

# CLEARFIELD ALLIANCE CHRISTIAN SCHOOL

## Teacher Information PageS



Grade: 7<sup>th</sup> and 8<sup>th</sup> grade

Teacher Name: Mrs. Bodle

Week Of: Sept. 17-21, 2018

No vocabulary until the Wordly Wise is shipped to the school.

### Quizzes, Tests, and **Homework:**

Monday: none, **DGP, GUM 296, brainstrom observation report, and read your book for your report**

Tuesday: none, **DGP, start observation report, and read your book for your report**

Wednesday: none, **DGP, GUM 41, and read your book for your report**

Thursday: none, **DGP, rough draft of observation report, and read your book for your report**

Friday: English test, **rough draft of observation report and read your book for your report**

### Other Items: (Special Projects, Reminders, Dates..)

Monday:

Tuesday:

Wednesday: art and chapel ☺

Thursday:

Friday: Parent lunch ☺ and Marianna's hoagie orders due

I gave student the chance to browse Scholastic book order catalogs from my 5<sup>th</sup> and 6<sup>th</sup> grade classroom. If students wish to purchase books. orders are due by Sept. 26. Wed. If you choose to order online. the classroom code is RJP9T.



8<sup>th</sup> grade writing Observation Report

Informative Descriptions	The reader can clearly “see” the subject through descriptions.	The reader can generally “see” the subject through descriptions.	The reader can vaguely “see” the subject through a lack of descriptions.	The reader knows the subject through statements.
Vivid Details- relevant use of the senses	The writer uses 12 + vivid details to enrich the reader’s senses.	The writer uses 9- 11 vivid details to enrich the reader’s senses.	The writer uses 6- 8 vivid details to enrich the reader’s senses.	The writer uses 3- 5 vivid details to enrich the reader’s senses.
Personal Experience and Reactions	The writer uses 1 <sup>st</sup> person perspective consistently to give the report a personal touch.	The writer mostly uses 1 <sup>st</sup> person perspective to give the report a personal touch.	The person uses 2 <sup>nd</sup> person consistently to give the report a virtual reality touch.	The writer uses 3 <sup>rd</sup> person consistently to give the report an impersonal touch.
Organization- one subject	The report is clearly organized to present thought and experience.	The report has 1-2 interruptions in organization to disrupt the reader’s comprehension.	The report has 3-4 interruptions in organization to disrupt the reader’s comprehension.	The report has 5+ interruptions in organization to disrupt the reader’s comprehension.
CUPS	There are 0-2 CUPS errors.	There are 3-5 CUPS errors.	There are 6-8 CUPS errors.	There are 9+ CUPS errors

8<sup>th</sup> Response to Literature (book report)

	4	3	2	1
Introduction- title, author, and thesis	All 3 items are clearly stated.	2 items are clearly stated	2 items are vaguely stated.	1 item is clearly stated.
Paragraphs- clear, supportive, and supported	Each paragraph has a main idea that supports the thesis and is directly supported by the literature.	Each paragraph has a vague main idea that supports the thesis and is supported by the literature.	Each paragraph has a vague main idea that supports the thesis and lacks support from literature.	Each paragraph lacks a main idea that links to the thesis and has details that aren’t from the literature.
Conclusion- restate thesis and compel reader to read the literature.	The conclusion meaningfully restates the thesis and compels the reader to read the literary work.	The conclusion recaps the thesis and suggests the reader should read the literary work.	The conclusion has the thesis word-for-word and vaguely suggests the reader should read the literary work.	The conclusion omits the thesis statement and may recommend the reader should read the literary work.
CUPS- capitalization,	The essay has 0-2	The essay has 3-5	The essay has 6-8	The essay has 9 or

usage, punctuation, and spelling	CUPS errors.	CUPS errors.	CUPS errors.	more CUPS errors.
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