

Eighth Grade English Overview

English

First Semester

COMPOSITION

Vocabulary development
Figurative language
Concise writing
Comparative essay
Persuasive writing
The writing process

LITERATURE

Plot and character development
Textual evidence
Story themes
Foreshadowing
Story structures
Poetry

Second Semester

COMPOSITION

Timed essay
Writing a book review
Timeline of biographical events
Interviewing skills
Writing in verse

LITERATURE

Story predictions
Literary comparisons
Summerizing a plot
Biography/autobiography
Differing character perspectives

Grade 8

English

Third Edition

Teacher Manual



Oak Meadow

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Table of Contents

Introduction	v
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Baseball in April and Other Stories

Lesson 1: Finding Your Voice	1
Lesson 2: Past, Present, Future	5

A Wrinkle in Time

Lesson 3: Friends and Strangers	11
Lesson 4: Journey to the Unknown	15
Lesson 5: Fear and Courage	19
Lesson 6: The Power of Love	23

The Giver

Lesson 7: The Community	25
Lesson 8: The Receiver	29
Lesson 9: The Memories	33
Lesson 10: The Decision	37

The Magnolia Sword

Lesson 11: Values and Beliefs	41
Lesson 12: Character Connections	45
Lesson 13: Connecting to Your Values and Beliefs	51
Lesson 14: Sharing Your Values and Beliefs	55

Baseball in April and Other Stories

Lesson 15: Story Mapping	59
Lesson 16: The Craft of the Short Story	63
Lesson 17/18: Short Story Writing	67

Poetry

Lesson 19: Who Are You?.....	71
Lesson 20: Who Am I?.....	75

Echo

Lesson 21: Uncertainty	79
Lesson 22: A New Start	83
Lesson 23: Inseparable	87
Lesson 24: A New Hope	91
Lesson 25: Dreams	93
Lesson 26: A New Song	97

Biography/Autobiography

Lesson 27: Reading a Biography of a Famous Person	99
Lesson 28: Reading a Biography of a Famous Person	103
Lesson 29/30: Writing a Biography of Someone You Know	107

Before the Ever After

Lesson 31: The First Quarter.....	111
Lesson 32: The Second Quarter	115
Lesson 33: The Third Quarter	119
Lesson 34: The Fourth Quarter	123

Poetry

Lesson 35: Looking In.....	127
Lesson 36: Looking Out.....	129



Introduction

This teacher manual is designed to help you guide students through the Oak Meadow Grade 8 English course. This course focuses on composition skills, with award-winning literature providing examples of strong writing.

The course includes composition and grammar assignments as well as literature assignments. Many questions and assignments are open-ended and students will have individual responses. This teacher manual provides guidelines for how to evaluate and support student work. Reasoning and creative capacities differ, so we urge you to take your cues from each student, encouraging and nurturing the student's individual process, needs, and progress.

Students are sometimes required to do independent research. When doing computer research, it may be helpful to remind students that information on the internet varies greatly in terms of accuracy and reliability. The student coursebook includes information about this in the appendix.

Please note that there are a wide variety of assignments included in this course to give students many options for engaging with the material. Some are optional and students are not expected to complete every single assignment. You can help your student determine which assignments to focus on each week, based on the student's interests, strengths, and areas needing development. You might also give your student the option to complete some of the written assignments orally. Keep an eye on the workload as your student progresses, and make adjustments so that the student has time for meaningful learning experiences rather than rushing to try to get everything done. If your student is enrolled in Oak Meadow School, please consult with your teacher when making adjustments to the workload.

Lesson

1

Finding Your Voice

Learning Objectives

At the end of this lesson you will be able to:

- Summarize the plot of a short story.
- Identify the story's strengths and weaknesses.
- Reflect on the writing process.

Reading

Read Section I: Elementary Rules of Usage in *The Elements of Style*.

Choose three short stories to read from *Baseball in April* and *Other Stories* by Gary Soto. You can scan the story titles or the first sentence of each story to help you choose, or you might choose a story at random, or simply read the stories in order. Plan to read one story a day for three days rather than reading all three stories in one sitting. Here is a list of the stories:

- "Broken Chain"
- "Baseball in April"
- "Two Dreamers"
- "Barbie"
- "The No-Guitar Blues"
- "Seventh Grade"
- "Mother and Daughter"
- "The Karate Kid"
- "La Bamba"
- "The Marble Champ"
- "Growing Up"

ASSIGNMENT SUMMARY

- ☐ Read Section I in *The Elements of Style*.
- ☐ Read three short stories.
- ☐ Read the Grammar Tip.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Summarize the plot of a short story.
- ☐ Identify the story's strengths and weaknesses.
- ☐ Connect the story to your own life.
- ☐ Complete exercises #1 and #100 in *100 Ways*.



Reader's Journal

In this course, you will keep a journal about what you are reading. Many of the lessons will include journal suggestions that will help you reflect on and analyze the literature you are reading. You are also encouraged to use your journal for jotting down thoughts and questions, brainstorming ideas, and keeping track of plot twists and character relationships. Since this is a journal, the writing can be very informal. You don't have to use complete sentences or worry about grammar and style—just write!

This week, write down a phrase or sentence that caught your eye while reading one of the short stories. Copy it down in your journal, along with the book title and the page number. You'll always want to identify where a quote came from so you can find it again, and so you won't accidentally use it without giving credit.

Students will be reminded periodically to use their reader's journal. This is a good habit to encourage in your student as it can benefit reading comprehension and deepen the student's skill in literary analysis.

Vocabulary

Each week, you will choose a "Word of the Week." You can find your word of the week in your reading, a dictionary, or ask an adult to come up with a word you don't know. The only requirement for the word of the week is that it is a word that is new to you. You will use your reader's journal to keep a list of words throughout the year. Write "Word of the Week" at the top of a page in your journal; since you don't know how many pages this will take up, you might want to put this in the back of the journal. If you turn the journal upside down, the last page of the journal can be the first page of your word-of-the-week list.

For each word of the week, you will write down the word and define it, either using your own words or writing the dictionary definition. Then throughout the week, see how many times you can use the word in a sentence while speaking. Do your best to get others to use the word, as well. For instance, if your word of the week is *recalcitrant*, you might comment that your recalcitrant dog won't come when you call.

At the end of the week, write down one of the sentences you said or heard that used the word of the week. If the sentence was spoken by someone else, make sure to give that person credit!

Students are encouraged to involve their entire household in learning a new word each week and using it in context. Students will keep a list of the words, along with definitions and sentences using the word in a relevant way. You can check this list throughout the semester, or wait until the end of the semester, when the entire list will be submitted.

Assignments

1. Choose your favorite of the three short stories you read. Write down the title and give a brief summary of the plot. A good summary includes a brief description of the main story conflict and key story events.

A plot summary should identify key elements of the story and highlight the main character's goal or challenge and the obstacles the character must overcome. Many students get bogged down in specific details that aren't necessarily salient to the plot; point these out if they are included as they can turn a "brief" summary into a convoluted description of unrelated story elements.

2. Identify one thing the author did well and one thing you think could have been improved. What did you like about the story? What didn't you like? Explain your choices.

Students will highlight what worked well in the story and what didn't, focusing on one story strength and one weakness. By considering what they particularly liked and disliked about the story, students will gain perspective on what was effective. The reasoning behind this choice should be clearly explained.

3. Write down one way the story reminded you of something in your own life. What aspect of the story could you relate to? Why?

This assignment asked students to find a personal connection to the plot, characters, setting, or even a specific story detail. The goal is for students to see the universal elements underlying the story particulars and to find meaning and relevance to their own lives.

4. In *100 Ways to Improve Your Composition and Creative Writing*, read the following sections and complete the exercises listed:

- Before You Begin: Writing About Writing
 - Exercise #1
- Writing a Memoir
 - Exercise #100

The writing exercises in *100 Ways to Improve Your Composition and Creative Writing* provide a variety of ways for students to strengthen their writing skills. These exercises can be evaluated based on the instructions provided in the reading sections prior to the exercises. Additional tips are offered below.

Exercise #1: Take note of your student's reflections on writing. This will help you guide and encourage the student to develop areas where more confidence or skill is needed.

Exercise #100: Students are asked to describe a favorite childhood memory. Look for clear descriptive writing using sensory details. If the writing lacks detail, students may benefit

from recounting the story aloud; additional detail can also be encouraged by asking specific questions as the story is being told.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time so you aren’t expected to be able to do all of them yet. The main goal is to be aware of which skills you need to focus on.

Learning checklists are found at the end of each lesson in both the student coursebook and this teacher manual. You may want to encourage your students to complete the checklist at the end of each lesson to help them stay focused on the skills they are acquiring. You can use the teacher manual checklist to keep track of areas where the student needs support and ideas for how to provide that support.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Summarize a story plot			
Identify strengths or weaknesses of a story			
Make a connection between fiction and real life			
Reflect on the writing process			

Lesson

2

Past, Present, Future

Learning Objectives

At the end of this lesson you will be able to:

- Identify the conflict, key scenes, climax, and resolution of a plot.
- Create a story map.
- Write an outline based on ideas generated through brainstorming.

Reading

Read Section II: Elementary Principles of Composition in *The Elements of Style*.

Choose three short stories to read from *Baseball in April*. Plan to read one story a day for three days rather than reading all three stories in one sitting.

ASSIGNMENT SUMMARY

- ☐ Read Section II in *The Elements of Style*.
- ☐ Read three short stories.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Create a story map.
- ☐ Complete exercises #24, #27, #34, #36, and #37 in *100 Ways*.



Reader's Journal

If a catchy phrase or great description catches your eye, write it down in your reader's journal, along with the book title and page number.

Vocabulary

Choose a "Word of the Week" and see how many times you can slip it into the conversation this week. Remember, it must be a word that is new to you. In your reader's journal, write down the word, making sure to spell it correctly, and then define it. At the end of the week, write down the best sentence using the word, crediting the person who came up with it.

Continue to encourage your student to use the word of the week in conversation and writing.



Talk About It: Discussion

It can be helpful to discuss your ideas before writing them down. Try it for the short story assignment below. Before you begin writing, talk to someone about the character and what happened in the story. Discuss your ideas about how the character changed in the story.

Discussion topics related to the literature are offered throughout the course. Giving students the opportunity—and encouragement—to discuss their thoughts, questions, feelings, and ideas will help them reflect on what they are reading. Reflection and discussion can lead to an enhanced understanding of the material, particularly the underlying literary themes. Discussion also helps students learn how to analyze and critique what they are reading and clearly communicate their ideas. Encourage your students to discuss the reading by showing an interest in it and expressing your own thoughts and questions.

Assignments

1. Choose one of the stories you read and create a story map that shows the shape of the plot in terms of rising and falling tension. First, identify the main conflict. This conflict can come from within a character, can unfold between characters, or can involve the outside world. Sometimes the conflict is presented as a goal the character is trying to achieve. Usually this conflict is introduced in the first scene.

Next, identify key scenes that show the conflict escalating (or the character facing new challenges or obstacles). Figure out where the story comes to a climax, when the character is most in danger of not accomplishing the goal or overcoming the challenge. And finally, describe how the conflict resolves as the story comes to an end. You can use a graphic, such as the one pictured below, or create your own graphic story map.

Story mapping is a way to help students gain an awareness of the key elements of a plot and the arc or shape of the story as the conflict is introduced, escalates, comes to a climax, and resolves. Every story is different, but all stories have some elements of conflict or tension as the main character is trying to achieve a goal or overcome an obstacle. If students have trouble identifying these key elements, have them retell the story. As they summarize it, they are likely to become aware of the essential plot points.

Story Map

Title: _____

Author: _____

Climax:

Major Characters:

10. _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Events Rising Action

11. _____

12. _____

13. _____

14. _____

Conflict:

Resolution:

Falling Action

Setting:

Underlying story theme:

2. In *100 Ways to Improve Your Composition and Creative Writing* (which we'll refer to as *100 Ways*), read the following sections and complete the exercises listed. This may seem like a lot of writing, but several of these exercises are quite short.

- Sentence Combining
 - Exercise #24
- Sentence Variety
 - Exercise #27
- Paragraphs: The Building Blocks of Composition
 - Exercise #34
- Brainstorming and Outlining
 - Exercise #36
 - Exercise #37

Exercise #24: Students are asked to use a variety of combining strategies to link sentences in the examples. Responses will vary. The sample answers below show just one possible solution for each example.

- a. Mrs. Reyes wrote an excellent play about her family.
- b. To ensure a safe trip, a sailor should always be aware of weather conditions.
- c. The ancient volcano is about to erupt.
- d. Bradly, who is tall and thin, likes to read and play guitar.
- e. There is grass on the mountaintop where the herd of elk lives.
- f. Sherman, our neighbor's cat, is sweet. He doesn't have a tail.
- g. You will need Indian spices, butter, and salt for that recipe.
- h. The bookstore was closed because today is a holiday.

Exercise #27: Students are asked to use adjectives, prepositional phrases, and dependent clauses to create sentence variety in the examples. Compare the student's response to the original sentence. The new sentence should be more interesting and descriptive. For example, the first sentence is *The clown juggled six lemons*. This sentence can be enlivened in many ways:

- *The clown, who was wearing backward clothing and an immense rainbow-colored top hat, juggled six lemons.*
- *The clown juggled six lemons while standing on the roof of a tiny car that was spinning in circles.*
- *The goofy, sad-faced clown juggled six lemons, pretending to cry harder and harder each time he dropped one.*

Exercise #34: Students will identify the main topic and supporting details of one paragraph in a published essay or article, and then analyze the paragraph's effectiveness based on organization, clarity, and variety in sentence length and structure. Students should identify specific words, phrases, and passages in their response. Ask to see the original paragraph if necessary to evaluate the exercise.

Exercise #36: This is a brainstorming exercise where students will write down any ideas related to one of the topics. If your student seems focused on only one aspect of the topic or seems "stuck," it can help to brainstorm ideas aloud and then have the student write them down.

Exercise #37: Students will organize the ideas from Exercise #36 into an outline. They are not expected to do additional research or to write an article; this is an exercise in organization and outlining. Check that the student has identified the key (main) ideas and then organized supporting details related to each main idea. There should be at least one supporting detail for each main idea (remember, these details do not need to be researched or fact-checked at this time).



Up for a Challenge?

Short story writing is a unique format that requires the writer to focus on the essence of the story. With very few pages to develop plot, characters, and setting, the story must use concise language and imagery. If you'd like to expand your knowledge about short story writing, pick up a book of short stories at a library or bookstore. As you read, pay attention to how the author develops the story, introducing and resolving conflict with a limited number of words.

Students will find additional ways to work with the material in this section. These suggestions are optional and not a required part of the course. Teachers may want to offer extra credit for these activities or allow students to substitute a challenge activity for a regular assignment.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time so you aren't expected to be able to do all of them yet.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Identify the main conflict of a plot			
Identify key scenes in a story			
Identify the climax and resolution of a story			
Create a story map			
Recognize the main idea and supporting details of a paragraph			
Demonstrate brainstorming a topic			
Demonstrate outlining			

Lesson

6

The Power of Love

Learning Objectives

At the end of this lesson you will be able to:

- Brainstorm and organize ideas for a three-paragraph essay.
- Identify relevant story details to support ideas.
- Demonstrate skills in revising, editing, and proofreading.

ASSIGNMENT SUMMARY

- ☐ Read the Grammar Tip.
- ☐ Write a three-paragraph essay on how love and the intellect are portrayed in the story.
- ☐ Choose a creative project to complete.



Talk About It: Discussion

If you saw the movie version of this book, think about how the book and movie differed and which parts were the same. Did any of the characters look or act differently than you expected? What were your feelings about that? What scenes were changed? Why do you think the director made changes from the book? What changes would you have made?

Assignments

1. In this story, the concept of love is central to the plot. Think about all the ways that love is represented in the book, and how love is contrasted with the intellect. It isn't a coincidence that IT is a brain. As we see in the story, intellect can be good or bad, depending on how it is used. In a three-paragraph essay, explore the topic of love and intellect, and how they work for and against one another in *A Wrinkle in Time*. Your writing should exhibit clear organization and sound reasoning, and include specific examples from the story to support your ideas. Brainstorm the ideas you'd like to include first, and then organize them in an outline or graphic organizer before you write your rough draft. Revise and polish your paper so it is an excellent example of your best work.

This is a comprehensive three-paragraph essay that should show a variety of writing skills including clear organization, sound reasoning, concrete literary references, editing, and proofreading. Feedback can focus on specific ways the student can improve these skills; if possible, students should be given the chance to revise the paper based on the feedback.

2. Choose one of the following creative projects.

The student’s choice of creative project should include specific references to the book. The goal is for students to explore literary themes in a novel, creative way; artistic ability is not what is being evaluated.

- a. Illustrate a scene from the story. Include a brief caption that explains what is going on in the illustration. Your drawings should include specific story details.
- b. Write yourself into a scene. Imagine yourself in this story. Choose a scene and then rewrite it with yourself as an additional character. How would you act? What would you say? Try to stay within the style of the story, and remain true to the story plot, characters, and setting.
- c. Build a three-dimensional model that expresses the different dimensions the characters experience in the book. Alternately, you can create a collage that uses both words and visuals to express the story’s themes.
- d. Create a poem or song about the story. You can choose a specific scene or character to focus on or you can write about the story as a whole. Make sure to reference at least one specific aspect of the story in your poem or song.
- e. Design a new book cover. Think about the most prominent themes in the book or some key aspect of the story that gives a sense of the story as a whole. You can draw original graphics, or use photographs and graphics that you cut and paste on paper or on the computer. Make sure to include the title and author’s name.



Up for a Challenge?

If you are looking for more ways to work with the lesson material, whenever you have a choice of assignments, do more than one.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Demonstrate organization of ideas in a three-paragraph essay			
Identify relevant details or examples to support an argument			
Demonstrate revision and editing skills			
Demonstrate proofreading skills			

Lesson 17/ 18

Short Story Writing

Learning Objectives

At the end of this lesson you will be able to:

- Develop a plot, setting, and characters for a short story.
- Write a rough draft of a short story.
- Demonstrate skills in revising, editing, and proofreading.

ASSIGNMENT SUMMARY

- ☐ Read the Grammar Tip.
- ☐ Complete exercises #56, #57, #61, #62, #63, and #64 in *100 Ways*.
- ☐ Write a short story.

Assignments

1. In *100 Ways*, read the following sections and complete the exercises listed:

- Dialogue
 - Exercise #56 and #57
- Point of View
 - Exercise #61, #62, and #63
- Powerful First Sentences
 - Exercise #64
- Writing a Short Story (you will write a short story in assignment #2)

This may seem like a lot of exercises, but you will find they will help you write the short story in the next assignment. Each exercise will be used in the short story.

Students are encouraged to use the plot and characters already created for these exercises.

Exercise #56: This is a dialogue-writing exercise. Look for characters to speak according to their individual traits and backgrounds, and for speech that sounds authentic. Dialogue usually has a rhythmic back-and-forth exchange of ideas rather than one person talking at length. It can help for the student to hear the dialogue read aloud.

Exercise #57: The student is asked to rewrite the previous scene by changing the personality or attributes of one of the characters. This can help the student focus on giving each character a unique voice.

Exercise #61: Students will write a scene from the viewpoint of the main character. The scene should be written in the first person (using first-person pronouns such as *I*, *my*, and *we*) and only show what the main character can see, hear, or feel.

Exercise #62: Students will rewrite the previous scene using third person. See *100 Ways* for a description of third person limited and third person omniscient. Check that the scene remains in a consistent viewpoint throughout.

Exercise #63: Students should be able to identify which perspective works best for their story and why.

Exercise #64: Students are asked to write down an example of a strong opening sentence from a favorite book. The book title and author should be included. The goal of this exercise is to help students consider how the first sentence can engage a reader and give a sense of what is to come.

2. Write a short story. Your short story can be just two pages or much longer. The main goal is to have a well-planned plot that has a clear beginning (where the character, setting, and story problem or goal are introduced), middle (where the main character encounters obstacles and challenges), and ending (where the events of the story come to a logical conclusion). You will want to write your rough draft in the first week, and then in the second week, work on revising, editing, and finalizing your story. You may want to review the learning checklist for a list of skills that you will be using in this assignment.

If you would like feedback on your rough draft before you begin revising, editing, and proofreading, let your teacher know.

Many of the previous exercises may be incorporated into the short story, including plot, setting, and scenes of character dialogue. Students will benefit from receiving feedback on their rough draft before they edit and finalize the story. Here are some things to look for:

- Plot and character arcs that develop in a believable way
- Settings that are rich in detail and easy to picture
- Settings that relate to the plot, action, or characters
- Dialogue that sounds natural
- Consistent perspective and verb tense (past or present tense)
- Variation in sentence length and structure

The student's coursebook and *100 Ways* have additional information about short story writing that can be helpful in evaluating student work.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Develop a plot with a definite beginning, middle, and end			
Develop characters that have believable or realistic characteristics			
Describe a detailed setting			
Introduce a story problem or goal			
Develop obstacles or challenges for the main character to overcome			
Maintain consistency in perspective (first-person or third-person)			
Use correct punctuation in dialogue			
Demonstrate skills in revising, editing, and proofreading			

Lesson

23

Inseparable

Learning Objectives

At the end of this lesson you will be able to:

- Relate story elements to another book or real life.
- Express ideas clearly in text and images.
- Recognize and correct run-on sentences.

Reading

Continue reading *Echo*. In the next two weeks, read the following section:

- Part Two: June 1935, Pennsylvania (chapters 1–24)



Reader's Journal

In your journal, make a prediction about how you think the story will end.

ASSIGNMENT SUMMARY

- ☐ Continue reading *Echo*.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Choose an assignment to complete.
- ☐ Complete exercise #17 in *100 Ways*.

Vocabulary

This week, choose the word of the week from something you are reading, or from something someone you know is reading. Try to figure out what the word means from how it is used in context before you look it up in a dictionary. Write the word and the correct definition in your reader's journal. Use the word each day, and then write down one sentence using the word correctly in context.

Assignments

1. Choose one of the following assignments:

- a. Do you see similarities between this book and another book you have read, either in this course or on your own? What connections can you make between this book and other books you've read? Be specific! Organize your thoughts carefully and write at least one page and include at least one relevant image.

Students can use any book they have read to compare with this novel. Similarities might be found in character types, settings, themes, or obstacles. For instance, both *Echo* and *Moon Over Manifest* use multiple story lines that converge, and themes of discrimination and racism are found in both books. Look for a carefully organized one-page essay that stays on topic and expresses the student's thoughts clearly.

- b. Explain how the book relates to you in some way. You might discuss the book's affect on your life or how your own personal experiences are similar or related to events or themes in the book. Use both words and images in your response. Images might include drawings, cartoon images, photographs, or other graphics.

Students will communicate their connection to the story using both words and images. If the ideas expressed are not clear, ask the student to explain, and then give feedback on how the ideas might have been more clearly conveyed in text and images.

2. In *100 Ways*, read the following section and complete the exercise:

- Fragments and Run-Ons

➤ Exercise #17

Exercise #17: Students are asked to correct a paragraph containing sentence fragments and run-on sentences. Answers will vary. Compare the student's answer to the original paragraph. Draw attention to any missed errors, and note if the student's corrections result in a more concise paragraph.

There are many ways the paragraph can be corrected; one example is below.

The first day on a new job is always a little scary and a little exciting. Jordan knew that being hired meant the company wanted him but still he was nervous. He was also eager. He wanted to do a good job, especially on the first day. When he arrived, everyone was very welcoming and helpful. They made sure he knew he could ask questions any time. The day flew by. When it was over, Jordan was tired but happy and eager to go back the next day.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Relate story elements to another book or real life			
Express ideas clearly in text and images			
Recognize and correct run-on sentences			