

Map: **English Language Arts - Grade 8RP** Grade Level: **8**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

| | Essential Questions | Content | Skills | Standards/PIs |
|--------|--|---|--|--|
| Unit 1 | <p>LITERATURE: Unit 1 : Science Fiction/Horror</p> <p>How does a writer use the elements of horror to create suspenseful literature?</p> <p>How does a writer utilize the elements of science fiction to create engaging, realistic literature?</p> <p>How can we interpret characters, plot, setting, and theme, using evidence from the text? How can author studies deepen our appreciation and understanding of literary techniques and styles? (Lois Duncan, Edgar Allan Poe)</p> <p>How can we learn to predict the outcomes of a novel based on keen character and plot analyses?</p> <p>How can engaging independent reading help us to become stronger, more retentive readers?</p> | <p>LITERATURE: Elements of Science Fiction</p> <p>Required : (Select 1 of 2 in class novels)</p> <p>"Flowers for Algernon," "The Collecting Team," "Playing for Keeps," "To Serve Man"</p> <p><i>The Girl Who Owned the City</i></p> <p>Required Horror Works:</p> <p><i>Don't Look Behind You</i> (Summer Reading)</p> <p><i>Killing Mr. Griffin</i></p> <p>Selected Edgar Allan Poe stories and poems ("The Black Cat," "Tell-Tale Heart," "Cask of Amontillado," "Annabel Lee") (optional "Eulalie")</p> <p>Elements of Horror</p> <p>Literary Devices and Techniques:</p> <p>allegory, irony, theme, characterization, setting, plot,</p> | <p>LITERATURE:</p> <p>Identify the elements of science fiction and horror in literature</p> <p><i>NOTE:</i></p> <p>RP Students will write either an original horror or an original suspense story.</p> <p><i>Through the writing of an original horror story, students will exercise the following skills and be able to</i></p> <p>-Utilize the elements of horror explored in the literature</p> <p>-Develop a narrative, using an organizational plan</p> <p>-Sequence events to advance a plot</p> <p>-Maintain a consistent point of view that enhances the message and/or establishes the mood</p> <p><i>Through the writing of</i></p> | <p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D</p> |

| | | | |
|--|--|--|----------------------|
| ELA PREPARATION: | conflict, foreshadowing, suspense, point of view, flashback, allusion, symbolism, simile, metaphor, alliteration, idiom, imagery | <i>an original science fiction story, students will exercise the following skills and be able to</i> | [2004] |
| How can we exercise our ELA strategies to answer multiple choice questions with accuracy, and written responses with ample text support? | | -Utilize the elements of horror explored in the literature | ELA2-K1-1E [2004] |
| How can we listen with comprehension for teacher-determined purposes and respond appropriately to what is heard? | ELA PREPARATION: | -Develop a narrative, using an organizational plan | ELA2-K1-1F [2004] |
| What characterizes a well-written essay in the Independent Writing section of the ELA? | Formal Practice Test administered in early October: ELA 8 2005 Exam (Reading Comprehension, Listening, Reading and Writing, and Independent Essay) Reading Comp: "The Mandarin and the Tailor" Listening: "Jacques Cousteau" Reading and Writing: "You Are How You Eat" Independent: "Now" People and "Plan for Future" People | -Sequence events to advance a plot -Maintain a consistent point of view that enhances the message and/or establishes the mood | ELA2-K2-2A [2004] |
| What techniques should be used to answer questions in the Reading and Writing section of the ELA? | | Compare a film version of a literary work with the written work | ELA2-K2-2C [2004] |
| EDITING AND REVISION: | Formal ELA 8 2004 Exam: Graded and Recorded | Share reading experiences with peers and adults | ELA2-K2-2D [2004] |
| How can we revise and edit our work in order to improve our writing and increase our rubric scores? | | Read voluntarily for a variety of personal and academic purposes | ELA3-K1-1A [2004] |
| VOCABULARY: | Reading Comp: Teen Scientist Listening: "Advertising" | Interpret characters, plot, setting, theme, and dialogue, using evidence from the text | ELA3-K1-1B [2004] |
| How can we enrich our vocabulary by seeing new words in context and using new words in our writing? | Reading and Writing: "Kate Lehrer" and "Don't Make Me Go in There" | <i>Through the "Flowers for Algernon" Debate, students can exercise the following skills:</i> | ELA3-K1-1C [2004] |
| | | -Prepare a persuasive argument ("Flowers for Algernon" Debate) | ELA3-K1-1D [2004] |
| | | -Adapt language and presentational features for the audience and purpose | ELA3-K2-2A [2004] |
| | | | ELA3-K2-2B [2004] |
| | | | ELA3-K2-2C [2004] |
| | | | ELA3-K2-2D [2004] |
| | | | ELA4-K1-1A [2004] |
| | | | ELA4-K1-1B [2004] |
| | | | ELA4-K1-1D [2004] |

| | | |
|--|--|---|
| PORTFOLIO: | Independent: "Challenges" | -Use visual aids to enhance the presentation (posters, character chart) |
| How can we strengthen our written expression through self- and peer-selection and reflection? | Test-Taking Strategies (Review) | -Identify techniques the author uses to persuade (eg., emotional and ethical appeals) |
| How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills? | Multiple-Choice Strategies (Review) | -Identify conflicting information -Evaluate examples, details, or reasons used to support ideas |
| How can we maintain a portfolio that includes writing for critical analysis and evaluation? | Reading Comprehension Strategies (Pre-reading, Active Reading, Responding) | -Identify fallacies of logic that lead to unsupported conclusions -Identify and respect differing points of view |
| | Note-Taking and Note-Making: Underlining, Marginal Notes, and Highlighting | -Listen to presentations to comprehend, interpret and critique -Suspend judgment until all information has been presented |
| | Short-Answer Techniques (Supporting Details, Format, I.C.E.) | Predict the outcome of short stories Utilize I.C.E. Technique for incorporating quotations into writing |
| | EDITING AND REVISION: | Express interpretations and support them through specific references to the text |
| | Essay Writing: Meaning, Development, Organization, Language Use, and | Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences Identify and discuss the use of literary devices and techniques in shared literature |

| | |
|--|--|
| Conventions (Outlining, T-Charts, Introduction, Body Paragraphs, Conclusions, Transitions, Thesis Statements, Topic Sentences, I.C.E., Closing Sentences, Voice, Engagement, Question Analysis) | Respond to and comprehend various genres for student-selected and teacher-selected purposes Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response |
| Proofreading and Editing Marks | Use text structure and literary devices to aid comprehension and response |
| Commas, Appositives, Semi-Colons, and Colons (See Resource Column for <i>Inside Writing Skills</i> exercises) | Apply a set rhythm and rhyme scheme to write a poem with original content ("The Raven") Express opinions and support them through specific references to the text |
| VOCABULARY: Vocabulary from literary selections | Compare and contrast characters, setting, mood, and voice in more than one literary text |
| PORTFOLIO: Introduce Portfolio Assessment | Identify the author's point of view, such as first person narrator and omniscient narrator Write interpretive and responsive essays of significant length to identify and interpret how the use of literary devices affect meaning Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their lives |

ELA PREPARATION:

Take directed notes during listening exercises

Recall significant ideas and details and the relationships among them

Identify missing, conflicting, or unclear information

Recognize that the speaker's voice and delivery impact communication

Draw conclusions and make inferences on the basis of explicit and implied information

Use appropriate text support

Analyze questions through talk-alouds

Distinguish between main ideas and supporting details in listening passages

Analyze the language of the listening, reading and writing, and independent scoring rubrics

Apply check lists to writing Model revised/edited work for the class

EDITING AND REVISION:

Use proofreading and editing marks

Apply revision and editing skills to written work

Edit writing to adhere to the conventions of written English

Work collaboratively with peers to plan, draft, revise, and edit written work

Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.

Revise writing to improve organization, clarity, and coherence

Revise writing to improve development (examples)

Use appropriate voice when writing independent essay

Understand the purpose for writing

Write clear, concise, and varied sentences, developing a personal writing style and voice

Observe rules of punctuation, italicization, capitalization, and spelling

Use correct grammatical construction

Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts

Write for an authentic

purpose, including publication

Use commas, colons, and appositives correctly

Outline ideas (Harvard Outline/T-Chart) before writing essays

Find similarities and differences between paired passages

Utilize ELA reading comprehension strategies in all reading experiences

VOCABULARY:

Define/memorize new vocabulary words

Use new words in context

Identify synonyms and antonyms

Identify challenging vocabulary words in context. Use challenging vocabulary words in written work.

Write a story using vocabulary words

PORTFOLIO:

Select pieces to revise and edit

Self- and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

| | | | | |
|--------|--|---|--|--|
| | | | <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Maintain a writing portfolio that includes literary, interpretive, and responsive writing</p> <p>Maintain a writing portfolio that includes informational writing</p> <p>Write for an authentic purpose</p> <p>Offer verbal and written feedback to others in a respectful and responsive manner</p> | |
| Unit 2 | <p>LITERATURE: Unit II: Facing Challenges</p> <p>How can we overcome individual differences and have tolerance for others?</p> <p>How can we relate to the "coming of age" experiences of the characters in the literature we are studying?</p> <p>How can engaging in independent reading help us to become stronger, more retentive readers?</p> | <p>LITERATURE: Required Novel: <i>The Outsiders</i></p> <p><i>POETRY</i></p> <p>Required: "Nothing Gold Can Stay"</p> <p><i>from text: (RP select 5)</i></p> <p>"The Choice"</p> <p>"I Belong"</p> <p>"Rice and Rose Bowl Blues"</p> | <p>LITERATURE/WRITING:</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their lives</p> <p>Compare a film version of a literary work with the written work</p> <p>Share reading experiences with peers and adults</p> <p>Read voluntarily for a variety of personal and academic purposes</p> <p>Interpret characters, plot, setting, theme, and</p> | <p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA2-K1-1C</p> |

| | | | |
|--|--|--|---|
| How can one break away from societal stereotypes and express one's own individuality? | "My Enemy Was Dreaming" "We Alone" "Hard Questions" | dialogue, using evidence from the text Listen to music from the 60's and 70's | [2004] ELA2-K1-1D [2004] |
| How can listening to music from this particular era help further our understanding of the novel? | "Lost" "Saying Yes" Required Short Story Unit Selections: "Power of the Powerless: A Brother's Lesson," | Listen to Blues music Read a brief history of the Blues Write an original Blues song | ELA2-K1-1D [2004] ELA2-K2-2A [2004] ELA2-K2-2D [2004] |
| How does the movie version of the novel compare to the film version? | "Raymond's Run," | Respond to and comprehend various genres for student-selected and teacher-selected purposes | ELA2-K2-2C [2004] ELA2-K2-2C [2004] |
| How can listening to Blues music and writing our own Blues songs help us to explore the theme of facing challenges? | "Stop the Sun," "Mother and Daughter" ("Mi Madre" is companion poem) <i>NOTE: Because emphasis will be on ELA skills during this unit, the following stories are recommended but optional:</i> | Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response | ELA3-K1-1A [2004] ELA3-K1-1C [2004] |
| ELA PREPARATION: | | Use text structure and literary devices to aid comprehension and response | ELA3-K1-1D [2004] ELA3-K1-1D [2004] |
| How can we budget our time accordingly so that we complete all of our ELA tasks successfully? | "Painful Memories of Dating," "The Clown" | Compare and Contrast characters/speakers from the poetry, short stories, and novel Analyze poetry for theme | ELA3-K2-2D [2004] ELA4-K1-1A [2004] |
| Given all of the strategies we have learned, how can we select those that work best for us in a given reading/writing/listening situation? | Literary Devices and Techniques: irony, comedy, theme, character, setting, plot, conflict, symbol, simile, metaphor | Analyze short stories for moral/message | ELA4-K1-1B [2004] ELA4-K2-2C [2004] |
| How can we adapt our listening strategies to different purposes? | | ELA PREPARATION: | |
| How can we best understand our purpose for writing, whether it | <i>Listening Connection:</i> Selected Music from | | |

| | | |
|---|---|---|
| <p>be to explain, describe, narrate, persuade, or express feelings?</p> | <p>60's and 70's - Elvis, The Beatles, etc. T</p> | <p>Peer-Edit and Revise work using Checklists</p> |
| <p>EDITING AND REVISION:</p> | <p>The History of the Blues - Optional (Brief)</p> | <p>Apply rubrics to written pieces and revise to improve score</p> |
| <p>How can we revise and edit our work in order to improve our writing and increase our rubric scores?</p> | <p>ELA PREPARATION:</p> | <p>Talk aloud approaches to answering questions</p> |
| <p>How can we vary our sentence openers and write more complex sentences in order to improve our writing performance?</p> | <p>Continued: test-taking strategies, multiple-choice strategies, reading comprehension strategies, note-taking and note-making, marginal notes, underlining, highlighting, and question analysis</p> | <p>Discuss ways in which to organize written responses (independent essay)</p> |
| <p>VOCABULARY: How can we enrich our vocabulary by seeing new words in context and using new words in our writing?</p> | <p>Required ELA Practice (ELA 2003) - Graded and Recorded:</p> | <p>Quickly outline essays and discuss organization and examples</p> |
| <p>How can we use new, advanced vocabulary to express more complex ideas and deepen the impact of our writing?</p> | <p>Reading Comp: "Cry of the Gull"</p> | <p>Complete writing and reading tasks within given amount of time</p> |
| <p>PORTFOLIO: How can we strengthen our written expression through self- and peer-selection and reflection?</p> | <p>Listening: "Backpack or Backache?"</p> | <p>Select pieces for teacher evaluation</p> |
| <p>How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?</p> | <p>Reading and Writing: "Matt Henson" and "Staircase to Heaven"</p> | <p>Utilize strategies (reading, writing, note-taking, etc.) that work best for the individual in any given situation</p> |
| | <p>Independent: "New places to discover"</p> | <p>As a class or in a small group, discuss the quality of notes (listening task) and best ways to address questions</p> |
| | <p>EDITING AND REVISION:</p> | <p>Identify "trick" questions and apply strategies to overcome road blocks</p> |
| | | <p>Identify "inference" questions and discuss ways in which to return to the text in order to find correct answer (multiple choice)</p> |
| | | <p>Listen with comprehension, for an</p> |

| | |
|---|---|
| Review Editing and Proofreading Marks (<i>Write Source Daily Language Workouts</i> page iv) | extended period of time, to texts read aloud Respond appropriately to what is heard |
| Troublesome Pairs, Sentence Fragments, Run-Ons, Comma Splices, Rambling Sentences | Recognize that the speaker's voice and delivery impact communication Identify missing, conflicting, or unclear information |
| Independent Essay Techniques: | Draw conclusions and make inferences on the basis of explicit and implied information |
| Organizational Patterns | EDITING AND REVISION: |
| Development (series of examples, extended examples) | Use proofreading and editing marks Apply revision and editing skills to written work |
| VOCABULARY: | Edit writing to adhere to the conventions of written English |
| Vocabulary taken from literature | Work collaboratively with peers to plan, draft, revise, and edit written work |
| PORTFOLIO: | Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc. |
| Continue Portfolio Assessment | Revise writing to improve organization, clarity, and coherence Revise writing to improve development (examples) Use appropriate voice when writing independent essay. Outline ideas |

(Harvard Outline/T-Chart/graphic organizer) before writing essays

Understand the purpose for writing

Write clear, concise, and varied sentences, developing a personal writing style and voice

Observe rules of punctuation, italicization, capitalization, and spelling

Use correct grammatical construction

Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts

Write for an authentic purpose, including publication

Correctly spell most words in one's writing

Use legible print or cursive writing, or type

Write with voice to address varied purposes, topics, and audiences across the curriculum

Identify and correct: Troublesome Pairs, Sentence Fragments, Run-Ons, Comma Splices, Rambling Sentences

VOCABULARY:

Define/memorize new vocabulary words

Use new words in context

Identify synonyms and antonyms

Develop vocabulary through extensive reading of a variety of texts across subjects and genres

Use a variety of resources to determine the meaning of unfamiliar vocabulary

Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues

PORTFOLIO:

Select pieces to revise and edit

Self- and peer- reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Maintain a writing portfolio that includes informational writing

Write for an authentic purpose

| | | | | |
|--------|---|---|---|---|
| | | | Offer verbal and written feedback to others in a respectful and responsive manner | |
| Unit 3 | <p>LITERATURE: Unit III: Learning From Others</p> <p>How can characters from literature help us understand how we can better "learn from others?"</p> <p>How can we read poetry for enjoyment while recognizing how the poet's use of language creates images and feelings?</p> <p>How we identify a poet's use of literary devices and techniques and understand how their use enriches the poem?</p> <p>How can we organize our ideas and state our positions about the literature we are exploring?</p> <p>How can participating in literature circles allow us to judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal?</p> <p>How can reading about the plight of the elderly help us to become more</p> | <p>LITERATURE:</p> <p>Required Novel:</p> <p><i>The Pigman</i> (R, RP, and A)</p> <p>Required Short Stories from Language of Literature Text: (RP)</p> <p>"The Moustache"</p> <p>"The Treasure of Lemon Brown"</p> <p><i>Listening Connection:</i> (RP At least one)</p> <p>Natalie Merchant's song "Beloved Wife"</p> <p>John Prine's song "Hello in There"</p> <p>Teacher-Selected Poetry for Study and Analysis</p> <p>NOTE: Refer to 7th Grade Map to avoid repetition!</p> <p>Suggestions:</p> | <p>LITERATURE/WRITING:</p> <p><i>Note: Due to the nature of this literature-based unit, most writing will be in response to the literature and/or related-topics.</i></p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives (<i>Pigman</i> Venn Diagrams of John, Lorraine, and the <i>Pigman</i>)</p> <p>Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener (Gender Activity - He Said/She Said)</p> <p>Compare and contrast the characters and situations in the short stories to the novel <i>The Pigman</i></p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Through literature circles, the following skills can be exercised:</p> | <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA2-K2-2D [2004]</p> |

| | | |
|---|---|---|
| compassionate individuals? | "Road Not Taken," "Fire and Ice," "Home Burial" - Robert Frost | -Develop personal reading goals and maintain records of reading accomplishments |
| How can reading a novel that features two distinct points of view help us to understand character and perspective? | "Chicago," "Fog," "Happiness" - Carl Sandburg | -Be familiar with titles and authors of a wide range of grade- or age-appropriate literature |
| WRITING: | | |
| How can we employ literary devices and techniques in the writing of original poetry? | "Porphyria's Lover," "My Last Duchess" - Robert Browning | -Engage in independent silent reading for extended periods of time |
| How can we use figurative language in order to write rich descriptions? | "Phenomenal Woman," "Poor Girl," "Still I Rise" - Maya Angelou | -Share reading experiences in literature circles chosen by common interests and literary selections |
| How can we edit and revise our work to ready it for possible publication in <i>The Write Stuff</i> literary magazine? | Gift Poem Samples (Lori, Beth, <i>Write Stuff</i> Archives) | -Recognize how the author's use of language creates images or feelings |
| EDITING AND REVISION: | | CREATIVE WRITING: |
| How can we revise and edit our work in order to improve our writing? | "The River Merchant's Wife: A Letter (Changing Relationship) | Write descriptions of people, places, and objects |
| VOCABULARY: | | Create "list poems" utilizing the art of cataloging |
| How can we enrich our vocabulary by seeing new words in context and using new words in our writing? | Changing Relationship Poem Samples (Beth, <i>Write Stuff</i> Archives) | Write "Changing Relationship" poems utilizing form and structure |
| | FROM TEXT: | |
| | "A Fairy Tale" | Write "Gift" poems for an intended audience |
| | "My Mother Really Knew" | Write a variety of lyric poems |
| PORTFOLIO: | | <i>Through the writing of original poetry and</i> |
| How can we continue to strengthen our written expression through self- | | |

| | | |
|--|---|---|
| and peer- selection and reflection? | Independent Reading (Literature Circles) | descriptions, students will write literary texts to |
| How can we select creative pieces for our portfolio that best reflect our growth as versatile, talented writers? | WRITING: CREATIVE WRITING/POETRY UNIT | -maintain a consistent point of view that enhances the message and/or establishes the mood |
| How can we add artwork to our portfolio to help illustrate who we are? | USING, IDENTIFYING, AND UNDERSTANDING | -select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme |
| How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills? | FIGURATIVE LANGUAGE | -use metaphor and simile, personification, etc. to convey a message |
| | DESCRIPTIVE WRITING: | EDITING AND REVISION: |
| | Description of person, place, and object (figurative language) | Assessment based on competency in revision and editing of "editing paragraphs" and on individual work |
| | Poetry Writing | Model revised and edited work for the class |
| | Personal Narrative | <i>Inside Writing Skills</i> exercises |
| | Script Writing (optional for RP) | Quizzes and Tests |
| | Literary Devices and Techniques: symbolism, theme, conflict, point of View, onomatopoeia, hyperbole, setting, irony, poetry, oxymoron, personification, | Use proofreading and editing marks |
| | | Apply revision and editing skills to written work |
| | | Edit writing to adhere to the conventions of written English |
| | | Work collaboratively with peers to plan, draft, revise, and edit written work |
| | | Write for intended |

| | |
|---|---|
| verse, ballad, stanza | audience and understand purpose of writing: explain, describe, narrate, persuade, etc. |
| EDITING AND REVISION: | |
| Subject-Verb Agreement, Sentence Combining, Pronoun and Antecedent Agreement, Adjectives, Adverbs | Revise writing to improve organization, clarity, and coherence |
| | Revise writing to improve development (examples) |
| | Use appropriate voice when writing independent essay |
| VOCABULARY: | |
| Vocabulary from literary selections | Outline ideas (Harvard Outline/T-Chart/graphic organizer) before writing essays |
| PORTFOLIO: | |
| Continue Portfolio Assessment | Write clear, concise, and varied sentences, developing a personal writing style and voice |
| | Observe rules of punctuation, italicization, capitalization, and spelling |
| | Use correct grammatical construction |
| | Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts |
| | Write for an authentic purpose, including publication |
| | Exhibit proficiency in identifying, correcting, and using the following in written work: Subject-Verb Agreement, Sentence Combining, Pronoun and Antecedent |

Agreement, Adjectives,
Adverbs

VOCABULARY:

Define/memorize new
vocabulary words

Use new words in context

Identify synonyms and
antonyms

Develop vocabulary
through extensive reading
of a variety of texts across
subjects and genres

Use a variety of resources
to determine the meaning
of unfamiliar vocabulary

Determine the meaning of
unfamiliar vocabulary and
idioms by using prior
knowledge and context
clues

PORTFOLIO:

Select pieces to revise and
edit

Self- and peer reflect
upon pieces

Conference with teacher
and/or peer

Create artwork to
illustrate portfolio

Finalize pieces for
placement in portfolio

Maintain a writing
portfolio that includes
literary, interpretive, and
responsive writing

| | | | |
|--|--|--|--|
| | | <p>Maintain a writing portfolio that includes informational writing</p> <p>Write for an authentic purpose</p> <p>Offer verbal and written feedback to others in a respectful and responsive manner</p> <p>Through the "People vs. John and Lorraine" Trial, the following skills can be exercised (<i>The Pigman</i>):</p> <p>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in the novel</p> <ul style="list-style-type: none"> -identify conflicting information -evaluate examples, details, or reasons used to support ideas -identify fallacies of logic that lead to unsupported conclusions -identify differing points of view in texts and presentations -suspend judgment until all information has been presented | |
|--|--|--|--|

| | Essential Questions | Content | Skills | Standards/PIs |
|--------|--|--|---|--|
| Unit 4 | <p>LITERATURE: Unit IV: Holocaust</p> <p>What economic, social, religious, and political conditions led to the rise of the Nazi Party?</p> <p>How did the Holocaust affect young people in Europe?</p> <p>How can authentic literature help us to relate to the victims and survivors of the Holocaust?</p> <p>How can we relate what happened in Nazi Germany to the events of today? How can we find hope in the rescue and resistance that took place during the Holocaust?</p> <p>WRITING:</p> <p>How can we select content and choose strategies for written and oral presentation on the basis of audience, purpose, and content?</p> <p>How can we credit our sources of information and opinions accurately in presentations and handouts?</p> <p>PORTFOLIO:</p> | <p>LITERATURE: INTERDISCIPLINARY LITERATURE UNIT (S.S)</p> <p>Required Literature:</p> <p><i>The Diary of Anne Frank</i> or <i>Devil's Arithmetic</i></p> <p><i>The Terrible Things</i></p> <p>"38 Who Saw Murder Didn't Call Police"</p> <p>Eli Weisel essays</p> <p>Selected poems, including "First They Came for the Jews"</p> <p>Holocaust topics to be covered:</p> <p>Social, Economic, and Political Conditions in Germany</p> <p>Hitler's Rise to Power</p> <p>Ghettos/Concentration Camps</p> <p>Kristallnacht</p> <p>Rescue and Resistance (Library Research Topic)</p> <p>Kindertransport</p> <p>Allied Invasion</p> <p>Criminal Trials</p> <p>Literary Elements and Techniques:</p> | <p>LITERATURE/WRITING:</p> <p><i>Note: Due to the nature of this literature-based unit, most writing will be in response to the literature and/or related-topics.</i></p> <p>Summarize the events leading up to the Holocaust</p> <p>Choose a research topic and work cooperatively in group</p> <p>Credit sources of information and opinions accurately in presentations and handouts</p> <p>Present content, using strategies designed for the audience, purpose, and context</p> <p>Connect, compare, and contrast ideas and information</p> <p>Select relevant quotations and explain their significance to the theme, plot, characterization, and/or conflict of the work</p> <p>Analyze quotations and apply them to literary works in preparation for the Critical Lens Task</p> <p>Respond to and comprehend various genres for student-selected and teacher-selected purposes</p> <p>Combine multiple strategies (e.g., predict/confirm, question,</p> | <p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2F [2004]</p> |

| | | |
|--|---|---|
| How can we strengthen our written expression through self- and peer- selection and reflection? | <p>characterization, conflict, autobiography, biography, fable, allegory, setting, narrator, point of view, allusion</p> | <p>visualize, summarize, monitor, self-correct) to enhance comprehension and response</p> |
| How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills? | <p>Dramatic Elements: act, scene, characters, dialogue, plot, rising action, falling action, turning point, resolution, setting, props, stage directions</p> | <p>Use text structure and literary devices to aid comprehension and response</p> |
| | <p>EDITING AND REVISION:</p> | <p><i>Through Literature Circles, students will exercise the following skills:</i></p> |
| | <p>Forms of Adverbs, Conjunctions, Parallel Structure</p> | <p>Develop personal reading goals and maintain records of reading accomplishments</p> |
| | <p>WRITING:</p> | <p>Be familiar with titles and authors of a wide range of grade- or age-appropriate literature</p> |
| | <p>Introduction to writing the "Critical Lens"</p> | <p>Engage in independent silent reading for extended periods of time</p> |
| | <p>Writing Research-Based Presentations</p> | <p><i>Through the Library Research Project, students will exercise the following skills:</i></p> |
| | <p>MLA Research Method</p> | <p>Locate and use school and public library resources independently to acquire information</p> |
| | <p>VOCABULARY:</p> | <p>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts</p> |
| | <p>Vocabulary taken from literature</p> | |
| | <p>PORTFOLIO:</p> | <p>Preview informational texts to assess content and organization and select texts useful for the task</p> |
| | <p>Continue Portfolio Assessment</p> | |

Use indexes to locate information and glossaries to define terms

Read grade-level texts with appropriate expression, phrases, and rate of reading

Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations

Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives

Participate in group discussions to further understanding and response to reading

Interpret characters, plot, setting, theme, and dialogue, using evidence from the text

Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent

Formulate questions to be answered by reading informational text

Compare and contrast information from a variety of different sources

Condense, combine, or categorize new information from one or more sources

Through Research Presentation, students will exercise the following skills and be able to

Adapt language and presentational features for the audience and purpose

Use language and grammar appropriate to the purpose for speaking

Use volume, tone, pitch, and rate appropriate to content and audience

Use effective nonverbal communication

Use visual aids to enhance the presentation

Establish and maintain eye contact with audience

EDITING AND REVISION:

Use proofreading and editing marks

Apply revision and editing skills to written work

Edit writing to adhere to the conventions of written English

Work collaboratively with peers to plan, draft, revise, and edit written work

Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.

Revise writing to improve organization, clarity, and coherence

Revise writing to improve development (examples)

Use appropriate voice when writing independent essay

Outline ideas (Harvard Outline/T-Chart/graphic organizer) before writing essays

Write clear, concise, and varied sentences, developing a personal writing style and voice

Observe rules of punctuation, italicization, capitalization, and spelling

Use correct grammatical construction

Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts

Write for an authentic purpose, including publication

Exhibit proficiency in identifying, correcting, and utilizing the following in written work:

Forms of Adverbs

Conjunctions

Parallel Structure

VOCABULARY:

Define/memorize new vocabulary words

Use new words in context

Identify synonyms and antonyms

Develop vocabulary through extensive reading of a variety of texts across subjects and genres

Use a variety of resources to determine the meaning of unfamiliar vocabulary

Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues

PORTFOLIO:

Select pieces to revise and edit

Self- and peer reflect upon pieces

Conference with teacher and/or peer

Finalize piece for placement in portfolio

Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Maintain a writing portfolio that includes informational writing

Write for an authentic purpose

Offer verbal and written

| | | | | |
|--------|--|--|--|---|
| | | | <p>feedback to others in a respectful and responsive manner</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communication</p> <p>Respect the age, gender, social position, and cultural traditions of the recipient</p> <p><i>Through literature circles, the following skills can be exercised:</i></p> <ul style="list-style-type: none"> -Develop personal reading goals and maintain records of reading accomplishments -Be familiar with titles and authors of a wide range of grade- or age-appropriate literature -Engage in independent silent reading for extended periods of time | |
| Unit 5 | <p>VOCABULARY: How can we enrich our vocabulary by seeing new words in context and using new words to our writing?</p> <p>PORTFOLIO: How can we strengthen our written expression through self- and peer- selection and reflection?</p> <p>How can we use portfolio assessment to display our growth as we develop our writing, editing, revising,</p> | <p>EDITING AND REVISION:</p> <p>THE FOLLOWING GRAMMAR, USAGE, AND MECHANICS HAVE BEEN TAUGHT THROUGHOUT THE YEAR. REVIEW AS NECESSARY:</p> <p>Commas, Appositives, Semi-Colons, and Colons (See Resource Column for Inside Writing Skills exercises)</p> | <p>EDITING AND REVISION:</p> <p>Use proofreading and editing marks</p> <p>Apply revision and editing skills to written work</p> <p>Edit writing to adhere to the conventions of written English</p> | <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2D</p> |

| | | | | | |
|--|---|--|--|--|--------------------------|
| | <p>and reflection skills? How has portfolio assessment helped us to share our writing, reflect upon our strengths, and increase our confidence?</p> | <p>Troublesome Pairs, Sentence Fragments, Run-Ons, Comma Splices, Rambling Sentences</p> | <p>Work collaboratively with peers to plan, draft, revise, and edit written work</p> | | <p>[2004]</p> |
| | | <p>Subject-Verb Agreement, Sentence Combining, Pronoun and Antecedent Agreement</p> | <p>Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.</p> | | <p>ELA2-K2-2C [2004]</p> |
| | | <p>Forms of Adverbs, Conjunctions, Parallel Structure</p> | <p>Revise writing to improve organization, clarity, and coherence</p> | | <p>ELA3-K1-1D [2004]</p> |
| | | <p>VOCABULARY:</p> <p>Cumulative Review</p> | <p>Revise writing to improve development (examples)</p> | | <p>ELA3-K2-2C [2004]</p> |
| | | <p>PORTFOLIO:</p> <p>Complete Portfolio Assessment</p> | <p>Use appropriate voice when writing independent essay</p> | | |
| | | | <p>Outline ideas (Harvard Outline/T-Chart) before writing essays</p> | | |
| | | | <p>VOCABULARY:</p> | | |
| | | | <p>Define/memorize new vocabulary words</p> | | |
| | | | <p>Use new words in context</p> | | |
| | | | <p>Identify synonyms and antonyms</p> | | |
| | | | <p>Use a variety of resources to determine the meaning of unfamiliar vocabulary</p> | | |
| | | | <p>Determine the meaning of unfamiliar vocabulary and idioms by using prior</p> | | |

Knowledge and context clues

Develop personal reading goals and maintain records of reading accomplishments

Be familiar with titles and authors of a wide range of grade- or age-appropriate literature

Engage in independent silent reading for extended periods of time

PORTFOLIO:

Select pieces to revise and edit

Self- and peer reflect upon pieces

Conference with teacher and/or peer
Finalize piece for placement in portfolio

Finalize portfolio for display at the Learning Fair and final critique

Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Maintain a writing portfolio that includes informational writing

Write for an authentic purpose

Offer verbal and written feedback to others in a respectful and responsive

manner

Key to Standards used in this Map

ELA1-K1-1A [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience. [Intermediate]

ELA1-K1-1B [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - compare and synthesize information from different sources. [Intermediate]

ELA1-K1-1C [2004] [1 occurrence] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - use a wide variety of strategies for selecting, organizing, and categorizing information. [Intermediate]

ELA1-K1-1D [2004] [1 occurrence] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - distinguish between relevant and irrelevant information and between fact and opinion. [Intermediate]

ELA1-K1-1E [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - relate new information to prior knowledge and experience. [Intermediate]

ELA1-K1-1F [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details. [Intermediate]

ELA1-K2-2A [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - produce oral and written reports on topics related to all school subjects. [Intermediate]

ELA1-K2-2B [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented. [Intermediate]

ELA1-K2-2C [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - organize information according to an identifiable structure, such as compare/contrast or general to specific. [Intermediate]

ELA1-K2-2D [2004] [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material. [Intermediate]

ELA1-K2-2E [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts. [Intermediate]

ELA1-K2-2F [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling. [Intermediate]

ELA2-K1-1A [2004] [2 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and view texts and performances from a wide range of authors, subjects, and genres. [Intermediate]

ELA2-K1-1B [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. [Intermediate]

ELA2-K1-1C [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work. [Intermediate]

ELA2-K1-1D [2004] [6 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - recognize different levels of meaning. [Intermediate]

ELA2-K1-1E [2004] [2 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud with expression, conveying the meaning and mood of a work. [Intermediate]

ELA2-K1-1F [2004] [2 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit based on an understanding of the genre and the literary elements. [Intermediate]

ELA2-K2-2A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. [Intermediate]

ELA2-K2-2C [2004] [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. [Intermediate]

ELA2-K2-2D [2004] [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English effectively. [Intermediate]

ELA3-K1-1A [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - analyze, interpret, and evaluate information, ideas,

organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials. [Intermediate]

ELA3-K1-1B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the genre to evaluate a sports editorial). [Intermediate]

ELA3-K1-1C [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.). [Intermediate]

ELA3-K1-1D [2004] [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own and others work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches. [Intermediate]

ELA3-K2-2A [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments. [Intermediate]

ELA3-K2-2B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis). [Intermediate]

ELA3-K2-2C [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate). [Intermediate]

ELA3-K2-2D [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English, precise vocabulary, and presentational strategies effectively to influence an audience. [Intermediate]

ELA4-K1-1A [2004] [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively to others and build on others ideas in conversations with peers and adults. [Intermediate]

ELA4-K1-1B [2004] [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - express ideas and concerns clearly and respectfully in conversations and group discussions. [Intermediate]

ELA4-K1-1D [2004] [1 occurrence] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1D - use verbal and nonverbal skills to improve communication with others. [Intermediate]

ELA4-K2-2C [2004] [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing. [Intermediate]