

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>How can we creatively express our understanding of literary elements, focusing particularly on theme?</p> <p>CHILDREN'S BOOK PROJECT:</p> <p>How can reading a children's book teach us universal themes about life and humanity?</p> <p>How can writing a children's book aid in our understanding and knowledge of literary elements?</p>	<p>SAT VOCABULARY WORDS:</p> <p>adversity</p> <p>jubilant</p> <p>prosperity</p> <p>collaborate</p> <p>condescending</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INDEPENDENT NOVELS:</p> <p><i>Tex</i></p> <p><i>Rumble Fish</i></p> <p>Dialectical Journals</p> <p>Reflective Journals</p> <p>Response to Literature</p> <p>CHILDREN'S BOOK PROJECT:</p> <p>Literary Elements</p> <p>Class Presentations</p> <p>Analysis of Children's Books</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INDEPENDENT NOVELS:</p> <p>Analyze how particular story lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>Restate and summarize the events that occur within a chapter</p> <p>Predict future events using text-based evidence</p>		<p>ELA1-8.R.12</p> <p>ELA1-8.R.13</p> <p>ELA1-8.R.5</p> <p>ELA1-8.W.3</p> <p>ELA1-8.W.9</p> <p>ELA1-8.W.7</p> <p>ELA1-8.W.6</p> <p>ELA2-8.R.1</p> <p>ELA2-8.R.2</p> <p>ELA2-8.R.5</p>	

			<p>Examine quotes and/or other important passages</p> <p>Organize thoughts, reactions, and interpretations into a dialectical journal</p> <p>Evaluate and support a quote using text-based evidence</p> <p>CHILDREN'S BOOK PROJECT:</p> <p>Define fourteen literary elements</p> <p>Demonstrate understanding of literary elements from within a children's book</p> <p>Produce a children's book that incorporates the fourteen literary elements</p> <p>Examine peer's books and point out literary elements present</p>		
Unit 2	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p>	<p>SAT VOCABULARY WORDS:</p> <p>convergence</p> <p>diligent</p> <p>spontaneous</p> <p>substantiate</p> <p>exemplary</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INDEPENDENT NOVELS:</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p>	<p>ELA2-8.W.1</p> <p>ELA2-8.R.2</p> <p>ELA2-8.R.1</p> <p>ELA2-8.R.5</p> <p>ELA2-8.R.7</p> <p>ELA1-8.R.12</p> <p>ELA4-8.R.1</p> <p>ELA4-8.R.2</p> <p>ELA3-8.W.3</p> <p>ELA3-8.W.5</p>	

How does reading independently encourage us to be life-long readers?

Don't Look Behind You

I Know What You Did Last Summer

CREATIVE WRITING:

How can writing creatively help stimulate higher level thinking skills?

Killing Mr. Griffin

Ransom

Why is it important to apply a specific structure to creative works?

Summer of Fear

Dialectical Journals

SCIENCE FICTION PROJECT:

Why is it important to understand the elements of a literary genre?

Reflective Journals

How can we use our writing to persuade an audience?

Response to Literature

Why is it important to be both active participants and active listeners when working cooperatively in groups?

CREATIVE WRITING:

Horror story

Villain

Threat

Victim

Mood

Resolution

Creep Thrill

SCIENCE FICTION PROJECT:

print advertisement

science fiction

invention

technological advances

SPELLING WORDS:

Memorize new and challenging spelling words

Demonstrate knowledge of common spelling rules

Compose writing assignments that follow proper spelling conventions

INDEPENDENT NOVELS:

Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot

Predict future events using text-based evidence

Examine quotes and/or other important passages to create dialectical journals

Organize thoughts, reactions, and interpretations into a dialectical journal

Evaluate and support a quote using text-based evidence

Analyze how particular story lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

CREATIVE WRITING:

Establish villain/threat, victim.

Distinguish between resolution and creep thrill ending.

Demonstrate knowledge of how to appropriately use mood words.

Outline the story plot.

Write a creative story applying all the strategies for horror stories.

		enticing	<p>Revise own work; peer-edit other students' work.</p> <p>SCIENCE FICTION PROJECT:</p> <p>Identify technologies that were once unimaginable.</p> <p>Locate information on the Internet pertinent to the topic being researched.</p> <p>Identify the elements that comprise the genre of science fiction.</p> <p>Distinguish between relevant and irrelevant information found on the Internet.</p> <p>Create advertisement based on creative planning within a group.</p> <p>Relate information found in research and discussion to final project.</p>			
Unit 3	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INTERNET/RESEARCH:</p> <p>How can we evaluate websites to ensure their validity?</p> <p>Why is it important to understand the definitions of copyright and plagiarism?</p>	<p>SAT VOCABULARY WORDS:</p> <p>frugal</p> <p>haughty</p> <p>mundane</p> <p>submissive</p> <p>pretentious</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INTERNET/RESEARCH:</p> <p>Plagiarism</p> <p>Copyright</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Utilize new vocabulary words in all genres of written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p>		<p>ELA1-8.R.1</p> <p>ELA1-8.R.7</p> <p>ELA1-8.R.10</p> <p>ELA1-8.W.2</p> <p>ELA1-8.W.3</p> <p>ELA1-8.W.5</p> <p>ELA1-8.W.6</p> <p>ELA1-8.W.10</p> <p>ELA2-8.R.2</p> <p>ELA2-8.R.8</p> <p>ELA2-8.R.7</p> <p>ELA3-8.R.2</p> <p>ELA3-8.R.1</p> <p>ELA2-8.R.1</p> <p>ELA2-8.R.2</p>	

<p>How can we correctly distinguish between relevant and irrelevant information?</p> <p>How can we decide what to paraphrase and what to quote directly?</p>	<p>Paraphrasing</p> <p>Search Engine</p> <p>Citations</p> <p>Information Seeking:</p>	<p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules</p> <p>Compose writing assignments that follow proper spelling conventions</p>		
<p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p>	<p>--fact-based</p> <p>--opinion-based</p> <p>--theory-based</p>	<p>INTERNET/RESEARCH:</p>		
<p>RESCUE AND RESISTANCE PROJECT:</p> <p>How can investigating up-stander behavior have a positive impact on our lives?</p> <p>How can the lessons learned about the Holocaust help us understand the behaviors of those around us during our lifetimes?</p>	<p>INDEPENDENT NOVELS:</p> <p><i>The Wave</i></p> <p>Dialectical Journals</p> <p>Reflective Journals</p> <p>Response to Literature</p>	<p>Define plagiarism, paraphrasing, and copyright</p> <p>Distinguish between relevant and irrelevant information</p> <p>Demonstrate an understanding of plagiarism and paraphrasing</p> <p>Inspect multiple websites for validity</p> <p>Construct a works cited page using proper format</p>		
	<p>RESCUE AND RESISTANCE PROJECT:</p> <p>Vocabulary for topic:</p> <p>Holocaust</p> <p>resistance</p> <p>ghetto</p> <p>uprising</p> <p>upstander</p> <p>bystander</p>	<p>Select information based on validity</p> <p>INDEPENDENT NOVELS:</p> <p>Restate and summarize the events that occur within a chapter to demonstrate comprehension of plot</p> <p>Predict future events using text-based evidence</p> <p>Organize thoughts, reactions, and interpretations into a dialectical journal</p> <p>Examine quotes and/or other important passages to create dialectical journals</p> <p>Evaluate and support a quote using text-based evidence</p> <p>Analyze how particular story lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p>		

RESCUE AND RESISTANCE PROJECT:

Identify movements and/or individuals in history who fit a specific criteria

Paraphrase appropriately from information found online, on databases, and in books

Produce a clear, concise summary of the events being researched

Distinguish between relevant and irrelevant information

Arrange information from different sources into a logical, coherent, singular account of an event/events

Relate knowledge gleaned from research to personal experiences

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 4	<p>SAT VOCABULARY WORDS:</p> <p>How can we enrich our vocabulary by learning new words and using them in our writing?</p> <p>How does consistently implementing new vocabulary words in our writing help us remember the definitions of the words?</p> <p>SPELLING WORDS:</p> <p>How can learning proper spelling enhance our writing?</p> <p>How can repetition and practice make us better spellers?</p> <p>INDEPENDENT NOVELS:</p> <p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>How can we creatively express our understanding of literary elements, focusing particularly on theme?</p> <p>BOOK REVIEW PROJECT:</p>	<p>SAT VOCABULARY WORDS:</p> <p>procrastinate</p> <p>prudent</p> <p>reclusive</p> <p>tenacious</p> <p>vindicate</p> <p>SPELLING WORDS:</p> <p>Spelling list</p> <p>One word per day</p> <p>INDEPENDENT NOVELS:</p> <p>Novel of students' choice</p> <p>Dialectical Journals</p> <p>Reflective Journals</p> <p>Response to Literature</p> <p>BOOK REVIEW PROJECT:</p> <p>Novel of student's choice</p> <p>Annotated Book Review Project</p>	<p>SAT VOCABULARY WORDS:</p> <p>Define new vocabulary words</p> <p>Infer meanings of words when seen in context</p> <p>Demonstrate understanding of meanings of new vocabulary words in written work</p> <p>Apply new vocabulary words to written and verbal work</p> <p>Generate sentences that demonstrate full comprehension of new vocabulary words</p> <p>Revise written work to include higher level vocabulary when appropriate</p> <p>SPELLING WORDS:</p> <p>Memorize new and challenging spelling words</p> <p>Demonstrate knowledge of common spelling rules</p> <p>Compose writing assignments that follow proper spelling conventions</p> <p>INDEPENDENT NOVELS:</p> <p>Analyze how particular story lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>Restate and summarize the events that occur within a chapter</p>		<p>ELA2-8.W.2</p> <p>ELA1-8.R.1</p> <p>ELA2-8.R.2</p> <p>ELA2-8.R.3</p> <p>ELA2-8.R.4</p> <p>ELA2-8.R.5</p> <p>ELA2-8.R.7</p> <p>ELA2-8.R.8</p> <p>ELA4-8.W.1</p> <p>ELA4-8.W.2</p> <p>ELA3-8.R.2</p> <p>ELA3-8.R.3</p> <p>ELA1-8.W.3</p> <p>ELA1-8.W.4</p> <p>ELA1-8.W.5</p> <p>ELA1-8.W.8</p>	

<p>How can reading independently help us to be stronger readers?</p> <p>How does reading independently encourage us to be life-long readers?</p> <p>How can we use note-taking, internet research and reflective journals in order to help us write an interesting review of our independent novels?</p>	<p>Predict future events using text-based evidence</p> <p>Examine quotes and/or other important passages</p> <p>Organize thoughts, reactions, and interpretations into a dialectical journal</p> <p>Evaluate and support a quote using text-based evidence</p> <p>BOOK REVIEW PROJECT:</p> <p>Identify characters, plot, setting</p> <p>Restate and summarize the events that occur within a chapter</p> <p>Recognize the elements of and and collaborate on a book review</p> <p>Predict future events using text-based evidence</p> <p>Use the internet for research and write an individual research paper</p> <p>Examine quotes and/or other important passages</p> <p>Organize thoughts, reactions, and interpretations into a reflective journal</p> <p>Evaluate and support a quote using text-based evidence</p>
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Key to Standards used in this Map

- ELA1-8.R.1 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.01 - locate and use school and public library resources independently to acquire information [Grade 8]
- ELA1-8.R.5 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.05 - use indexes to locate information and glossaries to define terms [Grade 8]
- ELA1-8.R.7 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.07 - distinguish between relevant and irrelevant information [Grade 8]
- ELA1-8.R.10 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.10 - compare and contrast information from a variety of different sources [Grade 8]
- ELA1-8.R.12 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.12 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 8]
- ELA1-8.R.13 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.13 - make, confirm, or revise predictions [Grade 8]
- ELA2-8.R.1 [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.01 - read silently and aloud from a variety of genres, authors, and themes [Grade 8]
- ELA2-8.R.2 [5 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.02 - interpret characters, plot, setting, theme, and dialogue, using evidence from the text [Grade 8]

ELA2-8.R.3 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.03 - identify the author's point of view, such as first-person narrator and omniscient narrator [Grade 8]

ELA2-8.R.4 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.04 - 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 [Grade 8]

ELA2-8.R.5 [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.05 - recognize how the author's use of language creates images or feelings [Grade 8]

ELA2-8.R.7 [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.07 - compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives [Grade 8]

ELA2-8.R.8 [2 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.08 - identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text [Grade 8]

ELA3-8.R.1 [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.01 - evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning [Grade 8]

ELA3-8.R.2 [2 occurrences] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.02 - judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal [Grade 8]

ELA3-8.R.3 [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.03 - suspend judgment until all information has been presented [Grade 8]

ELA4-8.R.1 [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.01 - share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups [Grade 8]

ELA4-8.R.2 [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.02 - consider the age, gender, social position, and traditions of the writer [Grade 8]

ELA1-8.W.2 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.02 - identify appropriate format for sharing information with intended audience and comply with the accepted features of that format [Grade 8]

ELA1-8.W.3 [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.03 - take research notes, using a note-taking process [Grade 8]

ELA1-8.W.4 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.04 - use outlines and graphic organizers, such as semantic webs, to plan reports [Grade 8]

ELA1-8.W.5 [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.05 - include relevant and exclude irrelevant information [Grade 8]

ELA1-8.W.6 [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.06 - use paraphrase and quotation correctly [Grade 8]

ELA1-8.W.7 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.07 - connect, compare, and contrast ideas and information from one or more sources [Grade 8]

ELA1-8.W.8 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.08 - support ideas with examples, definitions, analogies, and direct references to the text [Grade 8]

ELA1-8.W.9 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.09 - cite sources in notes and bibliography, using correct form [Grade 8]

ELA1-8.W.10 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.10 - write accurate and complete responses to questions about informational material [Grade 8]

ELA2-8.W.1 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 8.W.01 - write original literary texts to - develop a narrative, using an organizational plan such as chronology or flashback - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution - maintain a consistent point of view that enhances the message and/or establishes the mood - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme [Grade 8]

ELA2-8.W.2 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 8.W.02 - write interpretive and responsive essays of approximately three pages to - express opinions and support them through specific references to the text - demonstrate an understanding of plot and theme - identify and describe characters and their motivations - analyze the importance of setting - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance [Grade 8]

ELA3-8.W.3 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.03 - select content and choose strategies for written presentation on the basis of audience, purpose, and content [Grade 8]

ELA3-8.W.5 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.05 - compare and contrast the use of literary elements in more than one genre, by more than one author [Grade 8]

ELA4-8.W.1 [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.01 - share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups [Grade 8]

ELA4-8.W.2 [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.02 - respect the age, gender, social position, and cultural traditions of the recipient [Grade 8]