

Saddlebrook Preparatory School
Wesley Chapel, Florida

Language Arts/Reading Grade Eight Organizational Plan

A. Major Concepts/Content

The purpose of this curriculum is to ensure that students understand concepts related to

- using context and word structure clues, recognize organizational patterns.
- recognizing cause-and effect relationships in text;
- recognizing the use of comparison and contrast in texts;
- determining the main idea or essential message and identifying relevant details in a text;
- identifying the author's purpose and point of view in a variety of texts;
- differentiating fact and opinion, identifying strong vs. weak arguments and drawing conclusions based on them;
- understanding how character and plot development, point of view and tone are used in various selections to support a central conflict or story line;
- recognizing complex elements of plot, including setting, character development, conflicts, and resolution;
- locating, organizing, and interpreting writing information for a variety of purposes;
- using a variety of reference materials to gather information for research topics; and
- synthesizing and separating collected information into useful components using a variety of techniques.

B. Course Requirements

These requirements include the Benchmarks from the Sunshine State Standards most relevant to eighth grade. After successfully completing this grade, the student will be able to demonstrate an understanding to include the following:

- compare and contrast myths or drama;
- analyze the structure of nonfiction;
- prepare and present a composition portfolio;
- write to a prompt
- rewrite a passage by changing the point of view
- deliver a persuasive speech
- conduct research using four sources
- demonstrate study and test-taking skills

Saddlebrook Preparatory School
Wesley Chapel, Florida

Language Arts/Reading
Grade Eight Organizational Plan

Components	First Nine Weeks Focus: Personal Codes	Second Nine Weeks Focus: Choices and Consequences	Third Nine Weeks Focus: The Will to Survive	Fourth Nine Weeks Focus: Heroes Past and Present
Literature/Reading	Reading: Genre studies <ul style="list-style-type: none"> • Short stories • Biographies • Essays Additional readings: <ul style="list-style-type: none"> • One student-selected book personal reading Competencies IA	Major Work: <ul style="list-style-type: none"> • Tell-Tale Heart Additional readings: <ul style="list-style-type: none"> • Other fiction • One student-selected book personal reading Competency IB completed Competency IA	Major work: <ul style="list-style-type: none"> • The Diary of Ann Frank Additional readings: <ul style="list-style-type: none"> • Newspapers and other nonfiction Competency IB completed	Readings: Tales of Heroes <ul style="list-style-type: none"> • Mythological heroes • American folk heroes and tall tales • Additional readings: <ul style="list-style-type: none"> • One student-selected book Call of the Wild/The Pearl Competency IA completed
Composition	Process writing <ul style="list-style-type: none"> • focus • organization • support • appropriate conventions Competencies IIA, IIB	Expository writing <ul style="list-style-type: none"> • audience and purpose • rich word choice • appropriate subject • sentence variety Competencies IIA, IIB	Self and peer revision and evaluation of writing Competency IIA Competency IIB completed	Narrative/expressive writing modeled on literature Literary analysis Presentation portfolios Competency IIA completed
Vocabulary	Vocabulary in context Competency IIIA	Vocabulary Study <ul style="list-style-type: none"> • connotation and denotation • structural analysis • persuasive or biased language Competency IIIA completed.	Vocabulary used in functional reading materials	Figurative language
Listening, Speaking, Viewing	Recognizing purpose and bias in oral language Competency IVA	Analysis, synthesis, and evaluation strategies in oral discussion	Persuasive presentation Competency IVA completed	

<p>Information Literacy/Test taking Skills</p>	<p>Critical reading skills for:</p> <ul style="list-style-type: none"> • independent reading <p>Study Skills for independent reading</p> <p>Competencies VB</p>	<p>Critical reading skills for:</p> <ul style="list-style-type: none"> • informational reading • functional reading <p>Study skills for</p> <ul style="list-style-type: none"> • informational reading • functional reading <p>Competency VB</p>	<p>Critical reading skills for</p> <ul style="list-style-type: none"> • informational reading • functional reading <p>Research skills</p> <ul style="list-style-type: none"> • graphs/diagrams • references/resources <p>Competencies VA, VB</p>	<p>Conduct research by:</p> <ul style="list-style-type: none"> • selecting a topic • determining a research plan • implementing a research process • producing a research product <p>Competencies VA, VB completed</p>

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

First Nine Week

Grade Eight

Focus: Personal Codes	Readings: Short Stories, Biographies, Essays
READING BENCHMARKS	COMPETENCIES
<p>LA.A.1.3.2 The student uses a variety of strategies to analyze words and test, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> <p>The Grade Level Expectation require students to</p> <ul style="list-style-type: none"> • <i>extend previously learned knowledge and skills of the seventh grade with increasingly complex reading selection and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting</i> <p>LA.A.2.2.7 The student recognizes the use of comparison and contrast in text.</p> <p>LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • refine previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas). <p>LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.</p>	<p>Ongoing Competencies: IA Compare and contrast drama IB Paraphrase a literary selection VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction in</p> <ul style="list-style-type: none"> • analyze and identification of • strategies for writing a paraphrase of a literary selection that reflects the same meaning and tone as the original work. • examining the context of a sentence, paragraph, or passage to understand unfamiliar words and to determine appropriate meanings for a word with multiple meanings. • critical reading skills for independent and informational reading, evaluating for accuracy and personal bias statements of fact, inferences, and judgments/opinions in both reading and discussions about reading. • learning strategies such as reader response, previewing, reviewing, predicting content, skimming and scanning, reading for detail, graphic organizers, note taking, outlining, peer questioning, and student-generated questions. • test-taking strategies, such as timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions.`

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

First Nine Weeks

Grade 7

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • conveys a sense of completeness and wholeness with adherence to the main idea; • has an organizational pattern that provides for a logical progression of ideas; • has support that is substantial, specific, relevant, concrete, and/or illustrative; • demonstrates an involvement with the subject; • uses creative writing strategies appropriate to the purpose of the paper • demonstrates a command of language (word choice) with freshness of expression; • has varied sentence structure and sentences that are complete except when fragments are used purposefully; and • has few, if any, convention errors in mechanics, usage, punctuation. <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • focus on a central idea or topic). • use devices to develop relationships among ideas (transitions, change in time, idea, or place). • use supporting ideas, details, and facts from a variety of sources to develop and elaborate topic. • demonstrate an involvement with the subject that engages the reader. • demonstrate a command of the language (word choice, appropriate figurative language). • use an effective organizational pattern and substantial support to achieve a sense of completeness. • proofread writing to correct convention errors in mechanics, usage, and punctuation using dictionaries, handbooks, and other resources, including teacher or peers as appropriate. • Analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning. <p>LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • select and use a format for writing which addresses the audience, purpose, and occasion (narrative, persuasive, and expository). 	<p>Ongoing Competencies:</p> <p>IIA Prepare a portfolio IIB Write to a prompt IIIA Paraphrase a literary selection VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction in</p> <ul style="list-style-type: none"> • preparing and maintaining a portfolio of writing containing unfinished and finished pieces, in evaluating these pieces, and in reflecting upon growth in writing. • the writing process: prewriting, drafting, revising, editing, and publishing. • writing a variety of modes (expository, persuasive, narrative/expressive) and in a variety of formats. • evaluating student writing by applying the scoring guide and rubric (focus, organization, support, and conventions). • Strategies for writing a paraphrase of a literary selection that reflects the same meaning and tone as the original work. • learning strategies such as reader response, previewing, reviewing, predicting content, skimming and scanning, reading for detail, graphic organizers, note taking, outlining, peer questioning, and student generated questions • test-taking strategies, such as participating in timed reading and writing activities and presenting and organizing data to write accurate and complete answers to prompts and essay questions. <p>ASSESSMENT: Text-based, teacher-made tests, and alternative assessments</p>

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
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Second Nine Weeks

Grade Eight

Focus: Choices and Consequences	Major Work: Tell-Tale Heart; Additional Readings: Other Nonfiction and student selected literature
READING BENCHMARKS	COMPETENCIES
<p>LA.A.1.3.2 The student uses a variety of strategies to analyze words and texts, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> <p>LA.A.2.2.7 The student recognizes the use of comparison and contrast in text.</p> <p>LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</p> <p>LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact from opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</p> <p>LA.E.1.3.2 The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</p> <p>LA.E.2.2.1 The student recognizes cause-and-effect relationships in text.</p> <p>LA.E.2.3.1 The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</p>	<p>Competencies to be completed: IB Analyze nonfiction IVA Deliver a persuasive speech</p> <p>Ongoing competencies: VA Conduct research VB Demonstrate study and test taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • critical reading skills for independent and informational reading. • Analyzing passages or works to examine textual patterns, such as analogies, comparison/contrast, cause/effect, problem/solution, and order of importance. • analyze functional materials, such as a cause/effect diagram, questionnaire, graphic, chart, table, sign, or map. • analyzing and evaluating persuasive material, such as debates, editorials, commercials, political speeches, etc. • techniques for oral presentation. • Investigating a subject using a resource or reference, developing organizational frameworks, and generating a written product which draws from and gives credit to sources. • Test-taking strategies, such as using an answer sheet, participating in timed reading and in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay questions.

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

Second Nine Weeks

Grade Eight

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • conveys a sense of completeness with adherence to the main idea; • has an organizational pattern that provides for logical progression of ideas; • has support that is substantial, specific, relevant, concrete, and/or illustrative; • demonstrates a command of language (word choice); • has varied sentence structure and sentences that are complete except when fragments are used purposefully; and • has few, if any, convention errors in mechanics, usage, punctuation <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • focus on a central idea or topic. • use devices to develop relations among ideas; • use supporting ideas, details, and facts from a variety of sources to develop and elaborate topic. • demonstrate a commitment to the subject that engages the reader. • demonstrate a command of the language (precise word choice, appropriate figurative language). • use an effective organizational pattern and substantial support to achieve a sense of completeness (audience, sequencing of events, effective words, specific detail). • proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers. • analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations, clarifying, rearranging words, sentences, and paragraphs to improve meaning. <p>LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • select and use a format for writing which addresses the audience, purpose, and occasion (Narrative, persuasive, expository). 	<p>Ongoing Competencies: IIA Prepare a portfolio VA Conduct research VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • writing in a variety of modes (expository, persuasive, narrative/expressive, including editorials).. • evaluating student writing by applying the scoring guide and rubric (focus, organization, support, conventions). • maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation. • choosing language that is correct and appropriate to audience. • investigating a subject using resources/reference, developing organizational frameworks, and generating a written product which draws from and gives credit to sources. • test-taking strategies such as participating in timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions. <p>ASSESSMENT: Text-based, teacher-made tests, and alternative assessments.</p>

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
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Third Nine Weeks**Grade Eight**

Focus: The Will to Survive	Major Work: The Diary of Ann Frank; Additional Readings: newspapers and other nonfiction
READING BENCHMARKS	COMPETENCIES
<p>LA.A.2.3.2 The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • understand ways the author’s perspective or point of view affects a text. • State the author’s purpose and relate it to specific statements from text. <p>LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • Extend previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values). <p>LA.E.1.3.2 The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • Compare and contrast characters from various texts. • Compare and contrast settings from various texts. • Compare and contrast plot elements from various texts. • Differentiate between major and minor conflicts and their resolutions in a variety of texts. <p>LA.E.2.3.1 The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line..</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • know the reasons for a character’s actions.. • know the events in the plot related to the central conflict and identify the rising action and climax/resolution where applicable. • Know ways the tone of a literary work is used to support its story line. • Know from various characters’ points of view a situation related to the central conflict in a literary work. 	<p>Competencies to be completed:</p> <p>IIB Paraphrase a literary selection</p> <p>Ongoing competencies:</p> <p>IA Compare/contrast drama</p> <p>IB Analyze nonfiction</p> <p>IVA Deliver a persuasive speech</p> <p>VB Demonstrate study and test taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • strategies for writing a paraphrase that reflects the same meaning and tone as the original work. • analyzing and evaluating persuasive material, such as debates, editorials, commercials, political speeches, etc. • analysis of fiction, such as drama, emphasizing character, plot, setting, and theme. • Analysis of elements of author’s craft, such as figurative language, flashback, symbolism, and irony and the way they contribute to shaping the theme in a work.. • techniques for oral presentation. • critical reading skills for independent and informational reading and functional materials, such as newspapers, periodicals, manuals, instructions, schedules, common forms, maps, graphs, charts, tables. • differentiating between connotation and denotation of a word and recognizing bias, tone, and point of view in a passage. • test-taking strategies, such as using an answer sheet, participating in timed reading and in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay questions.

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

Third Nine Weeks

Grade Eight

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • conveys a sense of completeness with adherence to the main idea; • has an organizational pattern that provides for logical progression of ideas; • has support that is substantial, specific, relevant, concrete, and/or illustrative; • demonstrates a commitment to and an involvement with the subject; • has clarity in presentation of ideas; • uses creative writing strategies appropriate to the purpose of the paper; • demonstrates a command of language (word choice) with freshness of expression; • has varied sentence structure and sentences that are complete except when fragments are used purposefully; and • has few, if any, convention errors in mechanics, usage, punctuation <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> • focus on a central idea or topic. • use devices to develop relations among ideas; • use supporting ideas, details, and facts from a variety of sources to develop and elaborate topic. • demonstrate a commitment to the subject that engages the reader. • demonstrate a command of the language (precise word choice, appropriate figurative language). • use an effective organizational pattern and substantial support to achieve a sense of completeness (audience, sequencing of events, effective words, specific detail). • proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers. • analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations, clarifying, rearranging words, sentences, and paragraphs to improve meaning. <p>LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>The Grade Level Expectation requires students to</p> <ul style="list-style-type: none"> • select and use a format for writing which addresses the audience, purpose, and occasion (Narrative, persuasive, expository). 	<p>Competency to be completed: IIB Write to a prompt</p> <p>Ongoing Competencies: IIA Prepare a portfolio VA Conduct research VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> • writing in a variety of modes (expository, persuasive, narrative/expressive, including editorials).. • evaluating student writing by applying the scoring guide and rubric (focus, organization, support, conventions). • Maintaining a portfolio of writing which reflects the writing process in a variety of modes and formats and which shows evidence of student reflection and self-evaluation. • Choosing language that is correct and appropriate to audience. • Investigating a subject using resources/reference, developing organizational frameworks, and generating a written product which draws from and gives credit to sources. • test-taking strategies such as participating in timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions. <p>ASSESSMENT: Text-based, teacher-made tests, and alternative assessments.</p>

**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

Fourth Nine Weeks

Grade Eight

Focus: Heroes Past and Present	Readings: Tales of Heroes; additional readings mythological heroes, American folk heroes, and tall tales
READING BENCHMARKS	COMPETENCIES
LA.A.2.3.5 The locates, organizes, and interprets written information for a variety of purposes,	Competencies to be completed:

<p>including classroom research, collaborative decision making, and performing a school or real-world-task.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> refine previously learned knowledge and skills of the seventh grade with complex texts and assignments and tasks (forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks). State the author’s purpose and relate it to specific statements from text. <p>LA.A.2.3.6 The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including computer research to gather information for research topics.</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> gather information from a variety of sources, including primary sources. Evaluate and use information from a variety of sources when researching content area topics (not limited to primary sources). <p>LA.A.2.3.7 The synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines..</p> <p>The Grade Level Expectations require students to</p> <ul style="list-style-type: none"> classify and record information (using note cards, data files).. compile information using an organizer (a spreadsheet). Compare and contrast element within or across texts. Record bibliographic information using a format such as source cards. 	<p>IA Compare/contrast myths, folk tales, and tall tales. VA Conduct research VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or reinforcement in</p> <ul style="list-style-type: none"> Analysis of how literature is influenced by and reflects culture, including a variety of cultural vocabularies and dialects. Critical reading skills for mythological and dramatic literature. analysis of elements of fiction, such as characterization, plot, setting, theme, point of view, and tone. analysis of elements of author’s craft, such as figurative language, flashback, symbolism, and irony and the way they contribute to shaping the theme in a work.. recognizing and generating figurative language such as metaphor and simile. choosing the most efficient, credible source for finding information on a given topic, such as thesaurus, atlas, literary work, schedule, periodical, technology, etc. critical reading skills for independent and informational reading. test-taking strategies, such as using an answer sheet, participating in timed reading and in timed writing activities, and organizing and presenting data to write accurate and complete answers to prompts and essay questions.
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**SUNSHINE STATE STANDARDS BENCHMARKS/GRADE LEVEL EXPECTATIONS
AND THE COMPETENCY-BASED CURRICULUM**

Fourth Nine Weeks

Grade Eight

WRITING BENCHMARKS	COMPETENCIES
<p>LA.B.1.3.2 The student drafts and revises writing that</p> <ul style="list-style-type: none"> is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness with adherence to the main idea; has an organizational pattern that provides for logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; 	<p>Competencies to be completed: IIA Present a portfolio VA Conduct research VB Demonstrate study and test-taking skills</p> <p>To support the Benchmarks, the teacher will provide instruction and/or</p>

- has clarity in presentation of ideas;
- uses creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
- has few, if any, convention errors in mechanics, usage, punctuation

The Grade Level Expectations require students to

- focus on a central idea or topic.
- use devices to develop relations among ideas;
- use supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.
- demonstrate a commitment to the subject that engages the reader.
- demonstrate a command of the language (precise word choice, appropriate figurative language).
- use an effective organizational pattern and substantial support to achieve a sense of completeness (audience, sequencing of events, effective words, specific detail).
- proofread writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers.
- analyze and revise draft to further develop a piece of writing by adding or deleting details and explanations, clarifying, rearranging words, sentences, and paragraphs to improve meaning.

LA.B.2.3.3 The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

The Grade Level Expectation requires students to

- select and use a format for writing which addresses the audience, purpose, and occasion (Narrative, persuasive, expository).

reinforcement in

- facilitate the completion and presentation of a portfolio which reflects the writing process in a variety of modes and formats and which shows evidence of student-reflection and self-evaluation.
- provides criteria for choosing the most efficient, credible source for finding information on a given topic, such as thesaurus, atlas, literary work, schedule, periodical, technology.
- Provide opportunities for investigating a subject, using resources/references, developing organization frameworks, and generating a written product which draws from and gives credit to sources.
- test-taking strategies such as participating in timed reading and writing activities, and presenting and organizing data to write accurate and complete answers to prompts and essay questions.

ASSESSMENT:

Text-based, teacher-made tests, and alternative assessments.