

**Language Arts** -. Seventh and eighth graders read classic literature and award winning young adult novels. Some units are approached using a whole class structure; while other units include small literature circles or independent reading. Over the course of the year eighth graders are asked to think, discuss and write about how and what they read. The Units of Study Writing Program, developed by Lucy Calkins at Columbia Teachers College, provides the foundation of the writing program from Pre School to Eighth grade.

The essential aspects of the program are that

- Writing needs to be taught with explicit instruction.
- Children deserve to write for real, to write the kinds of texts that they see in the world
- Children need to be immersed in a listening and storytelling culture where their voices are valued and heard.
- Children need explicit instruction in spelling and phonemic awareness. K to Grade 3 students receive daily training in phonological awareness, phonics and word study, fluency, spelling, and handwriting based on the Wilson Foundations program. There is a scope and sequence for spelling and grammar instruction from first to eighth grade.
- Writers read! For children to write well, they need opportunities to read and to hear texts read and to read as insiders, studying what other authors have done that they too could try.
- Children need clear goals and feedback.

In the Units of Study program, each grade level includes four six week units of writing with some combination of the following: narrative, opinion/persuasive/ argument, and informational. Instruction builds on itself from one year to the next.

Teaching follows the gradual release of responsibility model of teaching. Students can first learn from a demonstration, accompanied by explicit teaching, then from guided practice in which the amount of scaffolding they receive lessens over time.

<b>Writing</b>		<b>Seventh Grade</b>		
	<b>Quarter or Trimester One</b>	<b>Quarter or Trimester Two</b>	<b>Quarter or Trimester Three</b>	<b>Quarter Four</b>
<b>Non Fiction</b> Opinion Information Argument Other	MUN: Speeches on Religion and Human Rights	MUN: Position Papers on Achieving Universal Primary Education  Persuasive Essays: Voices of the Gods: A 6 Traits Unit (Voice)	Argument: The Art of Argument: Research Based Essays (Lucy Calkins)  NYT Editorial Competition: Opinion Based Essays  Geography: GMO Debate Essays	Geography: Research Based Essays on a 21 <sup>st</sup> Century Problem/Global Concern (Students need to include an action plan with a solution to the problem)  Information: Writing About Reading: From Reader's Notebooks to Companion Books (Lucy Calkins)
<b>Fiction</b> Stories Poetry Drama Other:	Narrative: Realistic Fiction: Symbolism, Syntax, and Truth (Lucy Calkins)			Poetry (Using the curriculum from both Lucy Calkins and <i>Naming the World: A Year of Poems &amp; Lessons</i> )

<b>Writing</b>		<b>Eighth Grade</b>		
	<b>Quarter One</b>	<b>Quarter Two</b>	<b>Quarter Three</b>	<b>Quarter Four</b>
<b>Non Fiction</b> Opinion Information Argument Other		Argument- Position Paper- Includes research and use of reliable (scholarly) resources. In collaboration with debate presentations and research with technology class.	New York Times Editorial contest. In conjunction with current events aspect of US history.	The Literary Essay- Analyzing Craft and Theme (TBD) ...may include The Thematic Essay, The Author's Craft Essay, and/or The Comparative Essay. Literature will include The Pigman, student choice novels and historical fiction novels related to the Civil War.
<b>Fiction</b> Stories Poetry Drama Other:	Fictional (or for some it is autobiographical) narrative piece. In conjunction with literature unit on Short Stories		Collaborative sonnets for Ag. Fair	

## GRAMMAR

Language Conventions	Knowledge of Language	Vocabulary	
Seventh Grade	Seventh Grade	Seventh Grade	
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>Clauses and Sentence Structure</u> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	<p><b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a <b>Range of strategies</b></b></p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p><b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>

**GRAMMAR**

Language Conventions	Knowledge of Language	Vocabulary	
Eighth Grade	Eighth Grade	Eighth Grade	
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>Verbs</u> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies</b></p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context Or in a dictionary</p>	<p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p><b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>

## SPELLING

### Seventh Grade

Spelling	Homonyms	Word Origins
<p>Suffixes – ance, -ant, ancy, and -ence, -ent, -ency (p122)</p> <p>/sh/ sound (p130)</p> <p>/er/ sound (p134)</p> <p>/iv/ spelled ive (p155)</p> <p>/u/ or /oo/ spelled ew or ue (p157)</p> <p>/yoo wul/ /choo wul/ and /oo wul/ spelled ual (p159)</p> <p>/iz um/ spelled ism</p> <p>Homonyms (p142)</p> <p>Prefixes (p144)</p>	<p>ail/ale</p> <p>assent/ascent</p> <p>boarder/border</p> <p>brewed/brood</p> <p>brews/bruise</p> <p>carrot/carat/caret</p> <p>chilly/chili</p> <p>choral/coral</p> <p>draft/draught</p> <p>fair/fare</p> <p>hoard/horde</p> <p>idol/idle</p> <p>lee/lea</p> <p>levee/levy</p> <p>lynx/links</p> <p>metal/mettle</p> <p>/medal/meddle</p> <p>please/pleas</p> <p>reel/real</p> <p>sight/site/cite</p> <p>tea/tee</p> <p>vary/very</p> <p>wretch/retch</p>	<p>Latin- FAC, FIC, FECT (FACERE, FACTUM)- TO MAKE DO</p> <p>AC, AG (AGERE, ACTUM)- TO DO; DRIVE</p> <p>OPER (OPERARE, OPERATUM)- TO WORK</p> <p>FUNCT (FUNGI, FUNCTUM)- TO WORK; TO PERFORM</p> <p>Latin- POS, PON (PONERE, POSITUM)- TO PLACE, TO PUT</p> <p>MAN (MANERE, MANSUM) - TO STAY; REMAIN</p> <p>STAN, STAT (STARE, STATUS)- TO STAND, STAND SOMETHING UP</p> <p>Latin- CAP, CAPT, CIP (CAPERE, CAPTUM) TO SEIZE, TAKE, GET</p> <p>PREHEND (PREHENDERE; PREHENSUM) TO SEIZE, TO GRASP, TO TAKE</p> <p>SUM, SUMPT (SUMERE, SUMPTUM) TAKE, USE UP, BUY</p> <p>RAPT, RAP (RAPERE, RAPTUM) TO SEIZE</p> <p>Latin- REG, REIG (REX, REGIS) KING</p> <p>VICT (VINCERE, VICTUM) TO CONQUER</p> <p>POSS, POT (POTENS) POWERFUL (POSSE) TO BE ABLE</p> <p>DOM (DOMINARI, DOMINATUM) TO RULE (DOMUS) HOUSE</p> <p>Latin- JAC, JECT (JACERE, JECTUM) TO THROW, HURL</p> <p>PASS (PANDERE, PASSUM) SPREAD OUT, (PASSUS) A STEP</p> <p>PEND, PENS (PENDERE, PENSUM) TO HANG, TO WEIGH</p> <p>Greek- BALL, BOL, BL(BALLEIN) TO THROW</p> <p>Latin- SERV (SERVARE, SERVATUM) TO SAVE, KEEP</p> <p>STRICT (STRINGERE, STRICTUM) TO BIND</p> <p>SOLUT (SOLVERE, SOLUTUM) TO LOOSEN, SOLVE</p> <p>LIB, LIV (LIBER) FREE</p> <p>Latin- LATER (LITTERA) LETTER</p> <p>Greek- LOG (LOGOS) WORD, SPEECH, IDEA, REASON</p> <p>GRAM, GRAPH (GRAMMA) LETTER, WRITING (GRAPHEIN) TO WRITE</p> <p>Latin- SCRIB, SCRIB (SCRIBERE, SCRIPTUM) TO WRITE</p> <p>Latin- CESS (CEDERE, CESSUM) TO GO, TO YIELD</p> <p>GRAD, GRESS (GRADI, GRESSUS) TO GO, PROCESS</p> <p>IT (IRE, ITUM) TO GO</p> <p>CUR, COUR (CURRERE, CURSUM) TO RUN</p> <p>Latin- FORT (FORTIS) STRONG</p> <p>- TEG (INTEGER) WHOLE, UNBROKEN</p> <p>FIRM (FIRMARE, FIRMATUM) TO STRENGTHEN, GIVE STRENGTH (FIRMUS) FIRM</p> <p>VAL, VALID (VALERE, VALITURUS) TO BE STRONG; BE WORTH (VALIDUS) STRONG</p>



## SPELLING

### Eighth Grade

Spelling	Homonyms	Word Origins
/ens/ spelled ense (p128) Suffixes –ary, -ery, -ory (p139) /k/ spelled que (p148) /is/ spelled ice (156) /un/, /yun/, /jun/, /eun/ spelled ion (p160) /eun/ spelled ian (p161) -ept, -act-ect, -ict (p163) Homonyms (p142) Prefixes (p144)	bard/barred canvas/canvass cession/session coo/coup core/corps cymbal/symbol dam/damn done/dun duel/dual ewe/you/yew gild/guild guilt/guilt gorilla/guerilla hail/hale hostel/hostile hue/hew/Hugh illicit/elicit insight/incite kernel/colonel lieu/Lou marshal/martial principal/principle rapped/wrapped/rapt rough/ruff rye/wry scull/skull stationary/stationery stayed/staid surge/serge team/teem vane/vain/vein	Greek- ERG, URG, (ERGON) WORK Latin- VIG (VIGERE) BE LIVELY, BE ENERGETIC IG, AG, ACT, EG (AGERE, ACTUM) TO DO; DRIVE, ACT Latin- POS, PON (PONERE, POSITUM) TO PLACE, TO PUT STAN, STAT (STARE, STATUS) TO STAND, STAND SOMETHING UP) Greek- THES, THET (THESIS-PLACING; THETOS- HAVING BEEN PLACED Latin- CEPT, CIP, CIEVE (CAPERE, CAPTUM) TO TAKE, SWIZE HAB, HIB (HABERE, HABITUM) TO HAVE, HOLD (HABITARE, HABITATUM (TO HAVE A HOME, TO DWELL) DIT (DARE, DATUM) TO GIVE DON (DONARE, DONATUM) TO GIVE (DONUM) GIFT Latin- SANCT (SANCTUS) HOLY DEI (DEUS) GOD Greek- THE (THEOS) GOD CAST, CHAST (CASTUS) PURE Latin- HUM (HUMUS) GROUND, EARTH STELL (STELLA) STAR Greek- ASTR (ASTRON) STAR Latin- NEB, NIMB (NEBULA, NIMBUS) CLOUD CELES (CAELUM) SKY TERR (TERRA) EARTH, GROUND Latin- CURS, COURSE (CURRERE, CURSUM) TO RUN CELER (CELER) FAST, SWIFT, QUICK VOLA (VOLARE, VOLATUM) TO FLY MOV (MOVERE, MOTUM) TO MOVE FUG (FUGARE, FUGATUM) TO FLEE Latin- VAL, VAIL (VALERE, VALITURUS) TO BE STRONG FORT (FORTIS) STRONG DUR (DURUS) TOUGH, HARD (DURARE, DURATUM) TO LAST ROB (ROBUR, ROBUSTUS, (OAK, STRENGTH) SOLID (SOLIDARE, SOLIDATUM) TO MAKE SOLID Greek- IDIO (IDIOS) SINGLE, PECULIAR, PERSONAL Latin- NUM (NUMERARE, NUMERATUM) TO COUNT PLUS, PLUR (PLUS, PLURIS) MANY SING (SINGULUS) SINGLE INSUL (INSULA) ISLAND Latin- MENT (MENS, MENTIS) MIND NOT, NOISS, NAISS (NOSCERE, NOTUM) TO KNOW RATIO (RATIO, RATIONIS) TO REASON Greek- MNE (MIMNESKEIN) TO REMEMBER (MNEMOS) REMEMBERING GNO (GIGNOSKEIN) TO KNOW