

# Welcome to 8th Grade Literacy!

Our goal is to help students improve their reading, writing, critical thinking, and speaking and listening skills.

## Meet Ms. Wilcoxon

I am starting my sixth year teaching Literacy at Harding! I am originally from central Illinois, but Des Moines is now home for me. Some of my favorite hobbies include running, art, the outdoors, and spending time with my family.

My favorite part about teaching at Harding is the amazing kids we have that walk through our doors every day. My goal is to not only help students improve their Literacy skills, but to be a positive role model and help students be the best version of themselves.

I look forward to getting to know you and your student this year. I can be reached at any time by email:

[kathleen.wilcoxon@dmschools.org](mailto:kathleen.wilcoxon@dmschools.org). Do not hesitate to contact me with any questions or concerns. You will also be hearing from me this year as my goal is to communicate more with families on a regular basis to celebrate student success.



## Meet Ms. Bottjen

It is my second year co-teaching Literacy at Harding as a special education teacher. I am from Iowa, went to UNI, and have enjoyed living in Des Moines for the past year. I enjoy reading, going to the movies, traveling, shopping, and spending time with my friends and family. I also make the world's best guacamole!

My favorite part of teaching at Harding is working with so many students that are all unique and talented and each bring something to the table. It is always exciting working at Harding! My goal is to help ALL students be successful. I think that every single student has unlimited potential and I hope to guide them towards being the best they can be.

I look forward to getting to know you and your student this year. I can be reached any time by email:

[courtney.bottjen@dmschools.org](mailto:courtney.bottjen@dmschools.org). I love communicating with parents and keeping you informed, if you have any questions do not hesitate to reach out!

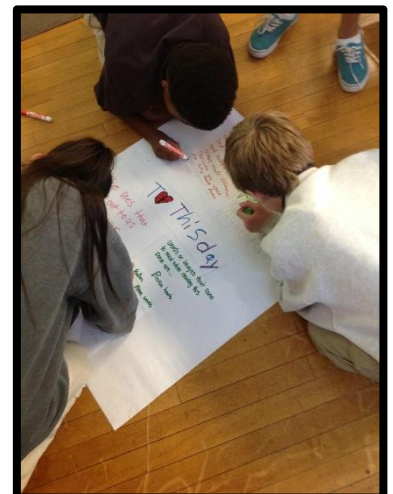
## Student Expectations

Students are expected to follow **CPR Expectations** (Collaborative, Professional, and Respectful) while at Harding. This looks different in every area of the building. Below are our expectations for students while in Literacy class.

**COLLABORATIVE** – Students will be expected to work in groups throughout the school year. We will have many discussions and group projects. I urge you to honestly share your opinions and also listen to the different opinions of others. Be open-minded and share your own knowledge and experiences as it connects to class. Please interact positively with one another and work together to keep our classroom clean, safe, and productive.

**PROFESSIONAL** – Every day students are expected to bring a pencil, reading book, and their binder to class. We will have a short amount of time together, and every minute counts. Stay focused and engaged in class by keeping our time for reading, writing, and listening sacred. If you have any ideas or suggestions for class, do not hesitate to let me know before or after class. I love incorporating your ideas!

**RESPECTFUL** – This is a safe space where everyone should feel comfortable and able to share their opinions, ideas, and stories. We will always practice energetic reciprocity – building each other up instead of tearing each other down. Be in control of your voice and follow the appropriate voice level for group, partner, and independent activities. Electronics must be put away, unless your teacher gives you permission to listen to music during an independent task.



# Yearlong Standards

The following skills will be taught and reported on throughout the school year. Below are the goals and scales for each yearlong standard.

## Mastering Vocabulary (Semester 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Analyze the impact of a specific word choice on meaning and tone in a text, including analogies or allusions to other texts</li> <li>Use common Greek or Latin affixes and roots as clues to the meaning of a word</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including technical meanings</li> <li>Use context as a clue to the meaning of a word or phrase</li> <li>Interpret figures of speech in context in a text</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) in a text</li> </ul>	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening</li> <li>Identify specific words that have an impact on meaning and tone in a text</li> <li>Identify figures of speech in a text</li> <li>Demonstrate the use of context clues in structured sentences in isolation</li> </ul>	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

## Comprehending Text (Semester 1 and 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Read text at the 1270+ Lexile Level (Advanced)</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Read text at the 1070-1269 Lexile Level (Proficient)</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Read text at the 930-1069 Lexile Level (Basic)</li> </ul>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Read text at the BR-929 Lexile Level (Below Basic)</li> </ul>
<p><b>MAP Testing Deadlines:</b>      September 16<sup>th</sup> (Fall)      January 20<sup>th</sup> (Winter)      May 19<sup>th</sup> (Spring)</p>			

## Constructing Writing (Semester 1 and 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
<p>In addition to score 3.0 performance, the student demonstrates a command of voice and style that rises above formulaic writing.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience</li> <li>Strengthen writing by planning, revising, and editing</li> </ul>	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>Describe the task, purpose, and audience for a given writing task</li> <li>Describe how to modify samples of writing for a specific task, purpose, and audience</li> <li>Plan writing using a graphic organizer</li> </ul>	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

## Applying Grammar and Mechanics (Semester 2)

4 <b>Innovating</b>	3 <b>Applying</b>	2 <b>Developing</b>	1 <b>Beginning</b>
<p>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage when writing or speaking to:</p> <ul style="list-style-type: none"> <li>• Use parallel structure</li> <li>• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings</li> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</li> </ul>	<p>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar and usage when writing or speaking to:</p> <ul style="list-style-type: none"> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> <li>• Appropriately use commas and dashes in writing</li> <li>• Appropriately use an ellipsis to indicate an omission in quotations</li> </ul>	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Use grammar and usage in isolation</li> <li>• Recognize and correct inappropriate verb usage</li> <li>• Use conventions in isolation</li> <li>• Use capitalization conventions, including in letters, abbreviations, acronyms, and initials</li> </ul>	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

## Unit 1: Identity & Making Meaning

In each unit, we will focus on one theme to accompany the unit standards. In this eight week unit, the theme is identity and the goal is to get to know one another and also analyze what we value. Students will create an identity memoir and read articles and short stories. Below are the standards that we will cover in unit one.

### Analyzing Textual Evidence

4 <b>Innovating</b>	3 <b>Applying</b>	2 <b>Developing</b>	1 <b>Beginning</b>
<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> <li>• Support analysis with inferences and evidence paraphrased from text</li> <li>• Support analysis with inferences and evidence cited directly from text using MLA citation</li> </ul>	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary such as: evidence, inference, cite, paraphrase, source</li> <li>• When provided with an inference, evaluate and select quality textual evidence to support that inference</li> </ul>	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

## Analyzing Central Ideas

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Analyze development of a central idea over the course of a non-fiction text</li> <li>Distinguish between relevant and irrelevant evidence in a text</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary such as: analyze, central idea, relevant, irrelevant</li> <li>Determine central idea of a non-fiction text</li> <li>Recognize examples of irrelevant evidence in isolation</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

## Unit 2: Violence & Elements of Literature

In each unit, we will focus on one theme to accompany the unit standards. In this ten week unit, the theme is violence and the goal is to understand different types of violence, effects of violence, and alternatives to violence. Students will create a collaborative art piece with a group and read *The Outsiders*, articles, and short stories. Below are the standards that we will cover in unit two.

### Analyzing Theme

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Analyze the relationship between theme and the characters, setting, and plot in a text</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary such as: theme</li> <li>Determine a theme of a text</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

### Analyzing Story Elements

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Analyze how dialogue and events move the story forward and provokes characters to make decisions</li> <li>Analyze how events move the story forward and provoke characters to make decisions</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary such as: characterization, conflict, dialogue, protagonist, antagonist, suspense, tone</li> <li>Identify significant dialogue or events in a work of literature</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

	<ul style="list-style-type: none"> <li>Analyze how differences in points of view between characters create such effects as suspense and humor</li> </ul>	<ul style="list-style-type: none"> <li>Identify how dialogue or events reveal information about a character</li> <li>Determine different points of view within a story</li> </ul>	
--	--	---	--

## Unit 3: Oppression & Argumentation

In each unit, we will focus on one theme to accompany the unit standards. In this twelve week unit, the theme is power and the goal is to understand different groups who face oppression, effects of oppression, and ways to empower oppressed groups. Students will create an argument writing piece, participate in a literature circle, and read articles and short stories. The book choices for the literature circle are *Unwind*, *Monster*, *Sold*, and *I am Malala*.

Below are the standards that we will cover in unit three.

### Evaluating Arguments and Purpose

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Evaluate whether the reasoning is logical in a specific claim or an entire argument</li> <li>Evaluate whether the evidence is sufficient in a specific claim or an entire argument</li> <li>Analyze how an author acknowledges and refutes counterclaims in an argument</li> <li>Analyze how two or more texts provide opposing information on matters of facts or interpretation of the same topic</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary such as: argument, claim, evaluate, interpretation, reasoning</li> <li>Delineate the argument and specific claims in a text</li> <li>Determine an author's point of view or purpose in a text</li> <li>Identify where two texts oppose on a matter of facts or interpretation</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

### Writing Arguments

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Introduce the argument and claims</li> <li>Acknowledge and refute a counterclaim within the argument</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary such as: clarify, counterclaim, credible, refute</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.

	<ul style="list-style-type: none"> <li>Organize reasons and evidence logically</li> <li>Support claims with logical reasoning and relevant evidence drawn from accurate, credible sources</li> <li>Use transitions to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence</li> <li>Establish and maintain a formal style</li> <li>Provide a conclusion that supports the argument</li> </ul>	<ul style="list-style-type: none"> <li>Write a claim on a topic and relevant reasons/examples to support that claim</li> <li>Generate relevant counterclaims</li> <li>Write a concluding statement</li> <li>Write a paragraph with a clear claim and supporting evidence</li> <li>Write a paragraph that presents and refutes a counterclaim</li> </ul>	
--	---	---	--

## Unit 4: Wealth and Poverty & Author's Craft

In each unit, we will focus on one theme to accompany the unit standards. In this six week unit, the theme is wealth and poverty, and the goal is to understand what truly makes a person wealthy (material wealth vs. non material wealth), the cycles of poverty, and the inequities within our justice system. Students will create an independent art piece and read articles and short stories. Below is the standard that we will cover in unit four.

### Analyzing Text Structure

4 Innovating	3 Applying	2 Developing	1 Beginning
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> <li>Analyze how the differing structure of two or more texts contributes to the meaning of each text</li> <li>Analyze in detail how specific sentences and paragraphs develop and refine key concepts in a text</li> </ul>	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary such as: <i>develop, refine, structure</i></li> <li>Recognize signal words or phrases associated with text structure (examples: following, compared with, therefor, as a result of) in a text</li> <li>Describe the structure of a specific paragraph in a text and the text as a whole</li> <li>Compare and contrast the structure of two or more texts</li> </ul>	Student's performance reflects insufficient progress towards foundational skills and knowledge.