

WELCOME TO 8th GRADE LITERACY

Welcome to 8th grade Literacy! I am Mrs. Lichty and this is my second year at Harding Middle School. I am extremely excited to have your child in my classroom this year. My passion is reading and can't wait to help share that with your student. My favorite part of teaching is helping every student reach their goals in my classroom. It is my goal to help every child reach their potential and celebrate every success with them along their academic journey.

Academics

In Literacy, we follow the Des Moines Public Schools curriculum. That means we will focus heavily on reading comprehension (understanding what you read) and writing. We will read two class novels and there will be four units of study that cover different literary objectives. We will also incorporate projects when appropriate. The student planner is a great tool for teachers, students, and parents as students will be required to write down grades and important dates in their planner, such as assessment dates, homework assignments, project due dates, etc.

Classroom Expectations

I have three basic expectations for students, which align with Harding's Student Handbook. I expect students to be:

- 1) *Collaborative* - In Literacy, we do a lot of group work. I ask that all students try their best, participate, and work together with their classmates in an appropriate way. Once we enter the classroom, we need to connect as a group and share our knowledge and experiences to learn together.
- 2) *Professional* – Right now, school is a student's only job. They should come to class prepared and ready to learn! We do not have much time together and every moment counts. Every day, students will need their binder, planner, pencil, and silent reading book.
- 3) *Respectful* – One of my most important rules is to respect others. This means making sure that everyone's voice is heard, respecting different opinions, and no bullying. This is a safe space where we practice building each other up; not tearing each other down. Electronics must be put away unless the teacher gives permission to listen to music during an independent task.

If your child has any issues meeting these expectations, I will use our school's policy which is explained in their planner. I will also be in contact with you to resolve any issues we may have with classroom expectations.

Classwork and Homework

In my class, we will complete most of our work in class so that I can help clarify any questions students may have. However, we may occasionally send homework home with students OR have students stay after school if they do not attempt to complete work in class.

Please do not hesitate to contact me by the phone or email at any time! We are partners in your child's education.

Sincerely,

Cara Lichty

7th and 8th Grade Special Education Literacy

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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"> Analyze the impact of a specific word choice on meaning and tone in a text, including analogies or allusions to other texts Use common Greek or Latin affixes and roots as clues to the meaning of a word 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including technical meanings Use context as a clue to the meaning of a word or phrase Interpret figures of speech in context in a text Distinguish among the connotations (associations) of words with similar denotations (definitions) in a text 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening Identify specific words that have an impact on meaning and tone in a text Identify figures of speech in a text Demonstrate the use of context clues in structured sentences in isolation 	<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"> Read text at the 1270+ Lexile Level (Advanced) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the 1070-1269 Lexile Level (Proficient) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the 930-1069 Lexile Level (Basic) 	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Read text at the BR-929 Lexile Level (Below Basic)
<p>MAP Testing Deadlines: September 16th (Fall) January 20th (Winter) May 19th (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"> Produce clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience Strengthen writing by planning, revising, and editing 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> Describe the task, purpose, and audience for a given writing task Describe how to modify samples of writing for a specific task, purpose, and audience Plan writing using a graphic organizer 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Applying Grammar and Mechanics (Semester 2)

4 Innovating	3 Applying	2 Developing	1 Beginning
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<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"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects 	<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"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers • Appropriately use commas and dashes in writing • Appropriately use an ellipsis to indicate an omission in quotations 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Use grammar and usage in isolation • Recognize and correct inappropriate verb usage • Use conventions in isolation • Use capitalization conventions, including in letters, abbreviations, acronyms, and initials 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>
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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 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.	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> • Support analysis with inferences and evidence paraphrased from text • Support analysis with inferences and evidence cited directly from text using MLA citation 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Recognize or recall specific vocabulary such as: evidence, inference, cite, paraphrase, source • When provided with an inference, evaluate and select quality textual evidence to support that inference 	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

Analyzing Central Ideas

4 Innovating	3 Applying	2 Developing	1 Beginning
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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"> Analyze development of a central idea over the course of a non-fiction text Distinguish between relevant and irrelevant evidence in a text 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: analyze, central idea, relevant, irrelevant Determine central idea of a non-fiction text Recognize examples of irrelevant evidence in isolation 	Student's performance reflects insufficient progress towards foundational skills and knowledge.
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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"> Analyze the relationship between theme and the characters, setting, and plot in a text 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: theme Determine a theme of a text 	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"> Analyze how dialogue and events move the story forward and provokes characters to make decisions Analyze how events move the story forward and provoke characters to make decisions Analyze how differences in points of view between characters create such effects as suspense and humor 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: characterization, conflict, dialogue, protagonist, antagonist, suspense, tone Identify significant dialogue or events in a work of literature Identify how dialogue or events reveal information about a character 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

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| | | <ul style="list-style-type: none"> Determine different points of view within a story | |
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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"> Evaluate whether the reasoning is logical in a specific claim or an entire argument Evaluate whether the evidence is sufficient in a specific claim or an entire argument Analyze how an author acknowledges and refutes counterclaims in an argument Analyze how two or more texts provide opposing information on matters of facts or interpretation of the same topic 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize or recall specific vocabulary such as: argument, claim, evaluate, interpretation, reasoning Delineate the argument and specific claims in a text Determine an author's point of view or purpose in a text Identify where two texts oppose on a matter of facts or interpretation 	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"> Introduce the argument and claims Acknowledge and refute a counterclaim within the argument Organize reasons and evidence logically Support claims with logical reasoning and relevant evidence drawn 	Students demonstrate they have developed the ability to: <ul style="list-style-type: none"> Recognize and recall specific vocabulary such as: clarify, counterclaim, credible, refute Write a claim on a topic and relevant reasons/examples to support that claim Generate relevant counterclaims 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

	<p>from accurate, credible sources</p> <ul style="list-style-type: none"> • Use transitions to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence • Establish and maintain a formal style • Provide a conclusion that supports the argument 	<ul style="list-style-type: none"> • Write a concluding statement • Write a paragraph with a clear claim and supporting evidence • Write a paragraph that presents and refutes a counterclaim 	
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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.	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> • Analyze how the differing structure of two or more texts contributes to the meaning of each text • Analyze in detail how specific sentences and paragraphs develop and refine key concepts in a text 	<p>Students demonstrate they have developed the ability to:</p> <ul style="list-style-type: none"> • Recognize or recall specific vocabulary such as: <i>develop, refine, structure</i> • Recognize signal words or phrases associated with text structure (examples: following, compared with, therefor, as a result of) in a text • Describe the structure of a specific paragraph in a text and the text as a whole • Compare and contrast the structure of two or more texts 	Student's performance reflects insufficient progress towards foundational skills and knowledge.