



e.g. = example	Blue = Literature	Green = Language Arts	Purple: Homework Help Websites
<b>QUARTER 1</b>	<b>Activities</b>		
I can find information using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossary, index, guide words (dictionary/thesaurus), topic and concluding sentences)	Using a newspaper or magazine, cut apart articles separating the headings, key words, illustrations, and captions. Then have your child put the “pieces” back together. Have your child read an article and list the bold print words. Have him/her write the definitions and create a crossword puzzle (using the definitions as clues) for you or someone at home to complete. <a href="http://www.puzzle-maker.com">www.puzzle-maker.com</a>		
I can identify and use graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs)	Using graph paper, have your child graph the amount of time he/she spends on an activity each day. For example, have children who play video games graph the amount of time they spend playing each day. Using a map, have your child plan the route for an imaginary family vacation.		
I can use reference sources appropriately (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, websites)	Dictionary: Create a list of ten unknown words and require your child to locate the definition. Your child should use the pronunciation guide to correctly pronounce the word. Have your child place the word correctly in a sentence. Thesaurus: Have your child create a list of boring words (e.g., good, bad, mad, sad). Using a thesaurus, have your child find and illustrate more appealing synonyms (words that have the same or similar meaning).		
I can use context clues to identify the meaning of unfamiliar words.	Have students make up nonsense words and a dictionary entry for those words (pronunciation, part of speech, definition) and then write a paragraph using context clues, leaving a blank space where the word would be.		
I can make predictions about text using illustrations, titles, topic sentences, and key words.	Students are given a piece of expository text and asked to make predictions.		
I can restate the main idea and supporting details in expository text.	Read a simple expository text sample.. Students will determine the main idea and supporting details of that text.		
I can summarize a main idea and important details maintaining chronological order.	Choose a piece of expository text. Have the students summarize it, making sure the organizational structure of the summary is the same as the original text. There are two ways to teach summary: “the five W’s” or “somebody wanted but so”. (See Elements of Literature for a great explanation of this method.)		
I can identify the author’s purpose for writing expository text.	Have students find passages that inform (this can be on the Internet or from nonfiction books). They then write their own multiple choice quiz with answers.		
I can make inferences that are supported by details from the text.	Students are shown a paragraph that has an inferred topic. Students then make inferences to determine the topic. They must tell what evidence from the text was used to make the inference.		
I can determine what information is extra in functional text.	Have students write directions on how to get from their room to somewhere else in their home. Include every little tiny step including “stand up and walk a certain number of steps”. Then introduce the term “extraneous” and have them cross out all extraneous information and rewrite the instructions. Students then trade instructions and someone else tries to follow them.		
I can determine whether the details and facts contained in functional text are	Using manipulatives, have the student build a structure, then write directions on how to build it, leaving out a step. Parents use the directions to build the structure. They compare their structure, and		

effective.	the instructions. What was accurate and/or inadequate about the instructions?
I can use reading strategies to understand the meaning of text.	Use a piece of expository text (a social studies book or science book could be used) and have students apply the different reading strategies by filling in a graphic organizer. For example, a t-chart can be used for cause and effect.
I can determine if the facts used to support an author's argument are effective.	Teach students the three A's for evaluating an argument (the facts must be "Adequate, Accurate, and Appropriate"). If these three things are there then it is effective. Give students a piece of persuasive text and have them determine what the author's argument is and which facts support that argument.
Use parts of speech correctly (e.g., nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections)  <i>(Reviewed throughout the year)</i>	Write a short sentence. Have your child identify the part of speech for each word. For example: Jenny danced gracefully around the room. Jenny (noun) danced (verb) gracefully (adverb) around (preposition) the (article) room (noun).  <a href="http://www.gameaquarium.com">www.gameaquarium.com</a> <a href="http://www.arcademicskillbuilders.com">www.arcademicskillbuilders.com</a> Using a dictionary and index cards, find a variety of words in the dictionary. On one side of the card write the word. On the other side of the card, write the part of speech. Quiz your child using the index cards as flash cards. Using a search engine ( <a href="http://www.google.com">www.google.com</a> ) type in parts of speech review or parts of speech games. Create a picture and describe the people, places, and things within the picture.
I can write an expository paragraph that has a topic sentence, supporting details, and necessary information.	Have students reflect on their middle school years and write down bullets for the important skills they have learned that will help them in 9th grade. Have students determine the main idea encompassing the skills they listed. Create a topic sentence using the main idea and the specific bullets of skills for the supporting details. Use the topic sentence to formulate a concluding sentence.
I can develop a strong beginning or introduction that draws in the reader.	Student chooses a topic of interest. Students create an interesting beginning that hooks the reader. Use a question, declarative statement, etc. to begin writing.
I can use lists, pictures, journal, folders, and notebooks to record my writing ideas.	Students choose a topic for writing. Students take notes on the topic in a variety of ways (e.g. lists, notebook, graphic organizer).
I can organize my writing so it is clear and easy to read.	Take a model essay for the 8th grade level and cut apart the paragraphs. Mix up the paragraph sections. Have students organize the paragraphs into a logical sequence so the essay makes sense then read aloud.
I can write a how-to essay that includes a beginning, middle, and end.	Students will identify a task they know how to do well (riding a skateboard, shooting a basketball, etc.) Students will make a list of the steps required to complete that task (i.e., the process).



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<b>QUARTER 2</b>	<b>Activities</b>		
I can determine if the facts used to support an author's argument are effective.	Teach students the three A's for evaluating an argument (the facts must be "Adequate, Accurate, and Appropriate"). If these three things are there then it is effective. Give students a piece of persuasive text and have them determine what the author's argument is and which facts support that argument.		
I can identify bias in persuasive text.	Provide students with statements that can be either fact or opinion. After students have determined what is fact and opinion have them look at the opinions and determine which ones are biased. Then give students newspaper articles and have them find examples of bias in the articles.		
Use parts of speech correctly (e.g., nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections)  <i>(Reviewed throughout the year)</i>	<p>Write a short sentence. Have your child identify the part of speech for each word.            For example: Jenny danced gracefully around the room.                              Jenny (noun) danced (verb) gracefully (adverb) around (preposition)                              the (article) room (noun).</p> <p><a href="http://www.gameaquarium.com">www.gameaquarium.com</a>  <a href="http://www.arcademicskillbuilders.com">www.arcademicskillbuilders.com</a></p> <p>Using a dictionary and index cards, find a variety of words in the dictionary. On one side of the card write the word. On the other side of the card, write the part of speech. Quiz your child using the index cards as flash cards.            Using a search engine (<a href="http://www.google.com">www.google.com</a>) type in parts of speech review or parts of speech games.            Create a picture and describe the people, places, and things within the picture.</p>		
I can write a persuasive piece of text that includes persuasive language.	Have students identify a rule at home that they don't agree with. Students will develop a statement that communicates their opinion about the rule. Students will then list at least three reasons to support their argument.		
I can determine which information is necessary to support my purpose.	<p>After a student completes a statement regarding a rule at home they disagree with, students will answer the following questions:</p> <p>What is the purpose of the paper?            List the topic sentences? Do these support that purpose?            List the detail and example statements? Do these support that purpose?            Are there details that seem redundant or irrelevant? Why?            Create one supporting detail or example that is relevant to the purpose of this paper.</p>		



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<b>QUARTER 3</b>	<b>Activities</b>		
I can make conclusions about style, mood, and meaning of text based on the words the author uses.	Have students create a graphic organizer with three columns (style, mood, meaning). Give them a piece of literature and have them write words from the piece that show style, mood, or meaning. Use these words to determine what the style, mood or meaning of the text is; for example, if the words “y’all” and “fixin’ to” are in the style column then this would indicate a Southern style.		
I can describe the mood based on the way the author tells the story	Listen to the words from a song with your child. Have your child decide what mood (feeling) the writer of the song is trying to express.		
I can determine the meaning of figurative language.	Give students lyrics that include figurative language. Have them find the figurative language and then explain its meaning.		
I can recognize different types of poetry and their elements.	After students have studied poetry in Language Arts, ask the student what types of poems they have been taught and the elements of each. Students create a “T” chart with the type of poem on the left column, and its elements on the right.		
I can compare and contrast themes in prose, poetry, and drama.	Give students a theme such as “people still do ordinary things (fall in love, fight, etc.) under extraordinary circumstances”. Then have them create a graphic organizer with three columns (prose, poetry, drama) and write examples for each category.		
Use parts of speech correctly (e.g., nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections)  <i>(Reviewed throughout the year)</i>	Write a short sentence. Have your child identify the part of speech for each word. For example: Jenny danced gracefully around the room. Jenny (noun) danced (verb) gracefully (adverb) around (preposition) the (article) room (noun).  <a href="http://www.gameaquarium.com">www.gameaquarium.com</a> <a href="http://www.arcademicskillbuilders.com">www.arcademicskillbuilders.com</a> Using a dictionary and index cards, find a variety of words in the dictionary. On one side of the card write the word. On the other side of the card, write the part of speech. Quiz your child using the index cards as flash cards. Using a search engine ( <a href="http://www.google.com">www.google.com</a> ) type in parts of speech review or parts of speech games. Create a picture and describe the people, places, and things within the picture.		
I can write a personal narrative that includes a plot, characters, setting, dialogue, and figurative language.	Students draw an analog clock on paper and identify events or memories at each age (1-12) they can remember. Then students identify the one event that most impacted their life. With this single event students make a four-part T-chart recording who was involved in the event, what happened, and where and when the event took place. The student creates a detailed plot diagram (as the graphic organizer/prewriting tool) that will guide the development of the narrative essay.		
I can write a friendly letter that includes: a heading, salutation, body, closing, and signature.	Interview the student and develop a checklist about the following: What they do in their free time, who their favorite teacher is, what sports they enjoy, or what their future goals are. Students will choose one topic then create a friendly letter to a friend or relative that includes all necessary elements.		
I can write a formal letter that follows a conventional business letter format.	Ask students to think of their favorite company, product, or sports team. What would they like to let that company know? Do they have any suggestions or requests? Discuss one purpose of a formal letter is to make a request or suggestion.		



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<b>QUARTER 4</b>	<b>Activities</b>		
Use parts of speech correctly (e.g., nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections)  <i>(Reviewed throughout the year)</i>	Write a short sentence. Have your child identify the part of speech for each word. For example: Jenny danced gracefully around the room.  Jenny (noun) danced (verb) gracefully (adverb) around (preposition) the (article) room (noun).  <a href="http://www.gameaquarium.com">www.gameaquarium.com</a> <a href="http://www.arcademicskillbuilders.com">www.arcademicskillbuilders.com</a>		
I can write a response to literature.	After students read a text sample, they will respond to that sample using personal experiences and references in a clear and logical manner.		

**Resources:**

- [www.puzzle-maker.com](http://www.puzzle-maker.com)
- [www.reference.com/fun](http://www.reference.com/fun)
- [www.gameaquarium.com](http://www.gameaquarium.com)
- [www.google.com](http://www.google.com)
- [www.arcademicskillbuilders.com](http://www.arcademicskillbuilders.com)
- [www.quia.com](http://www.quia.com)
- [www.pogo.com](http://www.pogo.com)
- [www.mrsdell.org](http://www.mrsdell.org)
- [www.gigglepoetry.com](http://www.gigglepoetry.com)
- <http://teacher.scholastic.com/writewit/mff/index.htm>
- [www.songlyrics.com](http://www.songlyrics.com)
- [www.pibburns.com/mythregi.htm](http://www.pibburns.com/mythregi.htm)
- <http://writersalmanac.publicradio.org/>
- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- <http://pbskids.org/dontbuyit>
- <http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html>
- [http://www.asdk12.org/staff/habberstad\\_amy/pages/Ideas%20for%20Process%20Essays.pdf](http://www.asdk12.org/staff/habberstad_amy/pages/Ideas%20for%20Process%20Essays.pdf)
- <http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html>
- <http://www.timeforkids.com/TFK/kids/hh/rr>
- [www.schooltube.com](http://www.schooltube.com)
- [kidinfo.com](http://kidinfo.com)
- <http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html>