

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> PJHS Language Arts	<b>2008</b>	<b>Grade Level:</b> 8 <sup>th</sup>
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Essential Questions: How does the use of figurative language provide meaning and depth to a piece of genre? How do various forms of diction and dialogue add to the interest and content of specific pieces of literature?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1<sup>st</sup></b>	<i>IA – Listen to, read, react to, and interpret information.</i>	<b>PS 3: Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</b>	<ul style="list-style-type: none"> <li>• Identify figurative language, i.e. – idioms, metaphors, similes, alliterations, etc.</li>   <li>• Be familiar with diction, dialogue, and description by reading various texts</li> </ul>	<p><b>PS3:</b> <b>Activity A:</b> Create a set of vocabulary flash cards with an illustration for each figurative language. Students will use the cards to play a “memory” game.</p> <p><b>Assessment A:</b> Completion of flash cards and teacher observation of participation in “memory” game.</p> <p><b>Activity B:</b> Create a figurative language book, complete with definitions, examples, and pictures.</p> <p><b>Assessment B:</b> Completed book meets all requirements.</p> <p><b>Activity:</b> Listen to various dialects to gain understanding of speaking in different regions.</p> <p><b>Assessment:</b> Venn Diagram over two (or more) dialects.</p>	<p>Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a></p> <p>Index cards, list of figurative language and examples, and colored pencils</p> <p>Figurative Language Activities: <a href="http://lesson-plans-materials.suite101.com/article.cfm/figurative_language_theatre">http://lesson-plans-materials.suite101.com/article.cfm/figurative_language_theatre</a></p> <p>Construction paper, list of figurative language words and definitions, colored pencils, and magazines (for pictures)</p> <p>Use various movie clips with distinct dialects: <a href="http://www.moviesoundclips.net/movies.php">www.moviesoundclips.net/movies.php</a></p>

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<b>Essential Questions: In what ways do critical thinking skills assist in evaluating a piece of literature?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1<sup>st</sup></b>	<i><b>IB – Gather and use information for research and other purposes.</b></i>	<b>PS 2: Apply critical thinking skills to analyze information.</b>	<ul style="list-style-type: none"> <li>• Critical thinking-- Anything that is read needs to be looked at from an analytical point of view, i.e. – higher order thinking skills, three-level questioning</li> </ul>	<p><b>PS2:</b> <u><b>Activity:</b></u> Three-level questioning techniques will be used to answer critical thinking questions about a piece of literature.</p> <p><u><b>Assessment:</b></u> Grade student responses to three-level questions</p>	<p><b>8<sup>th</sup> Grade Literature Book</b> <b>Suggested Fiction stories:</b></p> <ul style="list-style-type: none"> <li>• “Charles” pg. 14</li> <li>• “The Secret” pg. 122</li> <li>• “Flowers for Algernon” pg. 204</li> </ul> <p><b>Interactive Critical Thinking Website:</b> <a href="http://school.discovereducation.com/brainboosters/">http://school.discovereducation.com/brainboosters/</a></p> <p><b>Evaluative Comprehension -</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a></p>



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Essential Questions: Why is it beneficial to tap in to prior knowledge and apply new knowledge to life experiences? In ways would it be advantageous to understand literary terms when confronted with a new piece of knowledge?					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1<sup>st</sup></b>	<b><i>ID – Demonstrate competence in the skills and the strategies of the reading process.</i></b>	<p><b>PS 1:</b> Analyze the purpose of the author or creator and the impact of that purpose by evaluating bias, messages, and underlying assumptions of a variety of texts and media.</p> <p><b>PS 2:</b> Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.</p> <p><b>PS 3:</b> Recognize when information presented in a text is new knowledge and describe how it can be used</p> <p><b>PS 4:</b> Use the various parts of a text to locate specific information (index, table of contents, glossary)</p> <p><b>PS 5:</b> Identify the topic sentence in a reading selection.</p> <p><b>PS 6:</b> Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style</p>	<ul style="list-style-type: none"> <li>• Connect prior knowledge and new knowledge</li> <li>• Clarify purpose, bias, message, and underlying assumptions</li> <li>• Elaborate on main elements, perspective, and style</li> <li>• Interpret theme and central idea</li> <li>• Distinguish and locate table of contents, index, and glossary</li> <li>• Be able to evaluate texts</li> <li>• Make connections with life experience, real-world situations, and the text</li> <li>• Evaluate text to locate topic sentence</li> <li>• Read questions first</li> </ul>	<p><b>PS1, PS2, PS3, PS4 &amp; PS5:</b> <b>Activity:</b> Divide students in to learning partners and give each pair a literary term: purpose, bias, message, underlying assumption, theme, central ideas, main elements, perspective, style, table of contents, index, or glossary. Students will research their given word and “teach” the class.</p> <p><b>Assessment:</b> Students will turn in a written lesson plan and give an oral presentation to the class.</p> <p><b>PS6:</b> <b>Activity:</b> Students will be given a story rubric to assess/evaluate a suggested piece of literature. Once completed students will create a Venn Diagram to compare and contrast their life experiences with the ones portrayed in the story.</p> <p><b>Assessment:</b> Student completion of story rubric and Venn Diagram</p>	<p>Glossary of Literary Terms: <a href="http://www.uncp.edu/home/canada/work/allam/general/glossary.htm">http://www.uncp.edu/home/canada/work/allam/general/glossary.htm</a></p> <p>8<sup>th</sup> Literature Book – glossary on page 966-973</p> <p>Sample lesson plans</p> <p>Oral Presentation Rubric</p> <p>Puzzle Maker: <a href="http://puzzlemaker.discovereducation.com/">http://puzzlemaker.discovereducation.com/</a></p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p><b>8<sup>th</sup> Literature Book</b></p> <ul style="list-style-type: none"> <li>• “from Why the Caged Bird Sings” pg. 24</li> <li>• “A Horseman in the Sky” pg. 515</li> </ul> <p>“Face to Face” Website: <a href="http://www.itvs.org/facetoface/flash.html">http://www.itvs.org/facetoface/flash.html</a></p>

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<b>Essential Questions: How does responsive writing assist the writer in making connections with the text?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>1<sup>st</sup></b>	<b><i>IIC- Writing</i></b>	<b>PS 4: Schaffer Vocabulary and Writing</b>  <b>(District Mandate – added to PS standards)</b>	<ul style="list-style-type: none"> <li>• Define TS, CD, CM, chunk, thesis, ratio, brainstorming, rough draft, shaping</li> <li>• List the elements of a Schaffer Paragraph</li> <li>• Apply method to short stories and prompts</li> </ul>	<p><b>PS4:</b> <b><u>Activity A:</u></b> Students will create a “Flip Chart” that includes the definition of the following terms: topic sentence, concrete details, commentary, chunk, thesis, ratio, brainstorming, rough draft, SOC, and shaping.</p> <p><b><u>Assessment A:</u></b> Students will complete an accurate flip chart</p> <p><b><u>Activity B:</u></b> Students will read stories from the suggested list and write a one or two chunk Schaffer paragraph over a given prompt.</p> <p><b><u>Assessment B:</u></b> Student’s completion of Schaffer paragraph</p>	<p>Paper, pencil, Schaffer handout that includes terminology and definitions.</p> <p>Schaffer Writing Guide</p> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqqgvq">http://tinyurl.com/nqqgvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p> <p><b><u>8<sup>th</sup> English Novels</u></b></p> <ul style="list-style-type: none"> <li>• <u>Comfort</u></li> <li>• <u>The Clay Marble</u></li> <li>• <u>That was Then This is Now</u></li> <li>• <u>Scorpions</u></li> </ul> <p><b><u>8<sup>th</sup> Literature Book</u></b></p> <ul style="list-style-type: none"> <li>• “The Diary of Anne Frank” pg. 712</li> <li>• “from One Writers’ Beginnings” pg. 634</li> </ul>

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Essential Questions: How does being exposed to various pieces of genres enhance ones perspective?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 <sup>st</sup>	<p><i>IIIA – Use language, literature, and media to understand various social and cultural perspectives.</i></p>	<p><b>PS 1:</b> Demonstrate familiarity with selected: classic literature, mythology, classic nonfiction and fiction.</p> <p><b>PS 2:</b> Use literature and media to reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>• Evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues</li> <li>• Appraising learning at a change in perspective</li> <li>• Evaluating personal circumstances and background</li> </ul> <p><b>PS 3:</b> Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author</p>	<ul style="list-style-type: none"> <li>• Distinguish between various genres.</li> <li>• Apply reading strategies to pieces of literature and compare cultural differences.</li> <li>• Make connections between prior knowledge and new knowledge relating to various cultures</li> </ul>	<p><b>PS1 &amp; PS2:</b> <u>Activity A:</u> Students will read and respond in written and oral form to various genres read in class.</p> <p><u>Assessment A:</u> Students will demonstrate comprehension of selected genres through oral questioning techniques and written Schaffer responses.</p> <p><u>Activity B:</u> Student will read various pieces of literature and compare the differences between cultures by completing a “Venn Diagram.”</p> <p><u>Assessment B:</u> Grade “Venn Diagram” for content.</p> <p><b>PS3:</b> <u>Activity A:</u> Student will respond to critical thinking questions posed by the literature book.</p> <p><u>Assessment A:</u> Student’s answers to the critical thinking questions will be evaluated.</p>	<p><b>8<sup>th</sup> Literature Book:</b> → <b>Classic Fiction</b></p> <ul style="list-style-type: none"> <li>• “from A Midsummer’s Night Dream” pg. 784</li> </ul> <p>→ <b>Mythology</b></p> <ul style="list-style-type: none"> <li>• “Pecos Bill: The Cyclone” pg. 946</li> </ul> <p><b>8<sup>th</sup> Grade Novels</b></p> <ul style="list-style-type: none"> <li>• <u>The Bronze Bow</u></li> <li>• <u>The Giver</u></li> </ul> <p>“Venn Diagram”</p> <p><b>8<sup>th</sup> Literature Book</b></p> <ul style="list-style-type: none"> <li>• “My Sister Molly Lived in the Fifties” pg. 868</li> <li>• “If I Can Stop one Heart from Breaking” pg. 859</li> <li>• “The Wreck of the Hesperus” pg. 816</li> </ul> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/13fg8l">http://tinyurl.com/13fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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Essential Questions: In what ways does the plot structure help define the elements of a piece of literature? Is classic literature a true reflection of how literature has evolved?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 <sup>st</sup>	<i><b>IIIB – Identify ideas and make connections AMONG literary works.</b></i>	<p><b>PS 1: Identify conflict, rising action, and resolution of conflict in a literary work.</b></p> <p><b>PS 3: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author's meaning and perspective.</b></p> <p><b>PS 4: Identify the defining characteristics of classic literature and themes</b></p>	<ul style="list-style-type: none"> <li>• Identify conflict, rising action, and resolution</li> <li>• Apply plot diagram chart to all stories/novels read</li> <li>• Distinguish between metaphor/similes, symbolism, dialect, irony, and point of view</li> <li>• A classic usually expresses some artistic quality--an expression of life, truth, and beauty.</li> <li>• A classic stands the test of time, is a representation of the period in which it was written; and the work merits lasting recognition.</li> <li>• A classic makes connections and influences from other writers and other great works of literature. Of course, this is partly related to the universal appeal of a classic. But, the classic also is informed by the history of ideas and literature--whether unconsciously or specifically worked into the plot of the text.</li> </ul>	<p><b>PS2 &amp; PS3:</b> <b>Activity:</b> Students will complete an interactive literary terms quiz at <a href="http://www.quia.com/quiz/270936.html">http://www.quia.com/quiz/270936.html</a></p> <p><b>Assessment:</b> Students will print off their results from the quiz.</p> <p><b>PS4:</b> <b>Activity:</b> Students will fill out a KWL chart and then read “Romeo and Juliet” from the site <a href="http://shakespeare.mit.edu/romeo_juliet/full.html">http://shakespeare.mit.edu/romeo_juliet/full.html</a> and read “The Adventures of Huckleberry Finn” from the site <a href="http://www.literature.org/authors/twain-mark/huckleberry/">http://www.literature.org/authors/twain-mark/huckleberry/</a>. After reading and discussing the selections, the students will finish filling out the KWL chart. Lastly, the students will use a Venn Diagram to look for similarities and differences between the classic pieces of literature.</p> <p><b>Assessment:</b> Students will receive a grade on their KWL chart and their Venn Diagram.</p>	<p><b>Quiz Site:</b> <a href="http://www.quia.com/quiz/270936.html">http://www.quia.com/quiz/270936.html</a> <a href="http://www.quia.com/jg/65549.html">http://www.quia.com/jg/65549.html</a></p> <p><b>Literature Site:</b> <a href="http://www.literature.org/authors/">http://www.literature.org/authors/</a></p> <p><b>Graphic Organizers:</b> <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p><b>Word Analysis &amp; Vocabulary Development –</b> <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> <b>Literal Comprehension -</b> <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> <b>Interpretive Comprehension -</b> <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> <b>Evaluative Comprehension -</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> <b>Literature Response &amp; Analysis -</b> <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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Essential Questions: What added emphasis do literary devices give to pieces of works of literature?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>	<i><b>IA - Listen to, read, react to, and interpret information.</b></i>	<b>PS 3: Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</b>	<ul style="list-style-type: none"> <li>• Know simile, metaphor, alliteration, irony, personification, assonance, idiom, symbolism, onomatopoeia, consonance, imagery.</li>   <li>• Understand diction, dialogue, and description.</li> </ul>	<p><b>PS3:</b> <u><b>Activity A:</b></u> Use the review game at <a href="http://www.quia.com/hm/80390.html">http://www.quia.com/hm/80390.html</a> and read at least two selections from the suggested reading list and be able to identify types of figurative language from the text.</p> <p><u><b>Assessment A:</b></u> Students will present results from game and teacher will observe students use figurative language in selected text.</p> <p><u><b>Activity B:</b></u> Students will apply their skills for identifying literary devices on a worksheet.</p> <p><u><b>Assessment B:</b></u> Grade Worksheet</p>	<p><b>Hangman Game:</b> <a href="http://www.quia.com/hm/80390.html">http://www.quia.com/hm/80390.html</a></p> <p><u><b>8<sup>th</sup> Literature Book</b></u></p> <ul style="list-style-type: none"> <li>• “Grandma” pg. 75</li> <li>• “Ellis Island” pg. 367</li> <li>• “Incident in a Rose Garden” pg. 878</li> <li>• “The Secret Heart” pg. 809</li> </ul> <p>Literary worksheet</p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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<b>Essential Questions: What are some of the specific characteristics of various types of poetry? Why is it important to capture the essence of a person, a memory, a belief, a feeling, or a dream?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>	<i>IIIB – Literature and Media</i>	<p><b>PS 2:</b> Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p><b>PS 3:</b> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author's meaning and perspective.</p>	<ul style="list-style-type: none"> <li>• Clarify poetry vocabulary – line, verse, alliteration, etc.</li> <li>• Explain couplets, quatrains, cinquains, clerihews, limericks, haikus, etc.</li> <li>• Write text that explains an event, concept, or idea using literary devices</li> <li>• Elaborate and discuss metaphor/similes, symbolism, dialect, irony, and point of view</li> </ul>	<p><b>PS2 &amp; PS3:</b> <b>Activity A:</b> Students will do a “quick write” in which they write for 10 minutes listing everything they know about poetry. Then each student will be given a list of poetry terms to read and study. Students will access the following web sites to read about poetry terms and how tone is important to poetry interpretation. Students will also access the 8<sup>th</sup> grade Literature book to read various poems as well as poems from classroom trade books. <a href="http://www.virtualsalt.com/litterms.htm">http://www.virtualsalt.com/litterms.htm</a> Teacher will use the lesson plan located on the following web site to teach poetry lesson: <a href="http://www.idahoptv.org/ntti/nttilessons/lessons2001/stredder.html">http://www.idahoptv.org/ntti/nttilessons/lessons2001/stredder.html</a></p> <p><b>Assessment A:</b> Students will quick write and teacher will check for participation and after several class periods a quiz will be administered over poetry terms.</p> <p><b>Activity B:</b> Students will create a “Poetry Book” demonstrating the use of a variety of poems which includes the use of poetry terms and pictures.</p> <p><b>Assessment B:</b> “Poetry Books” will be graded using a specific rubric.</p>	<p>Terms Website: <a href="http://www.virtualsalt.com/litterms.htm">http://www.virtualsalt.com/litterms.htm</a></p> <p>Lesson Plans Site: <a href="http://www.idahoptv.org/ntti/nttilessons/lessons2001/stredder.html">http://www.idahoptv.org/ntti/nttilessons/lessons2001/stredder.html</a></p> <p><u>8<sup>th</sup> Grade Literature Book</u></p> <ul style="list-style-type: none"> <li>• “Silver” pg. 856</li> <li>• “Forgotten Language” pg. 857</li> <li>• “Lyric 17” pg. 867</li> </ul> <p><u>Classroom Trade books</u></p> <ul style="list-style-type: none"> <li>• <u>Where the Sidewalk Ends</u></li> <li>• <u>The Attic</u></li> </ul> <p>Access to laptops and poetry websites, writing materials.</p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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**Essential Questions: What is the importance of using a variety of using a variety of sentences in your writing?**

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>	<b><i>IIB - Apply grammatical and language conventions to communicate</i></b>	<p><b>PS 1:</b> Use correct and varied sentence types and sentence openings</p> <p><b>PS 2:</b> Identify and use parallelism to present ideas in a series.</p> <p><b>PS 3:</b> Juxtapose items for emphasis.</p> <p><b>PS 4:</b> Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</p> <p><b>PS 7:</b> Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas</p>	<ul style="list-style-type: none"> <li>• Understand a variety of sentence types</li> <li>• Interpret parallelism</li> <li>• Clarify the meaning of juxtapose</li> <li>• Use Schaffer Writing with method for essay/paragraph</li> <li>• Check for transitions words, thesis, CM, and CDs</li> <li>• Model word choice, appropriate organization (Schaffer Paragraph), consistent point of view, and transition</li> </ul>	<p><b>PS1:</b> <b>Activity:</b> Students will complete hands on grammar “Sentence-Part Grab Bag” pg. 404, 8th Writing and Grammar book.</p> <p><b>Assessment:</b> Teacher observes student participation and grade written sentences for errors.</p> <p><b>PS2:</b> <b>Activity:</b> Students will write 10 sentences using parallelism.</p> <p><b>Assessment:</b> Grade sentences</p> <p><b>PS3:</b> <b>Activity:</b> Students will juxtapose two pieces of poetry to compare and contrast on “Venn Diagram.”</p> <p><b>Assessment:</b> Grade “Venn Diagram”</p> <p><b>PS4 &amp; PS7:</b> <b>Activity:</b> Respond to a piece of literature using the Schaffer Writing Method. Include transition words and word choice.</p> <p><b>Assessment:</b> Grade writing</p>	<p>8<sup>th</sup> Writing and Grammar Book pg. 404</p> <p>Writing materials</p> <p>“Venn Diagram”</p> <p>Writing Materials Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/13fg8l">http://tinyurl.com/13fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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<b>Essential Questions: In what ways can the use of tension, suspense, eliminating extraneous details and inconsistencies impact a piece of writing?</b> <b>What are some of the strategies needed to develop a persuasive writing?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>	<p><i>IIC - Demonstrate competence in the skills and strategies of the writing process.</i></p>	<p><b>PS1:</b> Describe the significance of the subject to the author.</p> <p><b>PS 2:</b> Demonstrate competence in the writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies).</p> <p><b>PS 3:</b> Create written arguments to persuade.</p> <ul style="list-style-type: none"> <li>• establishing content</li> <li>• developing persona</li> <li>• developing interest</li> <li>• developing a controlling idea that makes clear and knowledgeable judgment</li> <li>• arranging details, reasons, and examples effectively anticipating and addressing reader and listener concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of tension, suspense, extraneous details, and inconsistencies</li>   <li>• Persuade through writing</li> </ul>	<p><b>PS1 &amp; PS2:</b> <b>Activity:</b> Write short stories by using tension, suspense, eliminating extraneous details, and looking for inconsistencies.</p> <p><b>Assessment:</b> Grade writing</p> <p><b>PS3:</b> <b>Activity:</b> Students use the Schaffer Writing Method to write a persuasive five paragraph paper.</p> <p><b>Assessment:</b> Grade writing</p>	<p><b>Writing materials</b></p> <p><b>Writing materials and writing prompts</b></p> <p><b>Suggested Writing Prompts:</b>  <a href="http://www.bayschools.com/jms/DigitalMedia/resources/andrews_persuade.htm">http://www.bayschools.com/jms/DigitalMedia/resources/andrews_persuade.htm</a></p> <p><b>Writing Processes -</b>  <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a>  <b>Composition &amp; Structure -</b>  <a href="http://tinyurl.com/nqqgvq">http://tinyurl.com/nqqgvq</a>  <b>Basic Grammar &amp; Usage -</b>  <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a>  <b>Punctuation -</b>  <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a>  <b>Capitalization -</b>  <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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<b>Essential Questions: What added emphasis do literary devices give to pieces of works of literature?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IA – Listen to, read, react to, and interpret information.</i>	<b>PS 3: Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</b>	<ul style="list-style-type: none"> <li>• Identify figurative language, i.e. – idioms, metaphors, similes, alliterations, etc.</li>   <li>• Understand diction, dialogue, and description by reading various texts</li> </ul>	<p><b>PS3:</b> <u>Activity A:</u> Students will review figurative language and complete a figurative language worksheet application.</p> <p><u>Assessment A:</u> Grade worksheet</p> <p><u>Activity B:</u> Students will listen to and read various pieces of literature illustrating diction and dialogue. Students will complete a graphic organizer that applies to the listening and reading of literature.</p> <p><u>Assessment B:</u> Grade graphic organizer</p>	<p>Review sheet with figurative language and worksheet</p> <p>Use the following web site: <a href="http://www.moviesoundclips.net/movies.php">www.moviesoundclips.net/movies.php</a> and 8th Literature Book</p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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Essential Questions: How might the use of critical thinking skills assist in analyzing information from various reading sources?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IB – Gather and use information for research and other purposes.</i>	<b>PS 3: Apply critical thinking skills to analyze information.</b>	<ul style="list-style-type: none"> <li>• Demonstrate critical thinking skills to analyze information.</li> </ul>	<p><b>PS3:</b> <u>Activity:</u> Students will use their critical thinking skills to answer a set of three-level questioning based on a variety of reading materials.</p> <p><u>Assessment:</u> Grade three-level questions</p>	<p><b>8<sup>th</sup> Grade Literature book and handout of three-level questions</b></p> <p>Word Analysis &amp; Vocabulary Development –  <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a>            Literal Comprehension -  <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a>            Interpretive Comprehension -  <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a>            Evaluative Comprehension -  <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a>            Literature Response &amp; Analysis -  <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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<b>Essential Questions: In what ways does distinguishing inferences and making conclusions lead to logical thinking?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IC - Apply critical thinking skills to analyze information.</i>	<b>PS 2: Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes</b>	<ul style="list-style-type: none"> <li>• Distinguish inference and conclusion and apply it to various texts</li> </ul>	<p><b>PS2:</b> <b>Activity:</b> Look through old family albums, photographs, magazines, etc. and have students locate similar facial/body expressions to create a collage. Explain the saying, “A picture is worth a thousand words.” Have your child observe what a person in a picture is doing and look at his or her facial expressions and body language to infer how the person felt at that particular moment. Then have your child write a story or short paragraph/paper based on the photo collage.</p> <p><b>Assessment:</b> Grade their collage and paper.</p>	<p>Internet sites, photographs, magazines, newspapers, etc.</p> <p>Poster board, constructions paper, glue, colored pencils, scissors, etc.</p> <p>Website Help: <a href="http://www.brainpopjr.com/reading/comprehension/makeinferences/grownups.weml#parents">http://www.brainpopjr.com/reading/comprehension/makeinferences/grownups.weml#parents</a></p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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<b>Essential Questions: In ways does using prior knowledge provide a means of reflecting on past concepts and skills?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3<sup>rd</sup></b>	<i><b>ID – Demonstrate competence in the skills and the strategies of the reading process.</b></i>	<p><b>PS 1:</b> Analyze the purpose of the author or creator and the impact of that purpose by evaluating bias, messages, and underlying assumptions of a variety of texts and media.</p> <p><b>PS 2:</b> Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.</p> <p><b>PS 3:</b> Recognize when information presented in a text is new knowledge and describe how it can be used</p> <p><b>PS 4:</b> Use the various parts of a text to locate specific information (index, table of contents, glossary</p> <p><b>PS 5:</b> Identify the topic sentence in a reading selection.</p> <p><b>PS 6:</b> Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style</p>	<ul style="list-style-type: none"> <li>• Identify purpose, bias, message, and underlying assumptions</li> <li>• Be able to evaluate texts</li> <li>• Define theme and central ideas</li> <li>• Make connections with life experience, real-world situations, and the text</li> <li>• Connect prior knowledge and new knowledge</li> <li>• Define and locate index, table of contents, index, and glossary</li> <li>• Evaluate text to locate topic sentence</li> <li>• Define main elements, perspective, and style</li> <li>• Read questions first</li> </ul>	<p><b>PS1, PS2, PS3, PS4, &amp; PS5:</b> <b>Activity:</b> Divide students in to learning partners. Have each group create a review guide/game for the following topics: purpose, bias, message, underlying assumption, theme, central ideas, main elements, perspective, and style, table of contents, index, or glossary. Once each group is finished, the groups will trade their review guides/games and “quiz” each group.</p> <p><b>Assessment:</b> Completed quiz from each group.</p> <p><b>PS6:</b> <b>Activity:</b> Students will demonstrate their prior knowledge of these skills and concepts by creating a book report over an independently read book. The book report can be: a written report, a PowerPoint, a book jacket, a newspaper article, a diorama, etc.</p> <p><b>Assessment:</b> Grade Book Report</p>	<p>Website helper for review game ideas: <a href="http://www.susan-boyd.com/review.htm">http://www.susan-boyd.com/review.htm</a></p> <p>Website helpers for Book Report ideas: <a href="http://www.teachnet.com/lesson/langarts/reading/bookrepts1.html">http://www.teachnet.com/lesson/langarts/reading/bookrepts1.html</a></p> <p>Laptops, available web sites, rubrics for grading</p> <p>Reading Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a> Language Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqgvvq">http://tinyurl.com/nqgvvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/13fg8l">http://tinyurl.com/13fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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<b>Essential Questions: How does reviewing the writing process develop affluent writing?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3<sup>rd</sup></b>	<i><b>IIC- Writing</b></i>	<b>PS 4: Schaffer Vocabulary and Writing (District Mandate)</b>	<ul style="list-style-type: none"> <li>• Define TS, CD, CM, TS, chunk, thesis, ratio, brainstorming, rough draft, shaping</li> <li>• List the elements of a Schaffer Paragraph</li> <li>• Apply method to short stories and prompts</li> </ul>	<p><b>PS4:</b> <u>Activity:</u> Students will use the flip charts they made over Schaffer Writing Terms the first 9 weeks to review their terminology with a partner. Once the review time has been given, the students will be given an oral quiz over the Schaffer Terminology terms. The quiz will end with the students reading a short selection and writing a responsive Schaffer paragraph.</p> <p><u>Assessment:</u> Grade quiz and paragraph</p>	<p>Vocabulary flip charts from the first 9 weeks</p> <p>Teacher created quiz over Schaffer Terms or use the quiz provided in the Schaffer Handbook</p> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a> Punctuation - <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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Essential Questions: Why is reflecting on prior knowledge essential to developing a better understanding? How much influence does an author's background/heritage have on their writing?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IIIA – Use language, literature, and media to understand various social and cultural perspectives.</i>	<p><b>PS 1: Demonstrate familiarity with selected: mythology, classic nonfiction and fiction.</b></p> <p><b>PS 2: Use literature and media to reflect on learning experiences by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues</li> <li>• Appraising learning at a change in perspective</li> <li>• Evaluating personal circumstances and background</li> </ul> <p><b>PS 3: Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</b></p>	<ul style="list-style-type: none"> <li>• Make connections between prior knowledge and new knowledge</li> <li>• Analyze information gleaned from textbook and/or electronic text</li> </ul>	<p><b>PS1 &amp; PS2:</b> <u>Activity:</u> Students will revisit previously read texts from each genre. Next, the students will write a reflection that discusses the differences in genre.</p> <p><u>Assessment:</u> Grade reflections from each genre.</p> <p><b>PS3:</b> <u>Activity:</u> Students will use the “Face to Face” website to analyze different perspectives and the affects that backgrounds and heritages have on the author’s written excerpt. After watching the selected clips/videos, students will write a reflection that highlights how the author’s background affects what was read.</p> <p><u>Assessment:</u> Grade reflections</p>	<p><b>8<sup>th</sup> Literature Book:</b> → <b>Classic Fiction</b></p> <ul style="list-style-type: none"> <li>• “from A Midsummer’s Night Dream” pg. 784</li> </ul> <p>→ <b>Mythology</b></p> <ul style="list-style-type: none"> <li>• “Pecos Bill: The Cyclone” pg. 946</li> </ul> <p><b>“Face to Face” Website:</b> <a href="http://www.itvs.org/faceoface/flash.html">http://www.itvs.org/faceoface/flash.html</a></p> <p>Reading Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a> Language Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqqgvq">http://tinyurl.com/nqqgvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/13fg8l">http://tinyurl.com/13fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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<b>Essential Questions: In what ways does indentifying ideas and making connections help in distinguishing characteristics among different literary works?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
<b>3<sup>rd</sup></b>	<i><b>IIIB – Identify ideas and make connections AMONG literary works.</b></i>	<p><b>PS 1: Identify conflict, rising action, and resolution of conflict in a literary work.</b></p> <p><b>PS 3: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author's meaning and perspective.</b></p> <p><b>PS 4: Identify the defining characteristics of classic literature and themes</b></p>	<ul style="list-style-type: none"> <li>• Apply conflict, rising action, and resolution</li> <li>• Apply plot diagram chart to all stories/novels read</li> <li>• Apply metaphor/similes, symbolism, dialect, irony, and point of view</li> <li>• Apply to texts</li> <li>• A classic usually expresses some artistic quality--an expression of life, truth, and beauty.</li> <li>• A classic stands the test of time, is a representation of the period in which it was written; and the work merits lasting recognition.</li> <li>• A classic has a certain universal appeal</li> <li>• A classic makes connections and influences from other writers and other great works of literature. Of course, this is partly related to the universal appeal of a classic. But, the classic also is informed by the history of ideas and literature--whether unconsciously or specifically worked into the plot of the text.</li> </ul>	<p><b>PS1:</b> <u>Activity:</u> Students read two selections from this site: <a href="http://www.eastoftheweb.com/short-stories/childrenindex.html">http://www.eastoftheweb.com/short-stories/childrenindex.html</a>. Next the students will complete a plot diagram graphic organizer or use Microsoft Word drawing toolbar to create and fill out a plot diagram over the stories they read.</p> <p><u>Assessment:</u> Grade plot diagrams</p> <p><b>PS3:</b> <u>Activity:</u> Students will read a crime story from the following site: <a href="http://www.eastoftheweb.com/short-stories/crimeindex.html">http://www.eastoftheweb.com/short-stories/crimeindex.html</a>. After reading the story, the student will re-write the ending to the story adding an ironic twist to it. Then the stories will be compiled in a class book of ironic pieces.</p> <p><u>Assessment:</u> Grade new story endings</p> <p><b>PS4:</b> <u>Activity:</u> Students will complete Compare/Contrast chart (see resources/materials list) chart over the defining characteristics of classic literature.</p> <p><u>Assessment:</u> Grade Comparison/Contrast Chart</p>	<p><b>Short Stories Link:</b> <a href="http://www.eastoftheweb.com/short-stories/childrenindex.html">http://www.eastoftheweb.com/short-stories/childrenindex.html</a>.</p> <p><b>Plot Diagram Chart</b></p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p><b>Short Stories Link:</b> <a href="http://www.eastoftheweb.com/short-stories/childrenindex.html">http://www.eastoftheweb.com/short-stories/childrenindex.html</a>.</p> <p><b>Compare/Contrast Chart</b> <b>7<sup>th</sup> Grade Writing and Grammar Support</b> <b>Activity Book page 24</b></p>

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Essential Questions: What significance does various poetry styles have on conveying tone and meaning?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IIIB – Literature and Media</i>	<b>PS 2:</b> Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<ul style="list-style-type: none"> <li>• Be familiar with the terms: poetry vocabulary – line, verse, alliteration, etc.</li> <li>• Identify couplets, quatrains, cinquains, clerihews, limericks, haikus, etc.</li> <li>• Write text that explains an event, concept, or idea using facts and examples</li> </ul>	<p><b>PS2:</b> <i>Poetry</i> <b>Activity:</b> Student learning groups will create a PowerPoint over a given poetry term and will create a handout to check for understanding. The slide show will include a definition of the term, an example, and explanation of the affect that tone has on the selected piece. Once completed the students will present their slide show to the class and pass out their handout.</p> <p><b>Assessment:</b> Grade PowerPoint, Oral Presentation, and handout</p> <p><i>Expository</i> <b>Activity:</b> Find a short Science experiment on the Internet (see resources/materials column). After the student groups have completed their experiment have them write step by step instructions on how the group performed their experiment.</p> <p><b>Assessment:</b> Grade expository writing</p>	<p>Access to the Internet, PowerPoint application, and poetry terms</p> <p>Word Analysis &amp; Vocabulary Development –  <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a>            Literal Comprehension -  <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a>            Interpretive Comprehension -  <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a>            Evaluative Comprehension -  <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a>            Literature Response &amp; Analysis -  <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p> <p>Science Website:  <a href="http://www.coolsciencetoy.com/">http://www.coolsciencetoy.com/</a></p>

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**Essential Questions: By applying grammatical and language conventions to communicate, how is writing enhanced?**

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i><b>IIB - Apply grammatical and language conventions to communicate</b></i>	<p><b>PS 1:</b> Use correct and varied sentence types and sentence openings</p> <p><b>PS 2:</b> Identify and use parallelism to present ideas in a series.</p> <p><b>PS 3:</b> Juxtapose items for emphasis.</p> <p><b>PS 4:</b> Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</p> <p><b>PS 5:</b> Evaluate the use of dialects in standard and non-standard English.</p> <p><b>PS 6:</b> Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically developed body; and an effective conclusion.</p> <p><b>PS 7:</b> Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas</p>	<ul style="list-style-type: none"> <li>• Review the terms juxtapose, subordination, coordination, apposition, and dialect.</li> <li>• Apply to text in order to show relationship between ideas, and the affect of dialect on a story</li> <li>• Use one of the five types of Schaffer Writing brainstorming to brainstorm ideas for an essay/paragraph checking for transition words and thesis</li> <li>• Model word choice through writing, using appropriate organization (Schaffer Paragraph), consistent point of view, and transition and be familiar with a variety of sentence types and openings, transition words.</li> </ul>	<p><b>PS2, PS3, PS4, &amp; PS5:</b> <u><b>Activity:</b></u> Students will tap in to prior knowledge about the use of juxtaposition, subordination, coordination, apposition, and dialect through a classroom oral discussion and table buzz. Once sharing is complete, students will complete a quadrant sheet depicting their new found knowledge on the above topics.</p> <p><b>Assessment:</b> Teacher observation and grade quadrant sheet.</p> <p><b>PS1, PS4, PS6, &amp; PS7:</b> <u><b>Activity:</b></u> Students will visit the site <a href="http://www.eastoftheweb.com/short-stories/">http://www.eastoftheweb.com/short-stories/</a>, and choose a grade level story. After reading the story, the students will review the Schaffer Writing Process by writing a literary response paragraph over the selected story.</p> <p><u><b>Assessment:</b></u> Grade Schaffer Paragraph</p>	<p><b>Paper for Quadrant Sheets and list of words for table buzz</b></p> <p><b>Short Story Website:</b> <a href="http://www.eastoftheweb.com/short-stories/">http://www.eastoftheweb.com/short-stories/</a></p> <p>Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3eww">http://tinyurl.com/ko3eww</a></p>

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<b>Essential Questions: How does the use of competent writing skills and strategies affect the outcome of a piece of writing to persuade?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3 <sup>rd</sup>	<i>IIC - Demonstrate competence in the skills and strategies of the writing process.</i>	<p><b>PS 1:</b> Describe the significance of the subject to the author.</p> <p><b>PS 2:</b> Demonstrated competence in the writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies).</p> <p><b>PS 3:</b> Create written arguments to persuade by:</p> <ul style="list-style-type: none"> <li>• establishing content</li> <li>• developing persona</li> <li>• developing interest</li> <li>• developing a controlling idea that makes clear and knowledgeable judgment</li> <li>• arranging details, reasons, and examples effectively</li> <li>• anticipating and addressing reader and listener concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Connects with prior knowledge and new knowledge to literary works</li> <li>• Model and apply tension, suspense, extraneous details, and inconsistencies</li> <li>• Write short stories by using tension, suspense, eliminating extraneous details, and looking for inconsistencies</li> </ul>	<p><b>PS1, PS2, &amp; PS3:</b> <b>Activity:</b> Students work through a persuasive writing WebQuest, located at the following website: <a href="http://volweb.utk.edu/Schools/bedford/harrisms/studentpage.htm">http://volweb.utk.edu/Schools/bedford/harrisms/studentpage.htm</a></p> <p><b>Assessment:</b> Product from completed WebQuest.</p> <p><b>PS3:</b> <b>Activity:</b> Students will use the Schaffer Writing method to develop a persuasive short story based on a topic of choice to illustrate the use of persuasion using tension, suspense, eliminating extraneous details, and inconsistencies.</p> <p><b>Assessment:</b> Grade with persuasive writing rubric</p>	<p><b>Persuasive WebQuest:</b> <a href="http://volweb.utk.edu/Schools/bedford/harrisms/studentpage.htm">http://volweb.utk.edu/Schools/bedford/harrisms/studentpage.htm</a></p> <p><b>Laptops, writing material Schaffer Writing Grading rubric</b></p> <p><b>Reading</b> Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a> <b>Language</b> Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqggvq">http://tinyurl.com/nqggvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/13fg8l">http://tinyurl.com/13fg8l</a> <b>Punctuation</b> – <a href="http://tinyurl.com/mwvus3">http://tinyurl.com/mwvus3</a> <b>Capitalization</b> - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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Essential Questions: How does using prior knowledge guide in the development of a personal perspective? Why are the skills of listening, reading, reacting, and interpreting information vital to developing good communication skills?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 <sup>th</sup>	<i>IA - Listen to, read, react to, and interpret information.</i>	<p><b>PS 1:</b> Narrate a personal account that:</p> <ul style="list-style-type: none"> <li>• establishes a point of view and sharpens focus</li> <li>• uses remembered feelings</li> <li>• selects details that best illuminate the topic</li> </ul> <p><b>PS 2:</b> Connects events to self and society</p> <p><b>PS 3:</b> Interact in group activities and/or seminars to:</p> <ul style="list-style-type: none"> <li>• share personal reactions to questions raised</li> <li>• give reasons and cite examples from texts to support opinions</li> <li>• clarify, illustrate, or expand on a response</li> <li>• ask classmates for similar expansion</li> </ul>	<ul style="list-style-type: none"> <li>• Use prior knowledge and experiences to connect to text</li> </ul>	<p><b>PS1 &amp; PS2:</b> <b>Activity A:</b> Students will use the Schaffer Writing Method to write a personal account based on prior knowledge of their chosen topic.</p> <p><b>Assessment A:</b> Grade with Narrative writing rubric</p> <p><b>Activity B:</b> Students read a selection of their choice. After reading the story, the students will write a narrative from a secondary characters point of view.</p> <p><b>Assessment B:</b> Grade narrative writing piece.</p> <p><b>PS3:</b> <b>Activity:</b> Students will be given several specific topics to respond to within heterogeneous groups. While students listen to their peers, they will complete a “Checklist of Good Listening Skills.”</p> <p><b>Assessment:</b> Teacher Observation, informal oral discussion, and completion of listening checklist</p>	<p>8<sup>th</sup> Grade Literature Book</p> <p>Short Stories: <a href="http://www.eastoftheweb.com/short-stories/">http://www.eastoftheweb.com/short-stories/</a></p> <p>Narrative Writing Prompts: <a href="http://poster.4teachers.org/worksheets/view.php?ID=1309">http://poster.4teachers.org/worksheets/view.php?ID=1309</a></p> <p>“Checklist of Good Listening Skills” handout</p> <p>Reading Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a> Language Writing Processes - <a href="http://tinyurl.com/mkt76w">http://tinyurl.com/mkt76w</a> Composition &amp; Structure - <a href="http://tinyurl.com/nqqgvq">http://tinyurl.com/nqqgvq</a> Basic Grammar &amp; Usage - <a href="http://tinyurl.com/l3fg8l">http://tinyurl.com/l3fg8l</a> Punctuation – <a href="http://tinyurl.com/mwyus3">http://tinyurl.com/mwyus3</a> Capitalization - <a href="http://tinyurl.com/ko3ewn">http://tinyurl.com/ko3ewn</a></p>

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<b>Essential Question: How does the research process assist in creating self-directed learners?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 <sup>th</sup>	<i><b>IB - Gather and use information for research and other purpose.</b></i>	<p><b>PS 1:</b> Use information for specific tasks by:</p> <ul style="list-style-type: none"> <li>• Analyzing and evaluating information to extend ideas.</li> <li>• Analyzing and evaluating themes and central ideas in relation to personal and societal issues.</li> <li>• Creating a research product in both written and presentation form.</li> </ul> <p><b>PS 2:</b> Use images, videos, and visual representations as informational research tools.</p> <p><b>PS 3:</b> Apply critical thinking skills to analyze information</p>	<ul style="list-style-type: none"> <li>• Students develop PowerPoints, portfolios, hands-on projects, etc. to visually represent their research</li> <li>• Review how to use self-directed questioning to analyze pieces of text</li> </ul>	<p><b>PS1, PS2, &amp; PS3:</b> <b>Activity:</b> Students will complete a research project on a topic of their choice using appropriate research methods.</p> <p><b>Assessment:</b> Grade from completion of research project – use <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> to generate personalized rubrics for grading the projects</p>	<p><b>Rubric Generator:</b> <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p><b>Possible Research Topics:</b> <a href="http://www.uwc.ucf.edu/Writing%20Resources/Handouts/research_topics.htm">http://www.uwc.ucf.edu/Writing%20Resources/Handouts/research_topics.htm</a></p> <p><b>Word Analysis &amp; Vocabulary Development –</b> <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a> <b>Literal Comprehension -</b> <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a> <b>Interpretive Comprehension -</b> <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a> <b>Evaluative Comprehension -</b> <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a> <b>Literature Response &amp; Analysis -</b> <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>

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<b>Essential Questions: Why is it important to apply critical thinking skills to analytical processes?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4 <sup>th</sup>	<i>IC - Apply critical thinking skills to analyze information.</i>	<b>PS 1: Create a research product in both written and presentation form.</b>	<ul style="list-style-type: none"> <li>• Determining purpose, audience, and context (Schaffer Method)</li> <li>• Choosing a relevant topic</li> <li>• Selecting a presentation format or medium (e.g., video, essay, interactive technology)</li> <li>• Evaluating information for extraneous detail, inconsistencies, relevant facts, and organization</li> <li>• Researching and organizing information to achieve purpose using notes and memory aides to structure information supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources citing sources used</li> <li>• Employing graphics, charts, diagrams, and graphs to enhance communication.</li> <li>• Review story elements</li> <li>• Review inferences</li> </ul>	<p><b>PS1:</b> <b>Activity:</b> Students will apply information from previous research activity and then choose a medium of their choice in order to present their findings to the class.</p> <p><b>Assessment:</b> Oral presentation and rubric for medium</p>	<p><b>Previous research project, the Internet, laptops, and Internet Inquiry</b></p> <p>Word Analysis &amp; Vocabulary Development – <a href="http://tinyurl.com/mo2p47">http://tinyurl.com/mo2p47</a>            Literal Comprehension - <a href="http://tinyurl.com/n7wyot">http://tinyurl.com/n7wyot</a>            Interpretive Comprehension - <a href="http://tinyurl.com/mlo6jo">http://tinyurl.com/mlo6jo</a>            Evaluative Comprehension - <a href="http://tinyurl.com/qn32uw">http://tinyurl.com/qn32uw</a>            Literature Response &amp; Analysis - <a href="http://tinyurl.com/kmnh6s">http://tinyurl.com/kmnh6s</a></p>