/schoolreport/27697544">http://www.bbc.co.uk/schoolreport/27697544</a></p> <p><a href="https://studentreportinglabs.org/lesson-plans/">https://studentreportinglabs.org/lesson-plans/</a></p> <p><a href="https://www.schooljournalism.org/broadcast-news-lesson-plans/">https://www.schooljournalism.org/broadcast-news-lesson-plans/</a></p>

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## SECOND SEMESTER- Assessment 5 (1st nine weeks)

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<p><b>Assessment #5</b>  <b>Analyzing Syntax</b></p> <ul style="list-style-type: none"> <li>✓ R.8.5 – Structure</li> <li>✓ W.8.2B - Evidence</li> <li>✓ L.8.2 - Conventions</li> </ul>	<p>After reading _____, write a response which analyzes the author’s use of syntax (arrangements of words and phrases) to explain how it creates meaning, emotion, and/or style.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. The reading standard can be assessed through the students’ text annotation or a short response.</li> <li>2. The writing standard will be assessed through the students’ analysis essay</li> <li>3. Conventions will also be assessed through the students’ proper use of conventions</li> </ol>	<ul style="list-style-type: none"> <li>-Sentence Structures</li> <li>-Syntactical devices</li> <li>-Scheme</li> <li>-Syntax</li> <li>-Tone</li> <li>-Mood</li> <li>-Style</li> </ul>	<p><b>Study Sync Skill lessons:</b></p> <ul style="list-style-type: none"> <li>-Skill- VERBS: Active and Passive Voice (grade 8)</li> <li>-Skill- SENTENCE STRUCTURE: Simple and Complex sentences (grade 8)</li> <li>-Skill- Commas with Compound sentences (grade 8)</li> <li>-Skill- Complex and Compound-Complex Sentences (grade 8)</li> <li>-Skill- SENTENCE STRUCTURE: Run-on Sentences (grade 8)</li> </ul> <p><b>NewsELA-</b> Search for any event from history about the Civil War or the topic of your choice(will be analyzing for syntax/ description/ meaning)</p> <p><b>Syntax lesson plans:</b></p> <p><a href="https://movingwriters.org/2016/10/27/the-syntax-of-things-lesson-ideas-for-syntax-study/">https://movingwriters.org/2016/10/27/the-syntax-of-things-lesson-ideas-for-syntax-study/</a></p> <p><a href="https://arts.uottawa.ca/writingcentre/en/hypergrammar/building-sentences">https://arts.uottawa.ca/writingcentre/en/hypergrammar/building-sentences</a></p> <p><b>Analysis lessons</b></p> <p><a href="https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail">https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail</a></p> <p><a href="http://www.nbpts.org/how-i-taught-my-high-school-students-to-analyze-a-complex-text/">http://www.nbpts.org/how-i-taught-my-high-school-students-to-analyze-a-complex-text/</a></p> <p><a href="http://talkswithteachers.com/what-is-syntax/">http://talkswithteachers.com/what-is-syntax/</a></p> <p><a href="https://betterlesson.com/lesson/605556/a-mini-lesson-on-syntax-as-students-draft-an-essay">https://betterlesson.com/lesson/605556/a-mini-lesson-on-syntax-as-students-draft-an-essay</a></p> <p><a href="https://literarydevices.net/syntax/">https://literarydevices.net/syntax/</a></p> <p><a href="https://www.albert.io/blog/how-to-analyze-syntax-ap-english-literature/">https://www.albert.io/blog/how-to-analyze-syntax-ap-english-literature/</a></p>

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## SECOND SEMESTER- Assessment 6 (1st nine weeks)

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<p><b>Assessment #6</b> <b>Analyzing Poetry</b></p> <ul style="list-style-type: none"> <li>✓ R.8.4 - Diction</li> <li>✓ W.8.2 - Organizing evidence</li> <li>✓ L.8.1D – Consistency</li> </ul>	<p>After reading _____, write a response which analyzes how the poem is developed through such devices as diction, syntax, figurative language, allusion, and imagery.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>The reading standard can be assessed through the students’ text annotation or a short response.</li> <li>The writing standard will be assessed through the student’s analysis essay</li> <li>Conventions will also be assessed through the students’ proper use of conventions- specifically consistent verb usage</li> </ol>	<ul style="list-style-type: none"> <li>-Figurative Language</li> <li>-Episodes / Stanzas</li> <li>-Tropes / Schemes</li> <li>-Allusions</li> <li>-Irony</li> <li>-Style</li> <li>-Diction</li> <li>-Imagery</li> </ul>	<p><b>Study Sync Skill lessons</b></p> <ul style="list-style-type: none"> <li>-Skill- Figurative Language: Paul Revere’s Ride</li> <li>-Skill- Allusion: A Poison Tree</li> <li>-Skill- Alliteration, assonance, consonance: Ozymandias (grade 9)</li> <li>-Skill- Poetic Elements: The Cremation of Sam McGee (grade 7)</li> <li>-Skill- Spotlight: Tone (grade 8)</li> </ul> <p><b>Study Sync Poems</b></p> <ul style="list-style-type: none"> <li>-Annabel Lee (unit 1)</li> <li>-The Bells (unit 1)</li> <li>-Mother to Son (unit 3)</li> <li>-Ode to Thanks (unit 3)</li> <li>-Little Boy Lost &amp; Little Boy Found (unit 3)</li> <li>-A Poison Tree (unit 3)</li> <li>-Paul Revere’s Ride (unit 4)</li> <li>-O Captain My Captain (unit 4)</li> <li>-Jabberwocky (search in Library)</li> </ul> <p><b>NewsELA-</b> Search “Poetry”</p> <p><b>Poetic Devices lesson plans:</b></p> <p><a href="https://www.scholastic.com/teachers/unit-plans/teaching-content/teaching-poetic-devices/">https://www.scholastic.com/teachers/unit-plans/teaching-content/teaching-poetic-devices/</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-sound-sense-848.html">http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-sound-sense-848.html</a></p> <p><a href="https://www.ereadingworksheets.com/figurative-language/poetic-devices/">https://www.ereadingworksheets.com/figurative-language/poetic-devices/</a></p> <p><b>Analysis lessons</b></p> <p><a href="https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail">https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail</a></p> <p><a href="http://www.nbpts.org/how-i-taught-my-high-school-students-to-analyze-a-complex-text/">http://www.nbpts.org/how-i-taught-my-high-school-students-to-analyze-a-complex-text/</a></p>

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## SECOND SEMESTER- Assessment 7 (2nd nine weeks)

Common Assessment Title and Standards Assessed	Required Prompt <i>(Prompts may be adjusted by the teacher but not completely changed to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. See Assessment Guide for more information.)</i>	Suggested Mini-lessons / Formative Practice	Suggested Resources	Suggested Resources (cont)
<p><b>Assessment #7</b> <b>Theme/Genre Comparison</b></p> <ul style="list-style-type: none"> <li>✓ RL.8.2 - Theme</li> <li>✓ W.8.1 - Argument</li> <li>✓ L.8.5 - Literary devices and word nuances</li> </ul>	<p>After analyzing given genres with similar themes, state a common theme of two texts and discuss how the author develops the theme in each. Then decide which of the texts is most effective in communicating that theme, citing its use of genre patterns and literary elements/devices.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. Reading can be evaluated through students' annotation or short response of texts</li> <li>2. Writing will be evaluated through the essay/portfolio</li> <li>3. Language can be evaluated either through students' annotation OR by their explanation in their essay/portfolio</li> </ol> <p><i>Give the students a choice of texts from different genres with similar themes for them to analyze and compare for their essay and annotations.</i></p>	<ul style="list-style-type: none"> <li>-Recursive Theme</li> <li>-Universal Theme</li> <li>-Literary Devices/ Elements</li> <li>-Genre Pattern</li> </ul>	<p><b>Study Sync Skill lessons:</b> Skill-Spotlight: Theme (grade 8)</p> <p><b>Study Sync Texts of various genres</b> (search in library tab) You can also search the library tab by the genre and these titles plus more will show up.</p> <ul style="list-style-type: none"> <li>-Ender's Game (Sci Fi)</li> <li>-The Sound of Thunder (Sci Fi)</li> <li>-A Wrinkle in Time (Sci Fi)</li> <li>-Alice in Wonderland (Fantasy)</li> <li>-A Bridge to Terabithia (Fantasy)</li> <li>-Dragonsong (Fantasy)</li> <li>-The Odyssey (Mythology)</li> <li>-Heroes Every Child Should Know: Perseus (Mythology)</li> <li>-Icarus and Daedalus Mythology)</li> <li>-A Long Walk to Water (Historical Fiction)</li> <li>-Chains (Historical Fiction)</li> <li>-Aesop's Fables (Fable)</li> <li>-Strange Stories from the Lodge of Leisures (Fables)</li> </ul> <p><b>THEME Lesson plans:</b> <a href="https://www.youtube.com/watch?v=9H6GCe7hmma">https://www.youtube.com/watch?v=9H6GCe7hmma</a></p> <p><a href="https://study.com/academy/popular/theme-lesson-plan.html">https://study.com/academy/popular/theme-lesson-plan.html</a></p> <p><a href="https://study.com/academy/lesson/universal-theme-definition-examples.html">https://study.com/academy/lesson/universal-theme-definition-examples.html</a></p> <p><a href="https://www.ruesd.net/site/handlers/filedownload.ashx?moduleinstanceid=669&amp;dataid=191&amp;FileName=GATE_Teacher_Handbook.pdf">https://www.ruesd.net/site/handlers/filedownload.ashx?moduleinstanceid=669&amp;dataid=191&amp;FileName=GATE_Teacher_Handbook.pdf</a></p> <p><b>Specific Genre Plans</b> Fairy Tale lesson plans: <a href="http://www.educationworld.com/a_lesson/grimms-fairy-tales-lesson-ideas.shtml">http://www.educationworld.com/a_lesson/grimms-fairy-tales-lesson-ideas.shtml</a> <a href="https://www.helpsteaching.com/lessons/273/what-is-a-fairy-tale">https://www.helpsteaching.com/lessons/273/what-is-a-fairy-tale</a></p>	<p>Sci Fi Lesson Plans <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/finding-science-behind-science-927.html?tab=1#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/finding-science-behind-science-927.html?tab=1#tabs</a></p> <p><a href="https://www.helpsteaching.com/lessons/270/elements-of-science-fiction">https://www.helpsteaching.com/lessons/270/elements-of-science-fiction</a></p> <p>Fantasy Lesson Plans: <a href="https://www.helpsteaching.com/lessons/277/elements-of-a-fantasy">https://www.helpsteaching.com/lessons/277/elements-of-a-fantasy</a></p> <p><a href="http://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u">http://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u</a></p> <p>Mythology Lesson Plans: <a href="https://www.helpsteaching.com/lessons/276/what-is-a-myth">https://www.helpsteaching.com/lessons/276/what-is-a-myth</a></p> <p><a href="https://prezi.com/m/ezbjhtkque9s/the-key-elements-of-mythology/">https://prezi.com/m/ezbjhtkque9s/the-key-elements-of-mythology/</a></p> <p>Realistic Fiction Lesson Plan: <a href="https://www.helpsteaching.com/lessons/272/elements-of-realistic-fiction">https://www.helpsteaching.com/lessons/272/elements-of-realistic-fiction</a></p> <p>Historical Fiction Lesson Plans: <a href="https://www.helpsteaching.com/lessons/269/elements-of-historical-fiction">https://www.helpsteaching.com/lessons/269/elements-of-historical-fiction</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html">http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html</a></p> <p>Fable Lesson Plans: <a href="https://www.helpsteaching.com/lessons/274/what-is-a-fable">https://www.helpsteaching.com/lessons/274/what-is-a-fable</a></p> <p><a href="https://www.scholastic.com/teachers/blog-posts/mary-blow/oh-places-we-go-fables/">https://www.scholastic.com/teachers/blog-posts/mary-blow/oh-places-we-go-fables/</a></p>



# 8<sup>th</sup> Grade Language Arts Common Assessment MAP

In order to maintain consistency throughout the district, please give the common assessments in the order they appear on this document.

## SECOND SEMESTER- Assessment 8 (2nd nine weeks)

Common Assessment Title and Standards Assessed	Required Prompt <i>(Prompts may be adjusted by the teacher but not completely changed to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. See Assessment Guide for more information.)</i>	Suggested Mini-lessons / Formative Practice	Suggested Resources
<p><b>Assessment #8</b> <b>Suspense Narratives</b></p> <ul style="list-style-type: none"> <li>✓ RL.8.3 - Character</li> <li>✓ W.8.3 - Narrative</li> <li>✓ L.8.3A - Syntax</li> </ul>	<p>Write a suspenseful narrative based on real or imagined experiences and events. Be sure to use narrative techniques (literary elements and devices) to engage and inform the reader.</p> <p><b>Teacher Tips:</b></p> <ol style="list-style-type: none"> <li>1. The reading standard can be evaluated by students' annotation or short response.</li> <li>2. Writing will be evaluated by the students' fictional narrative</li> <li>3. Language will also be evaluated in the student's fictional narrative.</li> </ol>	<p>Archetypes Suspense Dialogue Description Symbols Point of View</p>	<p><b>Study Sync Skill lessons:</b></p> <ul style="list-style-type: none"> <li>-Skill-Character: Abuela Invents the Zero</li> <li>-Skill- Character: Across Five Aprils</li> <li>-Skill- Character: Lord of the Flies</li> <li>-Skill- Writing Dialogue (grade 8)</li> </ul> <p><b>Study Sync Suspense Unit 1</b></p> <ul style="list-style-type: none"> <li>-BLAST- Suspense</li> <li>-The Monkey's Paw</li> <li>-Sorry, Wrong Number</li> <li>-A Night to Remember</li> <li>-Cujo</li> <li>-Lord of the Flies</li> <li>-Ten Days in a Madhouse</li> <li>-The Tell Tale Heart</li> <li>-Annabel Lee</li> <li>-The Bells</li> <li>-BLAST- When Fear Becomes a Phobia</li> <li>-Let 'em Play God</li> <li>-The Raven (9th grade unit)</li> </ul> <p><b>Elements of suspense lesson plans:</b></p> <p><a href="https://betterlesson.com/lesson/resource/2743325/building-suspense-worksheet">https://betterlesson.com/lesson/resource/2743325/building-suspense-worksheet</a></p> <p><a href="https://study.com/academy/lesson/suspense-in-literature-lesson-plan-for-middle-school.html">https://study.com/academy/lesson/suspense-in-literature-lesson-plan-for-middle-school.html</a></p> <p><a href="http://lessonplanspage.com/lawriting-buildsuspensewithsensorydetails59.htm/">http://lessonplanspage.com/lawriting-buildsuspensewithsensorydetails59.htm/</a></p> <p><a href="http://sydneyredigan.com/wp-content/uploads/2014/01/Topical-Unit-Suspense.pdf">http://sydneyredigan.com/wp-content/uploads/2014/01/Topical-Unit-Suspense.pdf</a></p>