

Managed Curriculum



Eighth Grade English Language Arts/ Reading

2011-2012 School Year



John White, RSD Superintendent

- Read, comprehend, and respond 15%
- Read, analyze and respond to Literature 17%
- Apply reasoning and problem-solving skills 26%
- Write competently 12%
- Use conventions of language 17%
- Locate, select, and synthesize information 13%

The 2011-2012 Managed Curriculum

Research on teaching and learning documents the need for educators to alter present teaching practices in order to close the achievement and to support improved student achievement in English Language Arts. Most of the time, in a typical ELA classroom setting, students are involved only **passively** in learning, i.e., in listening to the instructor, looking at the occasional overhead or slide, and reading (when required) the text book. Research shows that such passive involvement generally leads to a limited retention of knowledge by students, as indicated in the 'cone of learning' shown below.



Dale's Cone of Experience

So what can we do? Research indicates that by re-organizing or adapting the ways we present material to students, instructors can create an environment in which knowledge retention is significantly increased. One of the best methods is active learning. Quite simply, active learning is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing. A good teacher engages students in doing something besides listening to a lecture and taking notes.

Pacing for Content Coverage

There is much content to review and teach in the course of a year. The expectation is that the pace is set at the beginning of the school year. Students generally adjust to the pace of the teacher. This will ensure that ALL of the concepts will be covered. There may be times when it will seem difficult to maintain the pace. But it is important to understand that a slow pace can make it too easy to lose perspective and difficult to relate ideas. If you spend too much time on certain lessons, you will find that your slowest students may have learned more by having gone through the content slowly, but the other students may have learned less. The wise teacher strikes a balance, goes quickly enough to keep things interesting but slowly enough to have time for explanations. Make adjustments for students with special needs; individualized lessons, learner center activities, additional homework and/or extended day/week/year opportunities.

ENGLISH LANGUAGE ARTS GRADE EIGHT



**Please note that not all resources suggested can be found in the 8th grade text. Teachers are encouraged to use the plethora of information available via the internet and other electronic resources to make learning more authentic for his/her students.

Unit 1: Who Am I? (Biography and Autobiography): Weeks 1-7

Guiding Questions

Unit 1: Who am I? (Biography and Autobiography)

1. Can students identify the defining characteristics of a biography/ an autobiography?
2. Can students differentiate between subjective and objective writing?
3. Can students use technology effectively for research?
4. Can students apply a writing process effectively?
5. Can students relate a biography/an biography to personal experiences?
6. Can students develop a personal narrative composition following standard English structure and usage?

Literacy Strategies

Before Reading:

Anticipation Guides
Four Corners
KWL
Quick Writes
Word Splash/Probable Passage

During Reading:

Graphic Organizers
Say Something
Think-Pair-Share
Quick Writes
Split Page Note-taking

After Reading:

Four Corners
Jig-saw
Most Important Word
Quick Writes
Reading Response Log
Reciprocal Learning
Save the Last Word for Me
Somebody-Wanted-But-So
Theme Search

Key terms

Subjective
Objective
Biography
Autobiography
Bias
Narrative
Main idea
Character
Setting
Plot
Point of view
Theme
Purpose

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Activities, Student Outcomes and Products
<p>Nonfiction literature tells about real people, real events, real places, and real objects.</p> <ul style="list-style-type: none"> • nonfiction writing can be subjective or objective. • literary nonfiction, biographies, autobiographies, and essays read like fiction, yet provide factual information. • reading literary nonfiction can teach students about different periods in history. 	<p>8 11 14 17 23 24 25</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of: nonfiction (eg. Autobiography, biography, etc.) 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. 3. Writer's Craft Mini-Lessons (ongoing) <p><i>*Unit Best Practices:</i> Because the biography is the first major writing piece of the year, students should work on writing effective sentences and paragraphs, particularly narrative.</p>

Unit 1, Activity 1 LCC
Unit 1, Activity 1 BLM

Unit 1, Activity 2 LCC

Effective Sentences:
Elements of Language Chapter 18

Paragraphs:
Elements of Language—Chapter 19

Reading Response Logs

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Activities, Student Outcomes and Products
<p>by connecting to others' personal experiences, reading about other lives may change the reader's own life</p>		<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning <ul style="list-style-type: none"> Use of Greek, Latin, and Anglo-Saxon roots and word parts in order to analyze the impact • of specific word choice on meaning and tone. 5. Develop compositions including the following: <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice • variety in sentence structure 6. Use standard English capitalization and punctuation consistently. 7. Write paragraphs and compositions following standard English structure and usage 8. Apply knowledge of parts of speech in writing 	<p>While writing autobiographies, students should start to develop voice by using precise language when describing thoughts and emotions, and using sensory details to “explode the moment”</p>
	<p>23 24 25</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use standard English capitalization and punctuation consistently. 2. Write paragraphs and compositions following standard English structure and usage 3. Apply knowledge of parts of speech in writing 	<p>4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).</p> <p><i>*Unit Best Practices:</i> Teach sentence structure, fragments and run-ons while writing biographies. Teach verb tense while writing personal narratives</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
	8 9 2	<p>Students will:</p> <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of nonfiction Comprehend texts using variety of reading strategies Identify and explain the development of story elements 	<p>5. Reading Biography Graphic Organizer Students will read and respond to biographical excerpts and selections. The teacher will instruct through mini-lessons on the elements of literary nonfiction (e.g. understanding character, sequencing, summarizing and paraphrasing, interpreting main idea, comparing and contrasting, and identifying cause/effect). Students or groups may read, analyze, and evaluate a biographical excerpt using elements of biography checklist <i>graphic organizers</i>. Students/groups may also read, analyze, and evaluate biographical excerpts using a character trait web (Character Map BLM).</p> <p>6. Elements of Biography Checklist (see activity 5)</p>	<p><i>*from Harriet Tubman: Conductor on the Underground Railroad</i> Literary Focus: Characterization/Biography Reading Focus: Inference <u>Elements of Literature p. 142</u></p> <p>Langston Hughes: A Biography Reading Focus: Summary <u>Elements of Literature p. 674</u></p> <p>Graphic Organizers: -character trait web -Venn diagrams</p> <p>Most Important Word: While reading, students should select and defend what they feel is the most important word from the passage</p> <p>KWL: Students will record what they know, what they want to know, and what they learned</p> <p>Somebody-Wanted-But-So</p>
	15 18 39 40	<p>Students will:</p> <ol style="list-style-type: none"> Write complex, multi-paragraph compositions on student or teacher-selected topics organized with the following: <ul style="list-style-type: none"> a clearly stated focus or central idea organizational patterns (e.g. comparison/contrast, order of importance, chronological order) appropriate to the topic relevant elaboration (anecdotes, relevant facts, examples, and/or specific details) transitional words contains an introduction, body paragraphs, and a conclusion Use writing process to develop complex compositions such as the following: <ul style="list-style-type: none"> selecting topic and form prewriting drafting conferencing revising based on feedback and use of various tools (e.g. checklists, rubrics) proofreading/editing publishing Locate, select, and integrate information using organizational features of resources, including: <ul style="list-style-type: none"> complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) electronic sources (web sites, databases) 	<p>7. Writing Biographies</p> <p>Part 1. Split Page note-taking: Students will select a person about whom they would like to learn more and use the library or Internet to research, summarize, and paraphrase events in this person's life. The teacher will explain important elements in split-page note taking, to sequence main ideas and details, when reading biographical works.</p> <p>Part 2. Biography Graphic Organizer Students will pre-write by using the <i>graphic organizer</i> (Graphic Organizer for Note-taking BLM) made when <i>brainstorming</i> (view literacy strategy descriptions) and/or other prewriting activities to begin a first draft of a biography that uses a hook/lead that engages the reader's interest and uses dialogue to reveal character.</p> <p>Part 3: Editing Rough Drafts After conferencing with the teacher to receive feedback, students will use the Writer's Checklist (http://www.louisianaschools.net/1de/uploads/2071.pdf) to evaluate and revise the drafts for composing (e.g., ideas and organization) and audience awareness/style (e.g., voice, tone, word choice, variety of sentence structure). Students will also correct errors in capitalization, subject-verb agreement, spelling, and sentence structure (e.g., fragments). Students will review previous work and look for patterns of errors.</p> <p>Students' revisions should include varied sentence structure and patterns, correct use of adjectives, and standard capitalization and punctuation. Students will proofread for fluency, usage, mechanics, and spelling, using print or electronic resources. Students will give credit for borrowed information following acceptable use policy, by creating a bibliography containing at least two sources. The teacher will model how to write bibliographic entries; how to compile the works cited page; and how to determine the validity of sources.</p>	<p><i>Split Page Questions:</i> Unit 1, Activity 7 BLM</p> <p><i>Biography Notes Graphic Organizer:</i> Unit 1, Activity 7/8 BLM</p> <p><i>Biography Rubric:</i> Unit 1, Activity 8 BLM</p> <p><i>Editing Checklist:</i> Unit 1, Activity 4 BLM</p> <p><i>Reporting Research:</i> <u>Elements of Language</u>. Chapter 24</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
	2 8 9 10	<p>Students will:</p> <ol style="list-style-type: none"> Identify and explain the development of story elements Identify and explain the significance and distinctive characteristics of various genres Comprehend texts using variety of reading strategies Explain the relationship between life experiences and texts to generate solutions to problems 	<p>8. Reading Autobiography Graphic Organizer The teacher will facilitate a discussion of the common characteristics of an autobiography. The teacher will discuss the word's etymology, autobiography (from the Greek words <i>auto</i> meaning "self," <i>bios</i> meaning "life," and <i>graphein</i> meaning "write"), to clarify that it is an account of a person's life written by that person. It gives readers a direct, personal connection with the author. The teacher will discuss with students the difficulty for an individual to write objectively about him/herself. Students will generate a list of autobiographical writing, such as diaries, journals, memoirs, anecdotes, eyewitness accounts, travelogues, personal essays, and letters.</p> <p>Students will read and respond to autobiographical excerpts and selections. While reading, students will respond to selections using the Elements of Biography/Autobiography Checklist BLM. The teacher will instruct through mini-lessons on the elements of literary nonfiction (e.g. understanding character, sequencing, summarizing and paraphrasing, interpreting main idea, comparing and contrasting, and identifying cause/effect). Students will acquire vocabulary and will respond to literal, interpretative, and evaluative questions for the teacher-assigned literary nonfiction literature. Students/groups may read, analyze, and evaluate autobiographical excerpts using a character trait web (Character Map BLM).</p> <p>9. Elements of Autobiography Checklist (see activity 8)</p>	<p>*Mrs. Flowers <i>from</i> I Know Why A Caged Bird Sings Literary Focus: Character Influence Reading Focus: Main Idea <u>Elements of Literature p. 185</u></p> <p>Green Gulch <u>Elements of Literature p. 214</u></p> <p><i>From</i> No Pretty Pictures: A Child of War <u>Elements of Literature p. 224</u></p> <p>*Camp Harmony <i>from</i> Nisei Daughter Literary Focus: Theme Reading Focus: Generalizations <u>Elements of Literature p. 468</u></p> <p>The Green Mamba Reading Focus: Inference <u>Elements of Literature p. 239</u></p> <p>*In Trouble Literary Focus: Setting/Mod Reading Focus: Visualization <u>Elements of Literature p. 250</u></p> <p>"Bear in the Family" Personal Narrative Model <u>Elements of Language p. 533</u></p>
	18	<p>Students will:</p> <ol style="list-style-type: none"> Use writing process to develop complex compositions such as the following: <ul style="list-style-type: none"> selecting topic and form prewriting drafting conferencing revising based on feedback and use of various tools (e.g. checklists, rubrics) proofreading/editing, publishing 	<p>10. Writing a Personal Narrative The following personal narrative writing is suggested: Students should create a personal timeline; choose a topic from the timeline as the focus of a personal narrative; write a first draft of a personal narrative, using a hook, transitions of time and place, a personal narrative ending and chronological order. Students will make focused revisions; peer and self evaluate their draft and make more revisions; publish by word processing the piece and add appropriate clip art to it, and finally share it with their classmates.</p>	<p><i>Biographical Timeline: Graphic Organizer</i> Unit 1, Activity 11</p> <p><i>Personal Narrative: Graphic Organizer</i> Unit 1, Activity 12</p> <p><i>Writing Narratives:</i> <u>Elements of Language</u>. Chapter 20</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
			<p>Part 1: Biographical Time Line Students then will create a personal timeline of memorable events from their own lives. Students should draw the events or use clip art or pictures above the line as representing positive experiences (meeting a best friend, a special birthday) and those below the line as representing more negative ones (breaking your arm, losing a friend). Each event recorded on the timeline (by year or by age) should be accompanied by a simple symbol or graphic representing the event (a cake with candles to represent a special birthday, a baseball to represent winning a team championship, a rattle to represent a new addition to the family, etc.). Students may do these with rulers and pencils, then trace over the symbols in ink, colored pencils, or markers and color each symbol. Students' work may be backed with construction paper and displayed.</p> <p>Part 2: Personal Narrative Graphic Organizer Students should then focus their planning by identifying the purpose, targeted audience, tone, and mood they want to create for this composition. The teacher will model the use of a graphic organizer for a personal narrative by filling it out about his/her own life (See Graphic Organizer for a Personal Narrative BLM). It should include sensory details, events, people, places, and, most important of all for a personal narrative, thoughts and feelings as events unfold. The teacher will model a good personal narrative by having students read one or more aloud, looking at each of these components as they read. Students then will fill out their own graphic organizer for a personal narrative that has all of these components. The teacher will review the characteristics for a personal narrative and will discuss each element.</p> <p>The teacher will review good beginnings for narratives (See Personal Narrative Beginnings BLM). Students will practice write at least three different beginnings (hooks) for their own stories. The teacher will read to students the endings of several good personal narratives, since the most important component of the conclusion of a personal narrative is the explanation of a lesson learned or insight gained from the experience (See district-adopted English/writing textbook or models from literature for examples). Then the teacher will review good endings for personal narratives (See Personal Narrative Endings BLM). Writers need to focus on the tiny details that help their readers see a character. In fiction, a character would be make-believe, but for personal narratives, the characters are real. That means each student needs to gather details about his/herself and/or the other characters in their stories from direct observation or from memory. Students should think about their own habits and behaviors and what details they can observe or recall about the person they're writing about, noting things, such as any repetitive habits like nail biting, blinking, talking with lots of hand motions, facial expressions, ways of responding to others, manner of speech, temper, patience, etc.</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
			<p>Part 4: Editing Focus—emotion and description</p> <p>Since showing thoughts and feelings is a major characteristic of a personal narrative, students now need to revise the first drafts to include at least four or more places where they reveal their own thoughts and feelings during the experience. The teacher will model for them the difference between thoughts and feelings. Simply naming an emotion can usually reveal feelings. The teacher will distribute copies of the Specific Emotion Words BLM. The teacher will explain that thoughts, on the other hand, can either be direct quotes or summary sentences. The teacher will have them practice feel/think sentences from the Specific Emotion Words BLM: “I felt _____ when I thought of/about _____.” Students should then be ready to revise their drafts to add their four passages that reveal thoughts and feelings. If they do these revisions in red ink, they should be easy to check. Most personal narratives are told in first person, since the author is part of the story. The teacher will review with students the need to keep the point of view consistent throughout the story. The teacher will conduct a mini-lesson on verb tense if needed by students. The teacher will model revisions for them. For this unit, target writing skills should include making appropriate word choices; using vocabulary to clarify meanings, create images, and set a tone; selecting information/ideas to engage a reader; using a clear voice; enhancing a composition through dialogue; and using a variety of sentence structure. The students may highlight examples in their compositions. See BLMs for suggested focused revision activities.</p> <p>Part 5: Editing Rough Drafts</p> <p>Part 6: Publishing Papers</p>
<p>Teacher Reflection of Content Mastery</p> <p><i>Can students:</i></p> <ul style="list-style-type: none"> • identify the defining characteristics of a biography/ an autobiography? • differentiate between subjective and objective writing? • use technology effectively for research? • apply a writing process effectively? • relate a biography/an biography to personal experiences? • develop a personal narrative composition following standard English structure and usage? 			

ENGLISH LANGUAGE ARTS

GRADE: EIGHT



**Please note that not all resources suggested can be found in the 8th grade text. Teachers are encouraged to use the plethora of information available via the internet and other electronic resources to make learning more authentic for his/her students.

Unit 2: Content Area/Informational Non-Fiction—“I Search” Research Reports: Weeks 8-13

Guiding Questions	
Unit 2: Content Area/Informational Non-Fiction—“I Search” Research Reports	
1.	Can students interpret and respond to nonfiction orally and in writing through analysis of nonfiction elements?
2.	Can students generate a topic of personal interest, formulate open-ended questions for research, and develop a plan for gathering information?
3.	Can students identify appropriate sources and gather relevant information?
4.	Can students correctly document sources in a works cited list of bibliography?
5.	Can students use a variety of communication techniques to present information gathered?
6.	Can students apply a writing process effectively?
7.	Can student use the four modes of writing (description, narration, exposition, persuasion) to respond to texts and real-life experiences?

Literacy Strategies	
<u>Before Reading:</u>	<u>After Reading:</u>
Anticipation Guides	Four Corners
Four Corners	Jig-saw
KWL	Most Important Word
Quick Writes	Quick Writes
Word Splash/Probable Passage	Reading Response Log
<u>During Reading:</u>	Reciprocal Learning
Graphic Organizers	Save the Last Word for Me
Say Something	Somebody-Wanted-But-So
Think-Pair-Share	Theme Search
Quick Writes	
Split Page Note-taking	

- Key terms**
- Prose
 - Fact
 - Opinion
 - Subjective
 - Objective
 - Primary Source
 - Secondary Source

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
<p>Nonfiction describes any prose narrative that tells about things as they actually happened. Types of nonfiction explored in this unit are:</p> <ul style="list-style-type: none"> --Subjective writing (e.g., autobiographies, biographies, personal memoirs, essays, diaries, letters) expresses the writer’s feelings and opinions. --Objective writing (e.g., newspaper/magazine articles, historical documents, scientific/technical writing, encyclopedia entries, handbooks, manuals, recipes) presents the facts. --informational or expository text has many features: some common 	<p>8 11 14 1 17 23 24 25</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of nonfiction (eg. workplace documents, editorials, etc) 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word part in order to analyze the impact of specific word choice on meaning and tone. 5. Develop compositions including the following: <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. 3. Writer’s Craft Mini-Lessons (ongoing) <p>*Unit Best Practices: Nonfiction reporting is a good opportunity to teach students to be concise and eliminate wordiness. It also lends itself well to reviewing passive and active voice, and editing to use active voice as often as possible.</p> <ol style="list-style-type: none"> 4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).

Unit 1, Activity 1 LCC
Unit 1, Activity 1 BLM

Reading Response Logs

Unit 1, Activity 2 LCC

Teaching concise sentences:
Elements of Language, 701

Elements of Language,
Chapters 2-3

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
<p>nonfiction features are the table of contents, glossary, index, headings and subheadings, pronunciations in parentheses, text boxes and sidebars, photographs and illustrations, captions and labels, quotes, boldfaced words, and graphics (charts, diagrams, maps, tables, etc.). These text features provide additional information to help students comprehend and retain the content.</p>		<ul style="list-style-type: none"> • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice • variety in sentence structure <ol style="list-style-type: none"> 6. Use standard English capitalization and punctuation consistently. 7. Write paragraphs and compositions following standard English structure and usage 8. Apply knowledge of parts of speech in writing 	<p>*Unit Best Practices: If you have taught basic sentence structure (subject/predicate) this would be a good unit to focus on identifying parts of speech, in order to make future grammar and usage lessons later in the curriculum.</p>	
	<p>8 10 11 12 13</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of nonfiction (see 1st page) 2. Solve problems (problems presented by text, life, and society) by using reasoning skill 3. Determine an author's purpose for writing, and evaluate the author's effectiveness 	<p>5. Informational Non Fiction Guided Notes The teacher will review, show examples, and discuss the defining characteristics of literary/personal nonfiction (e.g., autobiographies, biographies, personal memoirs, essays, diaries, letters) and informational nonfiction (e.g., newspaper/magazine articles, historical/workplace documents, scientific/technical writing, encyclopedia entries, handbooks, manuals, recipes). Students will discuss how to read informational nonfiction differently from literary/personal nonfiction.</p> <p>Students will complete guided notes to review the defining characteristics of informational nonfiction (e.g., newspaper/magazine articles, historical/workplace documents, scientific/technical writing, encyclopedia entries, handbooks, manuals, recipes, textbooks, internet articles). For student practice, the teacher should have examples of these various types of nonfiction so that students working in groups can read and identify the type of nonfiction and determine the author's purpose for each example. The teacher should allow time for students to share their responses and discuss their entries with a partner or the whole class.</p>	<p>Unit 2, Activity 5 BLM</p>
	<p>8 9 10 11</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of various genres 2. Comprehend texts using variety of reading strategies 3. Solve problems (problems presented by text, life, and society) by using reasoning skill 	<p>6. Text Features Graphic Organizer Teacher will review and show examples of these text features. Examples may be found in the science, math, or social studies textbooks.</p> <p>Using textbooks, students will fill out a graphic organizer to identify whether a textbook has such features as a Title Page, Copyright Page, Table of Contents, Glossary, etc.</p>	<p>Unit 2, Activity 6 BLM</p> <p>Jig Saw</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products		
	4 5 10 11 17 18	<p>Students will:</p> <ol style="list-style-type: none"> 1. Draw conclusions and make inferences about ideas and information in grade-appropriate texts 2. Makes textual connections to other texts and to life experiences. 3. Solve problems (problems presented by text, life, and society) by using reasoning skills 4. Develop compositions including the following: <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader 	<p>9. “I-Search” Research Paper</p> <p>“I-Search” is a way for students to develop their informational research skills, but makes it more personal than a research paper. Students will choose a topic they have a connection to, monitor their comprehension process, collect information, and synthesize that information in a short paper.</p> <p>Part 1: Selecting a Topic</p> <p>Students will formulate questions (e.g., What college should I attend? How do I start a small business? What place would I like to visit? What kind of car would I like to own? What television/cd player is the best buy? Where do my ancestors come from? How can I learn to fly fish? How can I learn to scuba dive? etc.), making sure the question is in first person “I.” Students can use a <i>KWL graphic organizer</i> (view literacy strategy descriptions) (e.g., What do I know? What do I want to learn? What have I learned?) to formulate questions to guide research. In a writer’s notebook, journal, or two-pocket folder specifically for this project, students will record the selection process they have followed and create a time frame for project or paper completion. Students should have this notebook/journal/folder with them while working on the I-Search Paper to keep track of their search.</p> <p>Students will use modified <i>split-page notetaking</i> (view literacy strategy descriptions) (e.g., What is My Question? Why Am I Interested? Where Am I Likely to Find Information? What Kind of Information Do I Think I Will Need?) for peer group discussion meetings.</p> <p>Part 2: Gathering Information</p> <p>Students will use the Internet and/or library to search for available information on a selected topic. Students may also use alternative strategies to gather information (e.g., friendly conversations; interviews; surveys; activities; or written sources provided by companies, government agencies, and political, cultural, or scientific organizations). Students may write business letters to the appropriate organizations, asking for materials. In the I-search journal/notebook/learning log students will record the search process (e.g., library visits, bibliographic information on book marked websites/web pages, books or articles skimmed/scanned, brief notes on search information). Students will write about problems encountered in locating or using information. Students will continue to jot down interesting information and observations as the search progresses. Students will explain whether or not resources were helpful (e.g., a minimum of three sources would be sufficient as the main part of the paper will be relating the narrative of their investigation rather than retelling of facts about the topic).</p> <p>As an interview is an integral part of the project, students will review the components of good interviewing. In peer groups, students will relate how they became interested in the topic and seek help with tips, names, addresses, and telephone numbers of experts. Students will then fill out an interview graphic organizer (i.e., chart of questions to be asked) in their writer’s notebook/journal for planning and conducting their interviews. Students will create a list of interview questions appropriate for the topic and submit these to the teacher for approval. An I-Search Interview script is available at http://engla.jpss.k12.la.us/Instruction%20and%20Assessment/Writing%20Instruction%20and%20Assessment/I-Search%20Interview%20Script.pdf.</p>	<p>Unit 2, Activities 8-11 LCC</p> <p>http://engla.jpss.k12.la.us/Instruction%20and%20Assessment/Writing%20Instruction%20and%20Assessment/I-Search%20Interview%20Script.pdf.</p>	<p>KWL</p> <p>Split-page notetaking</p> <p>Graphic organizers</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products		
		<ul style="list-style-type: none"> • clear voice • variety in sentence structure <p>5. Use writing process to develop complex compositions such as the following:</p> <ul style="list-style-type: none"> • selecting topic and form • prewriting • drafting • conferencing • revising based on feedback and use of various tools (e.g. checklists, rubrics) • proofreading/editing, publishing 	<p><i>Teacher Note: Interviewees may be official experts, friends, family, or anyone who knows a lot about the topic. The experts can also refer students to books, magazines, journals, documents, etc. that might be useful as research tools.</i></p> <p>Students will review and practice appropriate manners for interviewing people. Then, students will conduct the actual interviews and record responses in a writer's notebook/journal/learning logs.</p> <p>Part 3: Drafting I-Search Paper Students will structure the paper according to these components: What I Knew and Why I Investigated This Topic; My Search Process; What I Learned (or Didn't Learn) and What It Means to Me; and a Works Cited Page with at last three sources plus a personal interview. Students will document sources (e.g., books, magazines, encyclopedias, interviews, websites/pages, consumer materials, public documents), using MLA format.</p> <p>Part 4: Publishing I-Search Paper</p>		
	12 13 14 17 18 39 40 45	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine an author's purpose for writing, and evaluate the author's effectiveness and point-of-view 2. Analyze print and visual texts using various reasoning skills, 3. Develop compositions including the following: <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice • variety in sentence structure 4. Use writing process to develop complex compositions such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting • drafting • conferencing • revising based on feedback and use of various tools (e.g. checklists, rubrics) • proofreading/editing publishing 5. Locate, select, and integrate information using organizational features of resources, <p>Give credit for borrowed information following acceptable use policy</p>	<p>10. Informational Report (optional) After writing an I-Search paper, it might be useful to coordinate with a science or social studies teacher in order to facilitate content area reading and writing. Students will conduct research on a student selected topic and write a brief informational report.</p> <p>Part 1: Choosing a Topic Students should choose topics that are broad enough to require research from several topics, and should consult with a teacher before proceeding with research.</p> <p>Part 2: Locating/Evaluating Information & Making Source Cards As the first step of the research involves simply identifying likely sources of information and recording the bibliographic information for each, students will evaluate sources through a library or Internet search, skimming and scanning to locate appropriate information that can be integrated into the report. Students may use these guiding questions: <ul style="list-style-type: none"> • Is the material current? • Is the material factual or opinionated? • Is the author qualified? • What credentials does the author have? • Is the author fair? • Students will then make source cards listing the bibliographic information. The source cards will later be used to compile a works cited list. </p> <p>Part 3: Drafting Informational Report Students will create a rough draft that includes the following: <ul style="list-style-type: none"> • a well-developed beginning, middle, and end • a focused central idea • transitions and phrases that unify ideas • points developed from the outline and note cards, with parenthetical citations inserted as needed • a graphic organizer, where appropriate, that presents research information </p> <p>Part 4: Publishing Informational Report</p>	Unit 2, Activities 12-15 LCC	Graphic organizers Reciprocal teaching

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
	4 15 17	Students will: <ol style="list-style-type: none"> 1. Draw conclusions and make inferences about ideas and information in grade-appropriate texts 2. Write complex, multi-paragraph compositions on student or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • a clearly stated focus or central idea • organizational patterns (e.g. comparison/contrast, order of importance, chronological order) appropriate to the topic • relevant elaboration (anecdotes, relevant facts, examples, and/or specific details) • transitional words • contains an introduction, body paragraphs, and a conclusion <ul style="list-style-type: none"> • clear voice • variety in sentence structure 	11. Problem/Solution Essay Following a teacher-modeled think-aloud, using a nonfiction text with a problem/solution structure, students will read and respond to nonfiction text selections. Students will review the guidelines for a problem/solution essay: <ul style="list-style-type: none"> • clearly states a problem • explains why the problem is worth considering • presents one or more solutions and shows how each would work • presents the practical benefits of the solution(s) • ends with a strong conclusion 	Unit 2, Activity 16 LCC Graphic organizers
		<ol style="list-style-type: none"> 3. Develop compositions including the following: <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader 	Students can generate ideas through interviews, newspaper stories, advice columns, magazine articles and essays, school happenings, conversation, opinion polls, or responses to fiction/nonfiction selections. Students may also free write about things that bother them and list how they could correct the situation or free write about previous problems they encountered and how they were solved. <p>Part 1: Collecting Information After selecting a topic, students will use a three-column graphic organizer (view literacy strategy descriptions), or problem/solution diagram to record the problem, possible causes, and possible solutions, noting the relationship between the problem and possible solutions. Students will gather information through group discussions, library research, interviews, or letters asking for information. Students will use a pro/con chart to determine which solution is best. Students will select an organizational pattern (e.g., chronological, order-of-importance, point-by-point) that will best present the details of the problem.</p> <p>Part 2: Drafting Using a writing process, students will write a rough draft that introduces a problem, tells about the problem, offers a solution, and concludes with a restating and a call to action.</p> <p>Part 3: Publishing</p>	
<p>Teacher Reflection of Student Mastery Can students:</p> <ul style="list-style-type: none"> • interpret and respond to nonfiction orally and in writing through analysis of nonfiction elements? • generate a topic of personal interest, formulate open-ended questions for research, and develop a plan for gathering information? • identify appropriate sources and gather relevant information? • correctly document sources in a works cited list of bibliography? • use a variety of communication techniques to present information gathered? • apply a writing process effectively? • use the four modes of writing (description, narration, exposition, persuasion) to respond to texts and real-life experiences? 				

ENGLISH LANGUAGE ARTS
GRADE: *EIGHT*



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Key terms

- Fallacy
- Exaggeration
- Understatement
- Culture
- Verbal Irony
- Situational Irony
- Dramatic Irony
- Anecdote
- Allusion
- Characterization
- Direct Characterization
- Indirect Characterization
- Dynamic Character
- Static Character
- Flat Character
- Round Character
- First Person Point of View
- Third Person Point of View
- Bias

Unit 3: Laughing Out Loud—Humorous Fiction and Essays: Weeks 14-19

Guiding Questions

Unit 3: Laughing Out Loud—Humorous Fiction and Essays

1. Can students identify the techniques of humor: exaggeration, understatement, and surprise?
2. Can students distinguish types of irony: verbal, situational, and dramatic?
3. Can students draw inference from context clues in humor?
4. Can students relate humor to personal experience?
5. Can students develop a personal anecdote and apply the standard rules of usage and sentence formation?

Literacy Strategies

Before Reading:

- Anticipation Guides
- Four Corners
- KWL
- Quick Writes
- Word Splash/Probable Passage

During Reading:

- Graphic Organizers
- Say Something
- Think-Pair-Share
- Quick Writes
- Split Page Note-taking

After Reading:

- Four Corners
- Jig-saw
- Most Important Word
- Quick Writes
- Reading Response Log
- Reciprocal Learning
- Save the Last Word for Me
- Somebody-Wanted-But-So
- Theme Search

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
<p>Humor allows one to see the fallacies of human nature in a nonthreatening manner.</p> <p>The essence of humor is surprise. Humor techniques also include exaggeration and understatement. Humor may often be culture based. What is funny to one may not be funny to another.</p> <p>Through reading, discussions, assignments, and activities, students will make real-life connections to humor across cultures.</p>	8,11,14, 1, 17, 16, 23,24, 25	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of fiction and essays 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word parts <p>In order to analyze the impact of specific word choice on meaning and tone.</p> <ol style="list-style-type: none"> 5. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose 6. Develop well-organized multi-paragraph compositions 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit. 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. 3. Writer’s Craft Mini-Lessons (ongoing) <p><i>*Unit Best Practices:</i> Persuasive writing is reliant on voice and tone for its effectiveness, so those are good skills to reinforce. It is also probably the easiest way to teach a very structured standard five paragraph essay.</p>

Unit 3, Activity 1 LCC
Unit 3, Activity 1 BLM

Reading Log

Unit 3, Activity 2 LCC

[Elements of Language](#) Chap 25

[Elements of Literature](#) p. 373

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
		7. Use standard English capitalization and punctuation consistently. 8. Write paragraphs and compositions following standard English structure and usage 9. Apply knowledge of parts of speech in writing	4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions). <i>*Unit Best Practices:</i> After teaching sentences and parts of speech, it is useful to teach phrases and clauses.	<u>Elements of Language</u> Chap 5-6
	2 6	Students will: 1. Identify and explain the development of story elements (see key terms) 2. Identify and explain recurring universal themes in world literature	5. Literary Elements Graphic Organizers (5) Then students will read and listen to a variety of teacher-selected short humorous stories, poems, and essays. Students will complete story charts or story maps to determine the literary elements (theme, characters, plot, conflict, point of view, mood/tone) of selections read. A variety of story maps/charts are available in the BLMS. The teacher should decide which story map or character chart to use depending upon which literary element is the focus of the selection read. These elements can also be taught by analyzing humorous movies and TV sitcoms in conjunction with the short stories. The teacher should provide a variety of humorous texts over the course of several days in order to reinforce the literary analysis skills. Character Trait Graphic Organizers Elements and Techniques of Humor Graphic Organizer Character Types Graphic Organizer Analyzing Point of View Graphic Organizer Analyzing Theme Graphic Organizer	Unit 3, Activity 5, 6, 7 BLM Anticipation Guides Unit 3, Activity 5-8 LCC Graphic Organizers *Brer Rabbit and Brer Lion <u>Elements of Literature</u> p. 575 Somebody-Wanted-But-So Literary Focus: Elements of humor, Characterization Quick Writes *The Ransom of Red Chief <u>Elements of Literature</u> p. 579 Literary Focus: Elements of Humor, Characterization Brer Possum's Dilemma <u>Elements of Literature</u> p. 597 The Jumping Frog of Calabasas County Literary Focus: Story Elements The Short Stories of O. Henry TV Sitcoms Unit 3 Activity 9 LCC Graphic Organizers Quick Writes Story Circles
	17 18	Students will: 1. Develop multi-paragraph compositions 2. Use writing process to develop complex compositions	10. Writing/Sharing a Humorous Anecdote Working with the teacher, the student will review the humorous anecdote's guidelines (i.e. brief, entertains readers, often about real people, often uses dialogue, makes a point, or reveals a personality trait) or personal memoir by showing models of effectively written humorous anecdotes/personal memoirs.	

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products		
	2 3 9 12 13 14 22 9-20	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Interpret literary devices (see key terms) Comprehend texts using variety of reading strategies Determine an author's purpose for writing, and evaluate the author's effectiveness Analyze print and visual texts using various reasoning skills Write compositions using various forms of writing 	11. Comic or Political Cartoon Analysis The teacher will distribute class-appropriate examples of comic books or strips. In small groups, students will discuss and record on chart papers the similarities and differences, noting the various layouts and designs. Then, the teacher will distribute copies of comic strips with the words deleted in a portion of the strip and have students fill in what dialogue they think will complete the comic strip. Finally, as a group, students will read a poem or short story and create a comic strip summarizing its message. Students may be provided feedback through a class-created rubric.	Unit 3 Activity 11, 12 LCC (See LCC for website suggestions)	Gallery Walk: Have several humorous pictures on the wall, and have students walk around to find examples of different humorous elements Jig-Saw: If using cartoon strips, have groups analyze several comic strips or political cartoons
			The teacher will provide the class with examples of political/editorial cartoons. The teacher will facilitate a class discussion by modeling the interpretation of a cartoon to introduce the concepts of literary devices such as allusion, symbolism, humor, exaggeration, and caricature in an editorial/political cartoon. Students will locate and bring to class various political/editorial cartoons. In groups, students will complete a cartoon-analysis worksheet that addresses what is seen in the cartoon, what the words, if any, mean, what message is implied, how effective the author is in achieving his/her purpose as a response. Students will discuss symbols, humor, and exaggeration in explaining the message/main idea of the cartoon. Students will evaluate the effectiveness of the author/illustrator's purpose by writing a reflective paragraph in their journal/learning log applying standard rules of grammar, mechanics, and usage.		
	4 12 13 20	Students will: <ol style="list-style-type: none"> Draw conclusions and make inferences about ideas and information in grade-appropriate texts Determine an author's purpose for writing, and evaluate the author's effectiveness by: <ul style="list-style-type: none"> --the appropriateness of evidence --analyzing use of persuasive techniques (e.g. appeal to authority, etc.) Write compositions using various forms of writing (e.g. description, narration, exposition, and persuasion) emphasizing narration and exposition 	12. Humorous Persuasive Essay The teacher will discuss with the class how humor can effect change. Many columnists use humor to persuade others to accept a new viewpoint. Often they take a serious problem and exaggerate it, causing others to question the problem and seek change. Political and editorial cartoonists employ this technique very effectively. After students have had practice in writing a basic persuasive essay, the teacher may challenge students to develop a humorous approach to persuasion as evidenced in previous readings.	Unit 3, Activity 13 LCC <u>Elements of Language</u> Chapter 25 <i>Writer's Model</i> "One Hundred Trees Please" <u>Elements of Language</u> p. 735 <i>From I Have a Dream</i> <u>Elements of Literature</u> p. 482 Literary Focus: Literary Devices <u>Elements of Literature</u> p. 338-343 "The Trouble with Television" "Ain't I a Woman"	Graphic Organizers

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
			<p>Part 1- Modeling Persuasive Essays Then, the teacher will facilitate a class discussion on how persuasive writing (e.g., serious or humorous) can take many forms, including speeches, newspaper editorials, billboards, and advertisements (e.g., print and non-print). Students will read, view, and respond to persuasive essays and speeches. Students will identify the elements of persuasive essays/speeches/letters (e.g., clear purpose, an appeal to reason and to the emotions). Students will determine the credibility of the writer/speaker through class discussion, and then will write a paragraph summarizing and evaluating the speaker's purpose and point of view in the given essay/speech/letter.</p> <p>Following a teacher-facilitated discussion on the differences between fact and opinion, students will practice identifying details as fact or opinion, noting opinion words, such as <i>should</i>, <i>ought</i>, <i>must</i>, etc. Students will read editorials and circle the opinion words used, then discuss with the class. Students will review the basic components of a persuasive essay/speech (i.e., states a narrowly focused opinion; offers facts, statistics, examples, reasons for support; presents information logically; uses transitions; and concludes with a call to action). As the teacher reads aloud a humorous persuasive picture book (e.g., <i>Earrings</i>), students will analyze the author's viewpoint and identify the types of persuasive appeals they hear: emotional appeal, shared beliefs, facts/statistics, expert opinions, anecdotes, quotations, etc.</p> <p>Part 2—Drafting Students will write a rough draft of an essay or letter that includes an introductory paragraph with a thesis statement, a body (e.g., each paragraph beginning with a topic sentence that clearly states the reason being presented and contains supporting evidence, such as facts, statistics, examples, quotations, and anecdotes that back up and elaborate the reason), and a concluding paragraph that restates the position and has a call to action.</p> <p>Part 3—Revising</p> <p>Part 4—Publishing</p>
<p><i>Teacher Reflection of Student Mastery</i> Can students:</p> <ul style="list-style-type: none"> • Can students identify the techniques of humor: exaggeration, understatement, and surprise? • Can students distinguish types of irony: verbal, situational, and dramatic? • Can students draw inference from context clues in humor? • Can students relate humor to personal experience? • Can students develop a personal anecdote and apply the standard rules of usage and sentence formation? 			

ENGLISH LANGUAGE ARTS
GRADE: *EIGHT*



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Unit 4: Life Is a Poem—Poetry: Weeks 20-25

Guiding Questions

Unit 4: Life Is a Poem—Poetry

1. Can student describe the defining characteristics of narrative and lyric poetry?
2. Can students identify and analyze poetry elements, forms, and devices?
3. Can students describe how the poet's and speakers points of view affect the text?
4. Can students summarize and paraphrase a poem?
5. Can students relate poetry to personal experiences?
6. Can students effectively use a writing process to develop original poetry?
7. Can students fluently read poetry orally?
8. Can students express their responses to poetry in writing?

Literacy Strategies

Before Reading:

- Anticipation Guides
 - Four Corners
 - KWL
 - Quick Writes
 - Word Splash/Probable Passage
- During Reading:
- Graphic Organizers
 - Say Something
 - Think-Pair-Share
 - Quick Writes
 - Split Page Note-taking

After Reading:

- Four Corners
- Jig-saw
- Most Important Word
- Quick Writes
- Reading Response Log
- Reciprocal Learning
- Save the Last Word for Me
- Somebody-Wanted-But-So
- Theme Search

Key terms

- | | |
|------------------|--------------------|
| Narrative poetry | Personification |
| Lyric poetry | Ballad |
| Form | Refrain repetition |
| Line | Meter |
| Mood | Stress |
| Poet | Allusion |
| Speaker | Imagery |
| Stanza | Idiom |
| Symbol | Oxymoron |
| Style | Figurative |
| Theme | language |
| Tone | Simile |
| Verse | Metaphor |
| Alliteration | |
| Assonance | |
| Consonance | |
| | Blank verse |
| | Cinquain |
| | Clerihew |
| | Concrete |
| | Diamante |
| | Couplet |
| | Elegy |
| | Epic |
| | Free verse |
| | Haiku |
| | Limerick |
| | Ode |
| | Sonnet |

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
Poetry is a way of expressing one's innermost feelings. Poetry is meant to be read, heard, and enjoyed. Poets create images through language that stir one's imagination, making one see the world in new and unexpected ways --features of poetry include: rhyme, rhythm, and repetition to establish a musical quality in the language. --Poetry may include figurative language such as simile, metaphor, personification, hyperbole, symbol, or idiom to create images that carry meaning beyond the literal.	8 10 11 14 1 17 16 23 24 25	Students will: 1. Identify and explain the significance and distinctive characteristics of poetry 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word parts In order to analyze the impact of specific word choice on meaning and tone. 5. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose 6. Develop well-organized multi-paragraph compositions	1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. *Because the poetry unit is heavy on literary terms, it would be realistic to drop vocabulary study for this unit to avoid spending too much time on vocabulary and definitions 3. Writer's Craft Mini-Lessons (ongoing) *Unit Best Practices: Capitalization and punctuation can be useful to be taught alongside poetry because poets use both to enhance the meaning of poetry.	Unit 5, Activity 1 LCC Unit 5, Activity 1 BLM Unit 5, Activity 2 LCC Unit 5, Activity 5 LCC Unit 5, Activity 5 LCC

Reading Logs

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
<p>--Common sound devices used to contribute to meaning in poetry include alliteration, assonance, consonance, and onomatopoeia. --the form to poetry may include verses and stanzas, both of which provide structure. These are absent in free verse. --Narrative poetry tells a story, such as in ballads or epics. --Lyric poetry expresses the poet, such as in a sonnet or ode.</p> <p>Note: During the unit, students process content and demonstrate understanding through learning logs, quick writes, graphic organizers, and discussion. Sharing pairs, small groups, and whole class configurations deepens understanding of skills and concepts.</p> <p>The major products of the unit is a booklet of original poems and a comparison essay. A rubric and due date for the chosen product should be presented at the start. All reading of literary works and student models should contribute to understanding the craft of writing poetry and comparing poems</p>		<ol style="list-style-type: none"> 7. Use standard English capitalization and punctuation consistently. 8. Write paragraphs and compositions following standard English structure and usage 9. Apply knowledge of parts of speech in writing 	<p>4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).</p>	
	4, 7, 8, 14	<p>Students will:</p> <ol style="list-style-type: none"> 1. Draw conclusions and make inferences about ideas and information in grade-appropriate texts 2. Compare and contrast story elements across multiple genres in multicultural texts. 3. Identify and explain the significance and distinctive characteristics of poetry 4. Analyze print and visual texts using various reasoning skills 	<p>5. Poetry Terms Guided Notes & Word Grid (ongoing throughout unit)</p> <p>Students will take notes on poetry terms. To understand poetry elements and devices, students will construct a <i>word grid</i> (view literacy strategy descriptions) with the terms -- Rhythm, Rhyme, Onomatopoeia, Imagery, Repetition/Refrain, Simile, Metaphor, Personification, Alliteration, Hyperbole, etc. -- to record poetry elements and devices used in the poems read in class. Students should be provided with a blank <i>word grid</i> that has many columns and rows. A class version of the <i>word grid</i> could be put on chart paper or projected from an overhead or computer. As critically related terms and defining information such as figurative language and/or literary devices are encountered in the poetry unit, students should write them into the grid. The teacher can also ask students to suggest key terms and features. Once the grid is complete, the teacher should quiz students by asking questions about the poetry selections as related to figurative language terms and/or literary devices. In this way, students will make a connection between the effort they put into completing and studying the grid, and the positive outcome on word knowledge quizzes. Several poem titles are written along the vertical dimension of the grid, and then students can add figurative language terms and/or literary devices in the spaces at the top of the grid moving left to right. Students may use plus and minus or yes and no for the response. The teacher can demonstrate for students how the grid can be used to study key poetry terminology based on critical, defining characteristics. Students can be asked to provide features of similarity and difference for pairs of terms. Students may also be asked to give examples of the defining characteristics. Students will use the table throughout the unit for a review of the styles of poets and for writing about various poems.</p>	<p>Unit 5, Activity 4 LCC Graphic Organizers</p> <p>Unit 5, Activity 5 BLM Jigsaw</p> <p>Elements of Literature p. 654; Literature Standards Lesson File, 259-269; Best Practices toolkit, D19, D36-D43</p> <p>“I want to Write,” p 854 “Sit-ins,” p. 857</p> <p>Elements of Language Responding to poems, pgs. 661-663</p> <p>Elements of Literature: <i>Poetic elements: p. 578-580</i> “Introduction to Poetry,” p. 586 “Ode to Solitude,” p. 622 “On the grasshopper & ...”p. 618 “How things work,” p. 826 “Paul Revere’s Ride,” p. 132 “Boots of Spanish Leather,” p. 636 “Song of Hiawatha,” p. 640</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products		
	3 4	<p>Students will:</p> <ol style="list-style-type: none"> 1. Interpret literary devices (see key terms) 2. Draw conclusions and make inferences about ideas and information in grade-appropriate texts 	<p>6. Four Column Chart Graphic Organizer</p> <p>In small groups, students will identify symbols, similes, metaphors, personification, hyperbole, or idioms in the narrative and lyric poetry previously read in class. Students will use a four-column chart <i>graphic organizer</i> to record the figurative language example and its meaning.</p> <p>Sample Four-Column Chart Headings: <i>figurative language—example from poem—comparison—meaning</i></p> <p>Once coverage of content has been completed, <i>professor know-it-all</i> (view literacy strategy descriptions) can be used. The teacher begins by forming groups of three or four students. Students are then given the time to review the figurative language in poetry just covered. The teacher tells students that they will be called on randomly to come to the front of the classroom and provide “expert” answers to questions from their peers about the use of figurative language in poetry. Also the groups are asked to generate 3-5 questions about the poetry they might anticipate being asked and that they can ask other experts. Some questions such as <i>What is an example of a personification in the poem “Macavity: The Mystery Cat”?</i>; <i>What is being compared in the simile: “How public like a frog”?</i> or <i>What lines from the poem support the quilt as a symbol “My Mother Pieced Quilts”?</i> etc. might be asked. The teacher then calls a group to the front of the room and asks them to face the class, standing shoulder to shoulder. The <i>Professor-Know-it-alls</i> invite questions from the other groups and respond to their peers’ questions. Typically, students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the <i>Professor-Know-it-all</i> spokesperson give the answer. The other students should hold the know-it-alls accountable for their answers and ask follow-up or clarifying questions if necessary.</p> <p>As a group, students may select and visually represent examples of literary devices such as symbols, similes, metaphors, personification, hyperbole, or idioms from the poems. Students’ work will be displayed on a poster for the class board. Students will continue to generate a list of figurative language they encounter in their poetry study. Students may find other examples of similes, metaphors, personification, hyperbole, or idioms in magazines, newspapers, or stories, or they may write their own examples and post these on the class board.</p>	<p>Unit 5, Activity 6 LCC</p> <p><u>Elements of Literature:</u> Appreciating Poetry, p. 516-584</p> <p><u>Simile & Metaphor:</u> Text, 580, 583-587; Literature Standards Lesson File, 271-279; Targeted Instruction for Louisiana Standards, p. 43</p> <p><u>Personification:</u> Literature Standards Lesson File, p. 281-290, 580</p> <p><u>Hyperbole:</u> Text, p.705</p> <p>“O Captain! My Captain!” p.728 “Macavity: the Mystery Cat,” p. 588 “I Saw Old General at Bay,” p.732 “Willow and Gingo,” p. 582 “Lineage,” p. 581 “Vermin,” p. 593</p>	<p>Graphic Organizers</p> <p>Jig saw</p> <p>Professor know-it-all</p>
			<p>7. Free Verse vs. Structured Verse Graphic Organizer</p> <p>Students will use a Venn diagram/T-chart/Y-chart to compare and contrast the rhythm characteristics of a free-verse poem with a structured verse (e.g., meter) poem. Students will read and respond to teacher-selected free verse and structured-verse poems. Students will record personal preferences in journals/learning logs.</p> <p>Students will identify sound devices (e.g., alliteration, onomatopoeia, refrain, repetition) in poetry read and add examples to the able previously created. Students will create their own alliterative lines by writing and illustrating their own names (e.g., <i>Anna ate an apple.</i>). The class will share their works and publish a class booklet.</p>	<p>Unit 5, Activity 7 LCC</p> <p><u>Elements of Literature:</u> Poetic forms, p. 597 Literature Standards Lesson file, 123-150</p> <p>“Barbara Frietchie,” p. 282 “John Henry,” p. 288</p>	<p>Graphic Organizer</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products	
	3	Students will: <ol style="list-style-type: none"> 1. Interpret literary devices(see key terms) 	<p>8. Allusion and Symbolism Response Logs Following a teacher-facilitated discussion on the use of allusions in poetry, students will find examples of allusions used in the poetry they have read and then research their meanings. Students will write a personal response as to how they feel the allusion added meaning to the poem. Students can also find examples in television programs to share with the class. For example, when a character says “way to go, Sherlock,” he is referring to the fictional detective Sherlock Holmes.</p> <p>Students will <i>brainstorm</i> (view literacy strategy descriptions) a list of symbols they encounter every day. Students will choose a familiar symbol and write an expository paragraph that reveals what the symbol means. Students will give reasons or information to justify their conclusions, using textual support about the meaning of the symbol. Students will discuss how symbols add meaning to a writer’s work. For example, the words “setting sun” mean the day is ending; however in poetry these words could mean the end of something. Students will read and respond to a teacher-generated list of poems using symbols (e.g., “The Secret Heart,” “This Is My Rock,” “The Road Not Taken,” “My Mother Pieced Quilts”).</p>	Unit 5, Activity 12 BLM <u>Elements of Literature:</u> Allusion: Literature Standards lesson file, pgs. 309-316 Symbolism: Literature Standards Lesson File, pgs. 291-300 “My Mother Pierced Quilts,” p. 478 “Quilting,” p. 481 “We Alone,” 608
	3 6 8	Students will: <ol style="list-style-type: none"> 1. Interpret literary devices (see key terms) 2. Identify and explain recurring universal themes in world literature 3. Identify and explain the significance and distinctive characteristics of poetry 	<p>9. Visualizing Poetry</p> <p>Following a teacher-facilitated discussion introducing how a poet’s word choice and use of imagery enhances a poem, students will listen to a teacher read aloud (e.g., “Daybreak in Alabama”; “Still I Rise”; “Mother to Son”; “Silver”; “Identity”; “Knoxville, Tennessee”; “Casey at the Bat”). Students will draw what they think the poem describes. On a copy of the poem, students will circle the words that helped to evoke images that they drew. Students will discuss how the circled words created images that appeal to the senses and suggest mood and tone. Students will discuss how word choice can improve their personal writing.</p> <p>Using a self-selected poem, students will create a collage that visually represents the feeling, universal theme, or meaning of the poem. Students will give a short oral presentation that explains their collage, focusing on volume and inflection. Students’ work will be displayed on class board.</p>	Unit 5, Activity 10 LCC Elements of Literature: Imagery: Literature Standards Lesson file, pgs 259-269 Word Choice: Literature Standards Lesson File, p. 339-349 “Mother to Son” p. 616 “Identity,” p. 601 “Lesson of the moth,” p. 596 “One More Round,” p. 624 “Speech to the Young,” p.612
	15 17 18	Students will: <ol style="list-style-type: none"> 1. Write complex, multi-paragraph compositions on student or teacher-selected topics 2. Develop compositions including the following: <ul style="list-style-type: none"> --word choice (diction) appropriate to the identified audience and/or purpose --vocabulary selected to clarify meaning, create images, and set a tone --information/ideas selected to engage the interest of the reader --clear voice --variety in sentence structure 3. Use writing process to develop complex compositions 	<p>10. Compare/Contrast Essay</p> <p>Part 1—Selecting a topic The teacher may assign a topic, or students may select a topic for writing a complex multi-paragraph essay that evaluates two things or ideas (e.g., two poems by the same poet, two poems about the same subject, two poems that have the same form) from poetry selections. Students will narrow the focus of the comparison. Students will explore the similarities and differences on the topic and construct a <i>graphic organizer</i> (e.g., Venn diagram/T-chart) illustrating this.</p>	Unit 5, Activity 11 LCC Graphic Organizers Venn Diagram <u>Elements of Literature:</u> Comparison-Contrast Essay, 424-426, 740

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
			<p>Part 2—Drafting Using this information, students will write a first draft by writing a focus statement that names the subjects and sums up the similarities and differences. Students will decide on an organizational pattern. In the essay, students will discuss the ways the things or ideas are similar and the ways they are different. Students will write topic sentences that tell what each body paragraph will be about. Students will organize details with a list or outline. Students will begin writing, using a hook/lead, and giving examples and details for support. Students will use transitional words and phrases to make the similarities and differences clear and summarize the comparison in the conclusion.</p> <p>Part 3—Peer Editing</p>
<p>Teacher Reflection of Student Mastery Can students:</p> <ul style="list-style-type: none"> • describe the defining characteristics of narrative and lyric poetry? • identify and analyze poetry elements, forms, and devices? • describe how the poet’s and speakers points of view affect the text? • summarize and paraphrase a poem? • relate poetry to personal experiences? • effectively use a writing process to develop original poetry? • fluently read poetry orally? • express their responses to poetry in writing? 			

ENGLISH LANGUAGE ARTS
GRADE: *EIGHT*



**Please note that not all resources suggested can be found in the 8th grade text. Teachers are encouraged to use the plethora of information available via the internet and other electronic resources to make learning more authentic for his/her students.

Unit 5: Mystery—Elementary, My Dear Watson: Weeks 26-31

Key terms

- Plot
- Exposition
- Conflict
- Rising Action
- Climax
- Falling Action
- Resolution
- Foreshadowing
- Suspense
- Mood
- Red herring
- Style

<p>Guiding Questions Unit 5: Mystery—Elementary, My Dear Watson</p>
<ol style="list-style-type: none"> 1. Can students identify the defining characteristics/elements of the mystery genre? 2. Can students read, comprehend, and mysteries? 3. Can students analyze a literary narrative, particularly for plot and character? 4. Can students relate mystery to personal experience? 5. Can students develop narrative compositions following standard English structure and usage? 6. Can students use effective listening and speaking behaviors/skills when presenting original stories?

<p>Literacy Strategies</p>
<p><u>Before Reading:</u> Anticipation Guides Four Corners KWL Quick Writes Word Splash/Probable Passage</p> <p><u>During Reading:</u> Graphic Organizers Say Something Think-Pair-Share Quick Writes Split Page Note-taking</p>
<p><u>After Reading:</u> Four Corners Jig-saw Most Important Word Quick Writes Reading Response Log Reciprocal Learning Save the Last Word for Me Somebody-Wanted-But-So Theme Search</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Activities, Student Outcomes and Products
<p>Mystery is a subgenre of realistic fiction. Mystery relies on suspense and complications to engage the reader. A well-written mystery provides order by tying up loose ends, explaining everything, and punishing evil. Students will recognize that suspense is the key to good mystery writing. Students will examine conflicts and the impact of major characters and minor characters, which are driven by conflicts, which, in turn, drive the mystery.</p>	<p>8 11 14 1 17 16 23 24 25</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of fiction 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word parts In order to analyze the impact of specific word choice on meaning and tone. 5. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose 6. Develop well-organized multi-paragraph compositions. 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. *The LCC also calls for a genre specific word study, as mystery has a much more specific vocabulary than other genres studied so far (LCC 4.5). Additionally, this is a good time to teach idioms the same way you would teach vocabulary (i.e. sly as a fox) 3. Writer’s Craft Mini-Lessons (ongoing)

Unit 4, Activity 1 LCC
Unit 4, Activity 1 BLM

Reading Log

Unit 4, Activity 2, 5 & 6 LCC

*See narrative editing BLM (Unit 1)

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Activities, Student Outcomes and Products	
		7. Use standard English capitalization and punctuation consistently 8. Write paragraphs and compositions following standard English structure and usage 9. Apply knowledge of parts of speech in writing	<p>*Unit Best Practices: Writing mysteries/short stories is another great time to practice “exploding the moment” in order to pace their mysteries effectively. To do this requires precise vocabulary, a variety of sentence lengths, and sensory details during the most exciting parts of the mystery</p> <p>4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).</p> <p>*Unit Best Practices: Once phrases and clauses have been taught, agreement (subject-verb, pronoun-antecedent) and verbs can be taught.</p>	<p><u>Elements of Language</u> Chap 8-9</p>
	2, 8, 14	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements (see key terms) Identify and explain the significance and distinctive characteristics of fiction (see key terms) Analyze print and visual texts using various reasoning skills 	<p>5. Detective Map/Mystery Charts While listening to a short mystery read aloud (e.g., <i>Two Minute Mysteries</i>; http://kids.mysterynet.com), students will use a stop and write strategy to make predictions about the mystery. Through class discussion, students should conclude that although each mystery is unique, the stories have common elements – clues, important details, and suspense – which differentiate them from other genres. Whodunit? How? Why? are universal questions in mystery stories; thus the mystery genre is excellent for teaching critical thinking skills (e.g., sequencing, identifying cause and effect, distinguishing fact and opinion, making inferences, drawing logical conclusions). Students will apply these skills as they read and solve mysteries.</p> <p>Using a model of mystery web <i>graphic organizer</i> (view literacy strategy descriptions) (characters, setting, clues, distractions, plot, conclusion), students in small groups will read and respond to mystery selections. For clarity, students may use a detective map or chart identifying the elements (e.g., sleuth, witnesses, suspects, alibis, sequence of events, clues, red herring, solution) or the Solving Mysteries Group Worksheet at http://mysterynet.com to keep track as they read a selection .</p>	<p>Unit 4, Activity 7 LCC Anticipation Guides</p> <p><i>Graphic Organizers:</i> *Probable Passage Unit 4, Activity 7 BLM Say Something</p> <p>The Landlady <u>Elements of Literature</u> p. 71 Literary Focus: Plot Reading Focus: Prediction</p> <p>The Tell-Tale Heart <u>Elements of Literature</u> p. 536 Literary Focus: Analyzing narration, literary devices</p> <p>Five Minute Mysteries</p> <p>The Adventures of Sherlock Holmes</p>
	2, 8, 14	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Identify and explain the significance and distinctive characteristics of fiction Analyze print and visual texts using various reasoning skills 	<p>6. Plot Diagram (Freytag's Pyramid) To introduce how plot development is crucial in mysteries, the teacher will facilitate a review of story elements (e.g., character, setting, plot). Using a plot diagram, the teacher will ask the students to name the elements that make up a short story plot (e.g., introduction, rising action, climax, falling action, or resolution). The teacher will record the responses on the proper spot on the diagram. The teacher will lead a discussion on how the plot is the framework of a short story, then introduce and explain the plot elements (e.g., conflict, complications, climax, suspense, and resolution). To briefly review and illustrate these elements, the teacher may read aloud a fairy tale (e.g. <i>Three Little Pigs</i>; <i>Little Red Riding Hood</i>), stopping to discuss and give examples of each plot element from the text. Students will discuss how good plot development in mysteries keeps readers reading by making them curious about what will happen next.</p> <p>*Note: The mystery webbings (activity 5) and the plot diagrams should be practiced on several texts over a series of days.</p>	<p>(see resource list for Mystery webs)</p>

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Activities, Student Outcomes and Products		
	3 9	Students will: <ol style="list-style-type: none"> Interpret literary devices (see key terms) Comprehend texts using variety of reading strategies 	<p>7. Mystery Writer Comparison Study The teacher will facilitate a discussion of famous mystery writers (e.g., Edgar Allan Poe, Sir Arthur Conan Doyle, Joan Lowery Nixon, Alfred Hitchcock, Agatha Christie, Avi). Students will read excerpts from selected classic and contemporary mysteries, paying attention to the authors' differing styles. Students will compare/contrast style and characteristics (word choice, sentence length, arrangement and complexity, use of figurative language, imagery, allusions, flashback/foreshadowing, understatement, symbolism) that authors use to build suspense. Students will evaluate the effectiveness of the author's purpose. Students will note these differences and list in journal/notebook or compare two authors using a Venn diagram.</p> <p>Students will <i>brainstorm</i> (view literacy strategy descriptions) how detective stories and horror stories are similar, yet different. The teacher will ask probing questions to guide students: To what emotion does a horror story appeal? Which is more scary, a horror or detective story? Students' responses should lead to the difference as being "motive" and fear versus curiosity. Horror stories deal with mood and atmosphere rather than with characters and plot.</p>	Unit 4, Activity 8 LCC	Venn Diagrams
	9	Students will: <ol style="list-style-type: none"> Comprehend texts using variety of reading strategies 	<p>8. Reciprocal Teaching (Group Project) The teacher will select several excerpts from a variety of mysteries stories and assign to groups of students. Students will use the <i>reciprocal teaching</i> strategy while working in their groups. <i>Reciprocal teaching</i> focuses on the four main comprehension processes of summarizing, questioning, clarifying, and predicting, something good readers do automatically while struggling readers may not even understand these processes are required. It also makes the students responsible for creating the meaning of a story, rather than relying on a teacher's summarization. While the steps of this strategy should be taught initially all at once, students need many exposures to all processes, so teachers must return to this strategy over and over, modeling steps repeatedly as needed and using a graphic organizer to help student see their roles. Students should practice all four roles within the strategy.</p> <p>The <i>reciprocal teaching</i> steps are:</p> <ul style="list-style-type: none"> Students are placed in groups of four. Each member of the group is given a note card, identifying each person's unique role for the current assignment. <ul style="list-style-type: none"> summarizer questioner clarifier predictor Students read a few paragraphs of the assigned text selection, using note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the upcoming discussion. At the teacher-selected stopping point, the <i>Summarizer</i> will highlight the key ideas up to this point in the reading. 	Unit 4, Activity 10 LCC <i>Five Minute Mysteries</i> <i>The Adventures of Sherlock Holmes</i>	Graphic Organizers Reciprocal Teaching

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Activities, Student Outcomes and Products	
			<ul style="list-style-type: none"> • The <i>Questioner</i> will then pose questions about the selection: <ul style="list-style-type: none"> ○ unclear parts ○ puzzling information ○ connections to previously learned concepts ○ motivations of actors or characters ○ other? • The <i>Clarifier</i> addresses confusing parts and attempts to answer the questions that were just posed. • The <i>Predictor</i> offers guesses about what the author will tell the group next or what the next events in the story will be. • The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read. <p>The group will meet and share the mystery stories they have read individually or as a group, focusing on the mystery elements of each selection and continuing to employ the <i>reciprocal teaching strategy</i>.</p>	
	17	<p>Students will: Develop compositions including the following:</p> <ul style="list-style-type: none"> • word choice (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice • variety in sentence structure 	<p>9. Writing a Mystery Students will review with the teacher the elements that make a mystery successful (i.e., well-described characters, a strong setting, suspense, a fast-paced plot, convincing dialogue, and clever clues). The teacher will present a mini-lesson on how descriptive details aid in writing mysteries by reading aloud from selected passages that illustrate this reinforcement of description. Students will also discuss how good mysteries often include understatements and allusions to challenge the reader's thinking.</p> <p>Part 1: Planning a Mystery Students will use a graphic organizer and a series of questions to help brainstorm ideas for their mystery.</p> <p>Part 2: Drafting Students will begin a first draft of a mystery that uses a hook/lead that engages the reader's interest, uses dialogue to advance the plot and reveal characters, has a problem/crime to be solved, shows particular character traits of the suspects, creates a mysterious mood and setting, has complications and two or more clues to build suspense.</p> <p>Part 3: Peer Editing Students will use the mystery peer editing checklist to evaluate a classmate's paper.</p> <p>Part 4: Revising Part 5: Publishing</p>	<p>Unit 4, Activity 11 LCC</p> <p>Unit 4, Activity 11 BLM</p> <p><i>Writer's Short Story Model: Elements of Literature</i> p. 784-789</p>
<p>Teacher Reflection of Student Mastery Can students:</p> <ul style="list-style-type: none"> • Can students identify the defining characteristics/elements of the mystery genre? • Can students read, comprehend, and mysteries? • Can students analyze a literary narrative, particularly for plot and character? • Can students relate mystery to personal experience? • Can students develop narrative compositions following standard English structure and usage? • Can students use effective listening and speaking behaviors/skills when presenting original stories? 				

ENGLISH LANGUAGE ARTS

GRADE : *EIGHT*



Key terms

Characterization (direct & indirect)
 Dialect
 Flashback
 Figurative Language (simile, metaphor, personification, hyperbole)
 Foreshadowing
 Imagery
 Humor
 Irony (verbal, situational, dramatic)
 Onomatopoeia
 Point of View (first, third—limited, third—omniscient)
 Satire
 Style
 Conflict (External & Internal)
 Dialogue
 Mood
 Moral
 Narrator
 Plot (Exposition, Rising Action, Climax, Falling Action, Resolution)
 Setting
 Style
 Theme
 Tone
 Alliteration
 Allusion
 Character
 Protagonist
 Antagonist

Suspense
 Symbol

Unit 6: That’s a Novel Idea—Novel: Weeks 32-36

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Guiding Questions

Unit 6: That’s a Novel Idea—Novel

1. Can students use a variety of strategies to extend vocabulary?
2. Can students identify and explain various types of characters and how their interactions and conflicts affect the plot of the novel?
3. Can students explain how authors pace action and use subplots, parallel episodes, and climax?
4. Can students compare and contrast various points of view (first person or third-person omniscient) and explain how voice affects literary text?
5. Can students identify the theme of a novel and trace how the author develops the theme?
6. Can students identify and explain universal themes across different works by the same author and in the works of different authors?
7. Can students respond to novels by developing complex compositions, applying the standard rules of usage and sentence structure?

Literacy Strategies

Before Reading:

Anticipation Guides
 Four Corners
 KWL
 Quick Writes
 Word Splash/Probable Passage

During Reading:

Graphic Organizers
 Say Something
 Think-Pair-Share
 Quick Writes
 Split Page Note-taking

After Reading:

Four Corners
 Jig-saw
 Most Important Word
 Quick Writes
 Reading Response Log
 Reciprocal Learning
 Save the Last Word for Me
 Somebody-Wanted-But-So
 Theme Search

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Student Outcomes and Products
Due to its length, the novel allows for many characters, settings, and conflicts to be developed. Novels can promote learning about a different culture or historical period. Students will realize that a good novel can become more fascinating and more real than one's actual surroundings and can also help generations understand the meaning of their times.	8 11 14 1 17 16 23 24 25	Students will: <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of the fiction (novel) 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word parts in order to analyze the impact of specific word choice on meaning and tone. 5. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. 3. Writer's Craft Mini-Lessons (ongoing) <p>*Unit Best Practices: Reinforce the five paragraph essay structure. Reinforce the steps between brainstorming, drafting, and revising when teaching the various writing tasks for this unit.</p>

Unit 6, Activity 1 LCC
 Unit 6, Activity 1 BLM
 Unit 6, Activity 2 LCC
 Unit 6, Activity 3 LCC

Reading Log

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Student Outcomes and Products	
		6. Develop well-organized multi-paragraph compositions 7. Use standard English capitalization and punctuation consistently. 8. Write paragraphs and compositions following standard English structure and usage 9. Apply knowledge of parts of speech in writing	4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).	Unit 6, Activity 4 LCC
	4	Students will: 1. Draw conclusions and make inferences about ideas and information in grade-appropriate texts	5. Anticipation Activity The teacher will develop an appropriate anticipation activity that identifies the major ideas or concepts in the text and determine ways these concepts might support or challenge students' beliefs. The teacher could create three to six statements that support or challenge these beliefs and ask students to agree or disagree with the statements. Students will complete this anticipation activity prior to the reading of the class novel. The students and teacher will continue reading to confirm, eliminate, or revise their predictions. After reading the novel, students will revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. The class will discuss the theme as it was developed in the novel. Students will respond to and interpret literary elements (e.g., character, setting, plot, theme, point of view) as directed by the teacher. Students may access websites for Cyberguides aligned with the selected novel. Novel study may also be done through the use of the study guide technique or Socratic seminar: students identify, ask questions, and discuss important passages with the class and share their reasons for their notes.	Unit 6, Activity 5 LCC <i>Any grade-level appropriate book can be used. The teacher can choose to do a class reading of a novel, or have small groups working on individual novels grouped by interest or reading level</i> Teacher-developed anticipation guide Probable Passage Tea-Party
	2 10 11	Students will: 1. Identify and explain the development of story elements 2. Solve problems (problems presented by text, life, and society) by using reasoning skills	6. Literature Circles (group project) Literature circles can be formed with each group reading and responding to a different novel. Students may use role sheets (e.g., connector, questioner, vocabulary enricher, illustrator, literary luminary) to facilitate the organization of the group (http://www.literaturecircles.com). A literature circle packet with roles and questions is available at http://www.dubois.cps.k12.il.us/PDFs/litcirclepacket.pdf . Students will read at home and prepare for discussion during literature circle time. Students will respond to interpretive questions in writing as directed by the teacher. Upon completion of the novel, the group may present an oral review for the class. Students may be assessed via a teacher-created rubric on class participation and preparation, reading log entries, and reading folders.	Unit 6, Activity 6 LCC Reciprocal Learning

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Student Outcomes and Products		
	2 8	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Identify and explain the significance and distinctive characteristics of various genres 	7. Character Analysis Whether the whole-class or literature-circle format is used, students will discuss and describe the characters introduced and create character profile charts to trace the development of characters, noting the type (e.g., flat, round, dynamic, static) and making predictions about what caused the change. Students may use the Characterization BLM or the Character Trait Map BLM to respond to character development. Students will assume the role of a character and write a journal entry or present an autobiographical sketch from that character's viewpoint. Using the Sociogram BLM, students may create a sociogram poster to show the interaction of the characters. A literary sociogram is a graphic organizer that represents the relationships among characters in a literary text. It helps students to think more deeply about the literary texts they read or view. Students will discuss the interactions of the characters, using the sociogram as a visual. Writing Compare/Contrast Essays: Using a writing process and applying the standard rules of usage (including appropriate use of infinitives, participles, gerunds, adjectives, adverbs and sentence structure and patterns), students will develop comparison/contrast compositions on selected characters. Students will self/peer edit, using a writer's checklist, make necessary revisions, and proofread for grammar, mechanics, usage, and spelling. Students will publish a final copy, using available technology.	<i>Characterization:</i> Unit 6, Activity 7 BLM <i>Character Trait Map:</i> Unit 6, Activity 7 BLM <i>Sociogram:</i> Unit 6, Activity 7 BLM	Graphic Organizers Venn Diagrams
	2 3 15 17	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Interpret literary devices (see key terms) Write complex, multi-paragraph compositions on student or teacher-selected topics Develop compositions including the following: <ul style="list-style-type: none"> word choice (diction) appropriate to the identified audience and/or purpose vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader clear voice variety in sentence structure 	8. Setting Analysis Following a teacher-facilitated discussion on how setting is developed (e.g., through an author's use of word choice and images that appeal to the senses and suggest mood and tone), students will describe the setting at the beginning of the novel and create a chart that shows when and if the setting changes. Students will create visual representations illustrating the setting for class display. Students will write a reflection paragraph (i.e., topic sentence, relevant elaboration, conclusion) noting how the setting influences the characters and then will make predictions about how the plot would change if the setting changed. Students may use the Setting BLM to explain how changing the setting may affect the plot. Students will review how the story's setting will help establish the mood. The teacher will explain important elements in split-page note taking to sequence main ideas and details when reading biographical works. Using <i>split-page notetaking</i> (view literacy strategy descriptions), students will analyze the novel's setting and also note when the setting changes.	Unit 6, Activity 8 BLM	Graphic Organizers Split-page note taking Free writes

Description & Characteristics of the Genre	GLE	GLE's (paraphrased)	Student Outcomes and Products	
	2 3	Students will: <ol style="list-style-type: none"> 1. Identify and explain the development of story elements 2. Interpret literary devices (see key terms) 	<p>9. Plot Analysis</p> <p>Following a teacher mini-lesson on plot development focusing on conflict, students will use graphic organizers (e.g., storyboards, plot diagrams, flow charts) that show a selected novel's structure (exposition, inciting incident, rising action, climax, falling action, resolution). Students may use the Story Map BLM or Plot Diagram BLM to respond to a novel. Students will respond to journal/notebook prompts regarding the effectiveness of plot sequence and details. As a class, or in literature circles, students will discuss their responses, paying particular attention to the relationship of conflict and multiple conflicts (e.g., man vs. man, nature, society, self) within the plot. Students may complete the conflict <i>graphic organizer</i> (view literacy strategy descriptions). See the Identifying Types of Conflict BLM. Students will identify and record in their journals or writers' notebooks how or if symbolism, foreshadowing, and flashback were employed to direct plot development. Students will write a short paragraph describing the effectiveness of these techniques on the plot's advancement. Students will discuss their responses in groups.</p> <p>Students may use the Somebody Wanted But So technique to briefly summarize the plot. <i>Somebody</i> is the main character. <i>Wanted</i> is the goal or thing the character wants. <i>But</i> describes the problem or conflict the character has in obtaining the goal. <i>So</i> describes the outcome of the struggle. Students may use the Somebody Wanted But So BLM.</p>	<p><i>Story Map, Freytag's Pyramid, Identifying Conflict, & Somebody Wanted But So Graphic Organizers:</i> Unit 6, Activity 9 BLM</p> <p>Freytag's Pyramid Graphic Organizer</p>
	2 9 22	Students will: <ol style="list-style-type: none"> 1. Identify and explain the development of story elements 2. Comprehend texts using variety of reading strategies 3. Write compositions using various forms of writing, including text supported interpretations of novels 	<p>10. Point of View Analysis</p> <p>Following a teacher-facilitated review on the use of pronouns in determining point of view, students will respond to a teacher-prepared paragraph that presents the same narrative told in first person and third person by circling the pronouns and discussing the differences. Then, the teacher will present a mini-lesson on third-person limited and third-person omniscient points of view. Students will review the novels read and chart the point of view for selected novels. Students will discuss the advantages and effectiveness of using third-person limited vs. third-person omniscient, supporting their opinions with details from the novels. Students will respond to a teacher-prepared paragraph that uses the third-person limited point of view by rewriting it in third-person omniscient point of view. Students will discuss how the plot would change as a result of the point of view change. Students will write reflections in notebooks/journals analyzing the effectiveness of the change in plot development.</p>	<p>Free-write</p>

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Student Outcomes and Products	
	2 22	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Write compositions using various forms of writing, including text supported interpretations of novels 	<p>11. Theme Development Essay Students will use graphic organizers or summary notes to record details from each chapter that illustrates the theme and give examples that show what the characters do or say that relates to the theme. Students will share and compare notes and then compile a list of supportive details. After discussion, the group will come up with a statement that identifies the theme.</p> <p>Writing a Response to Literature Essay: Using a writing process, students will develop a response to literature composition (i.e., an overall structure that has a central idea, an organizational pattern, transitional words and phrases for unity) that supports their choice of the theme with statements from the text. Students will analyze how the author developed this theme as the plot progressed, citing examples from the text. Students will self/peer edit using a writer's checklist, make necessary revisions, and publish a final copy, using available technology.</p>	<p><i>Writing a Literary Analysis:</i> Chapter 23</p> <p>Graphic Organizers Split-page note taking</p>
	8 9	Students will: <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of the novel Comprehend texts using variety of reading strategies 	<p>12. Critical Review Writing a Critical Review: Students will think of two novels, movies, or a novel and movie that are similar in some way. Students will write a brief critical review of them. Using a writing process, students will develop a composition that includes their positive or negative opinions, supported by facts, details, or examples. As a model, students may use the newspaper's movie review critic's writing. Students will self/peer edit using a writer's checklist, make necessary revisions, and proofread for grammar, mechanics, usage, and spelling. Students will publish a final copy, using available technology.</p>	<p>Graphic Organizers</p>
<p>Teacher Reflection of Student Mastery Can students:</p> <ol style="list-style-type: none"> Can students use a variety of strategies to extend vocabulary? Can students identify and explain various types of characters and how their interactions and conflicts affect the plot of the novel? Can students explain how authors pace action and use subplots, parallel episodes, and climax? Can students compare and contrast various points of view (first person or third-person omniscient) and explain how voice affects literary text? Can students identify the theme of a novel and trace how the author develops the theme? Can students identify and explain universal themes across different works by the same author and in the works of different authors? Can students respond to novels by developing complex compositions, applying the standard rules of usage and sentence structure? 				

ENGLISH LANGUAGE ARTS GRADE: *EIGHT*



Key terms

- Drama
- Act
- Aside
- Cast
- Chorus
- Climax
- Comedy
- Crisis/conflict
- Critic
- Dialogue
- Farce
- Flashback
- Foreshadowing
- Irony (verbal, situational, dramatic)
- Melodrama
- Monologue
- Playbill
- Playwright
- Plot
- Poetic justice
- Prop
- Scene
- Scenery
- Screenplay
- Script
- Set
- Setting
- Soliloquy
- Stage Directions
- Theme
- Tragedy
- Tragic Flaw

**Please note that not all resources suggested can be found in the 8th grade text. Teachers are encouraged to use the plethora of information available via the internet and other electronic resources to make learning more authentic for his/her students.

Unit 7: All the World's a Stage—Drama: Weeks 32-36

Guiding Questions

Unit 7: All the World's a Stage—Drama

1. Can students use a variety of strategies to extend vocabulary?
2. Can students identify and explain various types of characters and how their interactions and conflicts affect the plot of the novel?
3. Can students explain how authors pace action and use subplots, parallel episodes, and climax?
4. Can students compare and contrast various points of view (first person or third-person omniscient) and explain how voice affects literary text?
5. Can students identify the theme of a novel and trace how the author develops the theme?
6. Can students identify and explain universal themes across different works by the same author and in the works of different authors?
7. Can students respond to novels by developing complex compositions, applying the standard rules of usage and sentence structure?

Literacy Strategies

Before Reading:

- Anticipation Guides
- Four Corners
- KWL
- Quick Writes
- Word Splash/Probable Passage

During Reading:

- Graphic Organizers
- Say Something
- Think-Pair-Share
- Quick Writes
- Split Page Note-taking

After Reading:

- Four Corners
- Jig-saw
- Most Important Word
- Quick Writes
- Reading Response Log
- Reciprocal Learning
- Save the Last Word for Me
- Somebody-Wanted-But-So
- Theme Search

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Student Outcomes and Products
Dramas are literary works composed in verse or prose, usually for theatrical performance, where conflicts and emotions are expressed through dialogue and action. A good drama has interesting characters, who connect with one another in a variety of ways. The action of the drama is told through dialogue and stage directions.	8 11 14 1 16 17 23 24 25	Students will: <ol style="list-style-type: none"> 1. Identify and explain the significance and distinctive characteristics of drama 2. Solve problems (problems presented by text, life, and society) by using reasoning skills 3. Analyze print and visual texts using various reasoning skills 4. Determine the meaning of words and phrases as they are used in the text using a variety of strategies, including: <ul style="list-style-type: none"> • Use of connotative and denotative meaning • Use of Greek, Latin, and Anglo-Saxon roots and word parts in order to analyze the impact of specific word choice on meaning and tone. 5. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose 6. Develop well-organized multi-paragraph compositions 7. Use standard English capitalization and punctuation consistently. 8. Write paragraphs and compositions following standard English structure and usage 9. Apply knowledge of parts of speech in writing 	<ol style="list-style-type: none"> 1. Independent Reading Log (ongoing) Students will maintain a log of ongoing silent reading, regardless of the genre studied in the unit 2. Vocabulary Study (ongoing) Following a teacher-facilitated introduction to the dictionary or to new key terms, students will keep a vocabulary list of new words (both student- and teacher-selected) encountered in reading short stories, as well as their definitions, and examples of the words used in a correct context. 3. Writer's Craft Mini-Lessons (ongoing) *Unit Best Practices: Reinforce the five paragraph essay structure. Reinforce the steps between brainstorming, drafting, and revising when teaching the various writing tasks for this unit. 4. Grammar and Usage Mini-Lessons (ongoing) The teacher will facilitate a classroom discussion at the beginning of class period or activity on sentence formation problems (i.e., fragments, run-ons, or syntax problems,) or standard rules of usage or mechanics (i.e., capitalization for names of political and ethnic groups, religions, and continents; use of colons preceding a list and after a salutation in a business letter; correct spelling conventions).

Unit 7, Activity 1 LCC
Unit 7, Activity 1 BLM

Reading Log

Unit 7, Activity 2 LCC

Unit 7, Activity 3 LCC

Unit 7, Activity 4 LCC

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Student Outcomes and Products		
	8	Students will: <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of drama 	5. Drama Terms Self-Awareness Chart Students will use a <i>vocabulary self-awareness</i> chart to assess their prior knowledge of drama terms. See Drama Vocabulary Self-Awareness Chart BLM. Over the course of the readings and exposure to other sources throughout the unit, students should be told to return often to the chart and add new information to it. The goal is to replace all the check marks and minus signs with plus signs. Because students continually revisit their vocabulary charts to revise their entries, they have multiple opportunities to practice and extend their growing understanding of key terms in the drama unit. Students may use the Drama Terms BLM as a reference tool. Students will continue to identify and define the elements of a drama (e.g., playwright, acts and scenes, a cast of characters, dialogue/monologue, the plot, crisis, climax, the setting, the stage directions, props, and the theme).	Unit 7, Activities 2 & 6 BLM	Vocabulary charts
	8	Students will: <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of drama 	6. Drama Questions: Reading Drama As an introduction to the genre, students will discuss plays or musicals they may have seen or participated in on stage. Students may respond to the Drama Questions BLM orally to facilitate the discussion. Students will discuss how their experience was different from watching a movie or television program. Students may, through a journal entry, write a short reflection on their experience . Students may describe how it felt to be a member of the audience or a member of the cast. Students will note that drama is written to be performed and comes in a variety of media, such as movies and television shows. If possible, the teacher may arrange for students to attend a live theater performance, so that students can experience and discuss the differences between live and recorded performances.	<i>Diary of Anne Frank</i> <i>Elements of Literature</i> p. 368 <i>Diary of Anne Frank</i> <i>Wordsplash</i> Unit 7, Activity 9 BLM	Word Splash Tea Party
	7	Students will: <ol style="list-style-type: none"> Compare and contrast story elements across multiple genres in multicultural texts 	7. Writing Dialogue Writing Dialogue: Dialogue shows, rather than tells, what is going on within a character and between characters. Dialogue can convey action in fewer words than in narrative writing. The main goal of dialogue is to reveal characters' personalities and to advance the plot. The teacher will present a mini-lesson on dialogue's conventions—quotation marks, commas, and capitalization. As these are complex, the conventions should not be taught all at once, but rather in a progression. The teacher may use picture books or various newspaper columnists' writings to illustrate the use of dialogue. Dialogue mini-lessons may be accessed at http://www.readwritethink.org/lessons/lesson_view.asp?id=117 and http://www.readwritethink.org/lessons/lesson_view.asp?id=116 . Students should be taught that <i>said</i> can often be replaced when the author wants to show that there is a definite reason for dialogue to be spoken in a particular voice. The teacher will discuss with students that the replacement of <i>said</i> may be unnecessary and undesirable. Students may do a "replace said" activity similar to Said Is Dead BLM. For reference, a list of choices is available—I Said It Again BLM. In pairs, students will brainstorm and write a scenario/vignette with at least four lines of dialogue correctly using the dialogue conventions. Students will perform for the class.	<i>Said is Dead??</i> Unit 7, Activity 7 BLM <i>I Said it Again</i> Unit 7, Activity 7 BLM	

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Student Outcomes and Products		
	7	Students will: <ol style="list-style-type: none"> Compare and contrast story elements across multiple genres in multicultural texts. 	8. Reader's Theater (Group Project) The teacher will write a collaborative Reader's Theater script so students can observe how to compose one: <ul style="list-style-type: none"> The Reader's Theater script has one or more narrators and the characters are from a selected passage. The passage is rich in dialogue that presents a problem and/or conflict. The narrator's part offer background information, setting, and plot. Characters' exact words are written in the form of a play. Stage directions offer suggestions for how the characters speak. Students will select a fable/folktale to be rewritten as a Reader's Theater script, applying the characteristics of drama (e.g., stage directions, dialogue). Students should indicate the setting and use the correct dramatic form including speech tags and stage directions. Students may create a poster advertising their performance and display it for the class. Then, students will perform their scripted version of the fable/folktale selected.	Unit 7, Activity 8 LCC <i>Reader's theater worksheets:</i> http://www.aaronshep.com/rt/sheets.html	Reading logs
	8 9	Students will: <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of drama Comprehend texts using variety of reading strategies 	9. Reading a Play (teacher-chosen assessment) As a class, students will read or listen to a longer drama (e.g., <i>The Diary of Anne Frank</i> , <i>Let Me Hear You Whisper</i> , <i>The Hitchhiker</i>). The teacher may decide to assign parts and have the students orally read the play selected. In journals or notebooks, students may create a scene-by-scene summary chart (part of play, setting, key events) to keep track of the play's plot and conflict.	<i>Any grade level appropriate drama</i>	
	8 10 11	Students will: <ol style="list-style-type: none"> Identify and explain the significance and distinctive characteristics of drama (see key terms) Solve problems (problems presented by text, life, and society) by using reasoning skills 	10. Drama Rewrite As students are reading Anne Frank (or other grade-level drama), they will choose a character's perspective to be writing a diary entry from. A diary is a daily written record of events, experiences, and/or observations. Usually diaries are not written for publication, as was the case with Anne Frank. In Anne's diary, entries contain the date and sometimes time and place. They are told chronologically in the first person point of view and reflect the writer's thoughts and feelings about the events, experiences, or observations. Students may develop diary entries on selected characters from a drama, or students may choose an event from their own lives and write a diary entry. Students should apply a writing process as they develop their diary entries. Students should apply the features (date, time/place, chronological order, first person point of view, and writer's thoughts and feelings) of diary/journal writing. Students will self/peer edit using a writer's checklist, make necessary revisions, and proofread for grammar, mechanics, usage, and spelling. Students will publish a final copy, using available technology. Students' work may be shared with the class.	<i>Any grade level appropriate drama</i>	Textual rewrites

Description & Characteristics of the Genre	GLE	GLEs (paraphrased)	Student Outcomes and Products	
	2 7 9	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Compare and contrast story elements across multiple genres in multicultural texts. Comprehend texts using variety of reading strategies 	<p>11. Character Graphic Organizer</p> <p>During the reading of the play, students will choose two characters who interact with each other during one of the dramas they have read or viewed. Students will reread the scenes in which the two characters talk with each other or about each other and make notes about what the scene or dialogue reveals about each character's attitude toward the other. For each of the two characters, students may create a cluster diagram that analyzes the character's relationship with the other character and show how this affects the drama as a whole.</p> <p>Students will address this character development and write a text-supported paragraph describing how or if the characters' relationships change during the play. Student responses should include a brief summary, an explanation of feelings and thoughts about the characters, an analysis of why the characters' actions make one feel or think that, and examples from the text for support.</p>	Unit 7, Activity 11 BLM
	2 15	Students will: <ol style="list-style-type: none"> Identify and explain the development of story elements Write complex, multi-paragraph compositions on student or teacher-selected topics organized with the following: <ul style="list-style-type: none"> a clearly stated focus or central idea organizational patterns (e.g. comparison/contrast, order of importance, chronological order) appropriate to the topic transitional words contains an introduction, body paragraphs, and a conclusion relevant elaboration (anecdotes, relevant facts, examples, and/or specific details) 	<p>12. Character Literary Analysis Essay</p> <p>Students will write a composition that identifies the character (e.g., believable, round, flat, dynamic, static) and includes a sentence that introduces the essay's main idea, focusing on the character, not the plot. Students will cite scenes, incidents, or lines from the dramas to support their statements and write a conclusion summarizing their characterization.</p> <p>Students will pre-write, using their character profile charts for brainstorming ideas to develop a multi-paragraph essay that analyzes the feelings and attitudes of the character. Students will write a draft that begins with an expository hook/lead, uses appropriate elaboration, word choice appropriate to the audience and purpose, and reveals the writer's voice. Students will demonstrate their ability to use adverbs, comparative and superlative adjectives, and varied sentence structure as well as the appropriate command of grammar, usage, mechanics and spelling. Students will use self/peer evaluation to edit for grammar, mechanics, usage, and spelling. Students will revise the composition and produce a final product, using available technology.</p>	<i>Writing a literary analysis essay:</i> <u>Elements of Language</u> Chapter 23
	6 22 19-20	Students will: <ol style="list-style-type: none"> Identify and explain recurring universal themes in world literature Write compositions using various forms of writing (e.g. description, narration, exposition, and persuasion) emphasizing narration and exposition 	<p>13. Movie Review</p> <p>As a class, students will watch a video/DVD of a drama they have read (e.g., <i>The Diary of Anne Frank</i>). In groups, students will compare the video and the play version. The group reporter will record findings on a <i>graphic organizer</i> (view literacy strategy descriptions), such as a comparison/contrast chart, Venn diagram, t-chart, or Double Bubble Map. Groups will share comments with other groups. As a class, students will discuss the effectiveness of print vs. nonprint. In journals, students will write an opinion with support focusing on which medium they preferred.</p> <p>Writing a Critical Review: Students may write a movie review. The review should include the title, theme statement, a brief plot summary, and reasons the reviewer liked or disliked the movie. Students will self/peer edit using a writer's checklist, make necessary revisions, and proofread for grammar, mechanics, usage, and spelling. Students will publish a final copy, using available technology. Students' work may be shared with the class.</p>	Unit 7, Activity 11 BLM Graphic Organizers

Teacher Reflection of Student Mastery

Can students:

- Can students use a variety of strategies to extend vocabulary?
- Can students identify and explain various types of characters and how their interactions and conflicts affect the plot of the novel?
- Can students explain how authors pace action and use subplots, parallel episodes, and climax?
- Can students compare and contrast various points of view (first person or third-person omniscient) and explain how voice affects literary text?
- Can students identify the theme of a novel and trace how the author develops the theme?
- Can students identify and explain universal themes across different works by the same author and in the works of different authors?
- Can students respond to novels by developing complex compositions, applying the standard rules of usage and sentence structure?

Notes: