

May 22, 2009

Middle School Language Arts Teachers:

The Anchorage School District has ten middle schools and several alternative schools that all serve middle school students. Three of our middle schools now have campuses that encompass grades 6-8. The state of Alaska grade-level-expectations (GLE's) are the foundation for our curriculum. Curriculum guides have been written to provide teachers a roadmap for the year. A "one size fits all" does not serve our diverse community well, so when possible, teacher and student choice have been built into the guides. Teachers are required to follow the curriculum guides closely to ensure vertical teaming success. It is our collective responsibility to provide students with viable and dynamic curriculum to ensure equity and quality regardless of their assigned classroom or the school they attend.

The original curriculum guide initiative began back in summer of 2006, with a core group of dedicated teachers who were trained in Understanding By Design (a.k.a. backwards design). We are proud of our bottom-up approach to curriculum development. Teachers are the driving force behind our curriculum, and they recommend the best way to teach it. Each year teachers are invited to attend Curriculum Camp where the guides are refreshed. The most recent "refresh" took place in spring 2009. Following are some of the changes you will notice:

All grade levels have...

- One thematically organized teaching unit per quarter
- Streamlined enduring understandings and essential questions
- A sampler of diagnostic/formative/summative assessments to help frame instruction
- Five areas of focus for each teaching unit: reading, writing, grammar, vocabulary, and media literacy
- One required trade book during the first semester and one required trade book during the second semester
- Updated resource list that reflects the new adoption materials (McDougal Littell 2008 *Literature* and *Grammar for Writing*)
- Leveled literature selections and novels (E=Easy, A=Average, C=Challenging)
- GLE's correlated to each teaching unit

Thank you for the endless hours you give providing our students the best language arts instruction possible!

Respectfully,

Mardell Kiesel
K-12 Language Arts Coordinator

Amy Goodman
Middle School Language Arts Support Teacher

8th Grade Language Arts Year-at-a-Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Reading Focus: <ul style="list-style-type: none"> • Elements of Fiction • *Required novel from approved list (Q1 <u>or</u> 2) • Ongoing self-selected independent reading 	Reading Focus: <ul style="list-style-type: none"> • Elements of Nonfiction • *Required novel from approved list (Q1 <u>or</u> 2) • Ongoing self-selected independent reading 	Reading Focus: <ul style="list-style-type: none"> • <i>Fever 1793</i> and <i>An American Plague</i> • Ongoing self-selected independent reading 	Reading Focus: <ul style="list-style-type: none"> • Media Literacy • Reading for Understanding • Ongoing self-selected independent reading
Writing Focus: <ul style="list-style-type: none"> • Personal Narrative 	Writing Focus: <ul style="list-style-type: none"> • Descriptive Essay • Persuasive Business Letter 	Writing Focus: <ul style="list-style-type: none"> • Compare-Contrast Evidence-Based Essays/Speeches 	Writing Focus: <ul style="list-style-type: none"> • Research Project
Grammar Focus: <ul style="list-style-type: none"> • Nouns - Chapter 2 • Pronouns - Chapter 3 • Capitalization - Chapter 10 • Punctuation - Chapter 11 	Grammar Focus: <ul style="list-style-type: none"> • Verbs - Chapter 4 • Adjectives and Adverbs - Chapter 5 • Verbals and Verbal Phrases - Chapter 7 • Capitalization - Chapter 10 • Punctuation - Chapter 11 	Grammar Focus: <ul style="list-style-type: none"> • Prepositions, Conjunctions, Interjections - Chapter 6 • Sentence Structure - Chapter 8 	Grammar Focus: <ul style="list-style-type: none"> • Sentence and Its Parts - Chapter 1 • Subject-Verb Agreement - Chapter 9
Vocabulary Focus: <ul style="list-style-type: none"> • Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots • Lesson 2 - Prefixes: Negation and Number • Lesson 5 - Noun Suffixes • Lesson 13 - Context Clues: Definition and Restatement 	Vocabulary Focus: <ul style="list-style-type: none"> • Lesson 6 - Verb Suffixes • Lesson 7 - Suffixes: Adjective and Adverb • Lesson 10 - Latin Roots: Active Verbs • Lesson 15 - Context Clues: Example 	Vocabulary Focus: <ul style="list-style-type: none"> • Lesson 3 - Prefixes: Space, Direction, and Time • Lesson 4 - Prefixes: Various Types • Lesson 8 - Anglo-Saxon Word Parts 	Vocabulary Focus: <ul style="list-style-type: none"> • Lesson 9 - Greek Roots and Combining Forms • Lesson 11 - Structural Analysis of Multisyllabic Words • Lesson 12 - Word Families and Derivatives • Lesson 16 - Context Clues: Using All Types
Media Literacy Focus: <ul style="list-style-type: none"> • <i>from</i> The Sisterhood of the Traveling Pants p. 106 	Media Literacy Focus: <ul style="list-style-type: none"> • <i>from</i> Whale Rider p. 254 • <i>from</i> Anne Frank Remembered p. 554 	Media Literacy Focus: <ul style="list-style-type: none"> • Political Cartoons p. 850 	Media Literacy Focus: <ul style="list-style-type: none"> • News Reports p. 904 • Movie Ad Campaign p. 980

*Gifted students must read a challenging (C) book from the approved supplemental list.

8th Grade LA Curriculum Semester 1 - Unit 1	Finding My Place
Enduring Understanding: Exploring multiple perspectives leads to an appreciation and understanding of self and others.	Essential Questions: <ul style="list-style-type: none"> • What if all writing had the same perspective? • What would happen if people couldn't or didn't share their stories? • What can we learn about ourselves through the literature of another culture?

Diagnostic Assessment Examples What do my students already know?	Formative Assessment Examples What are my students learning today?	Summative Assessment Examples Have my students mastered the content?
<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Self-Assessment (Assessment File) <input type="checkbox"/> Informal Reading Inventory (Assessment File) <input type="checkbox"/> Making Inferences (Best Practice Toolkit: A13, A44) <input type="checkbox"/> List-Group-Label (BPT: A15, A46) <input type="checkbox"/> Mindstreaming (BPT: A16, A47) <input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48) <input type="checkbox"/> Think-Pair-Share (BPT: A18, A49) <input type="checkbox"/> Concept Card (BPT: A19, A50) <input type="checkbox"/> SQ3R (BPT: A23, A54-55) <input type="checkbox"/> Frayer Model (BPT: A30, A62) <input type="checkbox"/> CATAPULT into Literature (BPT: D17, D64) <input type="checkbox"/> Knowledge Rating (BPT: E3, E11) <input type="checkbox"/> Predicting ABC's (BPT: E4, E12) <input type="checkbox"/> Word Sorts (BPT: E5, E13) <input type="checkbox"/> Definition Mapping (BPT: E6, E19) <input type="checkbox"/> New Word Analysis(BPT: E8, E24) <input type="checkbox"/> Word Questioning (BPT: E9, E32) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Self-Assessment (Assessment File) <input type="checkbox"/> Writing Prompt (Assessment File) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 2 Diagnostic Pretest: Nouns (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter 3 Diagnostic Pretest: Pronouns (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Character Traits Web (Best Practice Toolkit: D7, D54) <input type="checkbox"/> Characters and Dialogue (BPT: D9, D56) <input type="checkbox"/> Plot Diagram (BPT: D12, D59) <input type="checkbox"/> Evaluating Plot (BPT: D13, D60) <input type="checkbox"/> Analyzing Setting (BPT: D15, D62) <input type="checkbox"/> Story Map (BPT: D16, D63) <input type="checkbox"/> CATAPULT into Literature (BPT: D17, D64) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation Chart (BPT: C7, C46) <input type="checkbox"/> Story Frame (BPT: C10, C49) <input type="checkbox"/> Personal Narrative Template (BPT: C18) <input type="checkbox"/> Eyewitness Report Template (BPT: C29) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mid-point Test: Nouns (Easy Planner: Grammar Assessment) <input type="checkbox"/> Chapter Mid-point Test: Pronouns (Easy Planner: Grammar Assessment) <input type="checkbox"/> New Word Analysis (E8, E24) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection Tests (Test Generator) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative Essay <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mastery Test: Nouns (Easy Planner: Grammar Assessment) <input type="checkbox"/> Mastery Test: Pronouns (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Interdisciplinary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts/Social Studies Integrated Project <p>Other: _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources																		
<p>Reading Focus:</p> <ul style="list-style-type: none"> • Elements of Fiction • Ongoing self-selected independent reading <p>Writing Focus:</p> <ul style="list-style-type: none"> • Personal Narrative <p>Grammar Focus: (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> • Nouns - Chapter 2 • Pronouns - Chapter 3 • Capitalization - Chapter 10 • Punctuation - Chapter 11 <p>Vocabulary Focus: (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> • Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots • Lesson 2 - Prefixes: Negation and Number • Lesson 5 - Noun Suffixes • Lesson 13 - Context Clues: Definition and Restatement <p>Media Literacy Focus: (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> • <i>from</i> The Sisterhood of the Traveling Pants p. 106 	<p>Reading Terms:</p> <ul style="list-style-type: none"> Author’s purpose Autobiography Cause and effect Character Compare and contrast Conflict Drawing conclusions Evaluate Fiction Imagery Inferences Irony Metaphor Paraphrase Personification Point of view Plot Repetition Resolution Rhyme Sequence Setting Simile Style Summarize Symbolism Tall tale Theme Treatment <p>Writing Terms:</p> <ul style="list-style-type: none"> Conclusion Conventions/mechanics Drafting Editing Ideas/content Organization Prewriting Publishing Revising Sentence fluency Summarize Supporting details Thesis statement Transitions Voice Word choice 	<p>Required Literature:</p> <p>Students must read one novel or full-length text during 1st semester from the approved reading list below. Selected titles must be read within the time frame indicated. Gifted students must read one novel or full-length text during 1st semester from the Challenging (C) book selections.</p> <table border="1" data-bbox="1213 332 1902 565"> <thead> <tr> <th>Quarter 1 - Unit 1</th> <th>Quarter 2 - Unit 2</th> </tr> </thead> <tbody> <tr> <td><i>The Outsiders (A)</i></td> <td><i>Animal Farm (A)</i></td> </tr> <tr> <td><i>Touching Spirit Bear (A)</i></td> <td><i>Blood on the River (A)</i></td> </tr> <tr> <td><i>The House on Mango Street (C)</i></td> <td><i>Canyons (A)</i></td> </tr> <tr> <td><i>The Once and Future King (C)</i></td> <td><i>Martian Chronicles (C)</i></td> </tr> <tr> <td></td> <td><i>The Pearl (C)</i></td> </tr> <tr> <td></td> <td><i>Watership Down (C)</i></td> </tr> <tr> <td></td> <td><i>Midsummer Night’s Dream (C)</i></td> </tr> <tr> <td></td> <td><i>As You Like It (C)</i></td> </tr> </tbody> </table> <p>(Inventories vary at each middle school)</p> <p>Choice Reading Materials (McDougal-Littell <i>Literature</i>)</p> <p>Reader’s Workshops:</p> <ul style="list-style-type: none"> Plot and Conflict p. 24 Appreciating Poetry p. 576 <p>Fiction:</p> <ul style="list-style-type: none"> “Clean Sweep” p. 62 (C) “The Treasure of Lemon Brown” p. 168 (A) “Rules of the Game” p. 222 (A) “Gil’s Furniture Bought and Sold” p.448 (E) “The Old Grandfather and His Little Grandson” p. 462 (E) “The Snapping Turtle” p.766 (E) “The Wise Old Woman” p.466 (E) “The Medicine Bag” p.238 (E) “Who Are You Today, Maria?” p.248 (E) “New York Day Women” p. 672(A) “Pecos Bill” p.800 (A) <p>Nonfiction:</p> <ul style="list-style-type: none"> “Educating Sons” p.1002 (A) “The First Americans” p.1006 (A) “Going to Where I’m Coming From” p. 380 (A) “Us and Them” p.716 (A) “Dreams from My Father” p.830 (A) “From Out of Many, One” p.847 (A) “The Sanctuary of School” p. 994(A) <p>Poetry:</p> <ul style="list-style-type: none"> “Mi Madre” & “Canyon de Chelly” p.416 (E) “My Mother Pieced Quilts” & “Quilting” p.476 (E) “Simile: Willow & Ginko” & “Intro to Poetry” p.582 (E) “It’s All I Have to Bring Today” & “We Alone” p. 604 (A) 	Quarter 1 - Unit 1	Quarter 2 - Unit 2	<i>The Outsiders (A)</i>	<i>Animal Farm (A)</i>	<i>Touching Spirit Bear (A)</i>	<i>Blood on the River (A)</i>	<i>The House on Mango Street (C)</i>	<i>Canyons (A)</i>	<i>The Once and Future King (C)</i>	<i>Martian Chronicles (C)</i>		<i>The Pearl (C)</i>		<i>Watership Down (C)</i>		<i>Midsummer Night’s Dream (C)</i>		<i>As You Like It (C)</i>
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THE STUDENT WILL:

Reading:

- Review the elements of fiction (character, conflict, plot, theme, setting, point of view)
- Apply ACTIVE comprehension/thinking strategies:
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

Writing:

- Write a personal narrative (introduction, transition, conclusion)
- Implement the writing process (prewriting, drafting, revising, editing, publishing)
- Review and apply the six traits of writing (ideas/content, organization, voice, word choice, sentence fluency and conventions)

Grammar:

- Review noun forms (common, proper, concrete, abstract, collective, singular, plural, possessive, compound)
- Study pronoun forms (personal, possessive, reflexive, interrogative, demonstrative) and usage
- Review capitalization rules (people’s names, first words, places/transportation)
- Review Punctuation rules (end marks, commas in a sentence, commas in quotations, punctuating titles)

Vocabulary:

- Study word parts (base words, prefixes, suffixes, roots)
- Study prefixes (negation, number)
- Study noun suffixes
- Study context clues (definition, restatement)
- Utilize word parts, prefixes, noun suffixes, context clues to determine word meaning

Media Literacy:

- Study plot and scene in film
- Explore book-to-film adaptation

Grammar Terms:

Nouns
Pronouns

Vocabulary Terms:

Base words
Context clues
Negation
Prefixes
Roots
Suffixes

Media Terms:

Blocking
Close-up shots
Medium shots

(Choice Reading Materials Cont.)

Poetry:

“On the Grasshopper and Cricket” & “Ode to Solitude” p. 618 (C)
“One More Round” & “Not My Bones” p. 624 (A/C)
“Boots of Spanish Leather” & “The Song of Hiawatha” p. 636 (A/C)
“Macavity: The Mystery Cat” & “Vermin” p.588 (A) {not in eEdition}

Choice Writing Materials:

Writing Workshop: Personal Narrative p.144 (McDougal Littell *Literature*)
WriteSmart DVD (McDougal Littell *Literature*)
Step Up to Writing
Write Source 2000
Write Traits Kit
Inside Writing
Daily Sentence Composing

McDougal Littell Tech Support Hotline:

1-800-727-3009

www.classzone.com

My user name: _____ My password: _____

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<ul style="list-style-type: none"> ⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.4, 3.1.5, 3.1.6) ⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2, 3.3.3) ⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4) ⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2.; ASD 3.5.3) ⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.3, 3.6.4) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Analyze the use of literary devices and sound devices, such as dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion, alliteration, symbolism, onomatopoeia, and rhyme scheme. ⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3: ASD 3.7.4, 3.7.5, 3.7.6) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Analyze more complex materials ⇒ R 3.8b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. (3.8.2) ⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Demonstrate theme and the evolution of ideas among major works from a particular time and place (e.g. Greek and/or Roman myths or philosophies, Alaska Native myths and history, etc.) • Consider solutions to problems presented in a reading within a philosophical framework ⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences. (3.10.1) 	<ul style="list-style-type: none"> ⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4) ⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.1, 3.2.2, 3.2.3) ⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5) ⇒ W3.4.a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. b. Form and explain own standards or judgments of quality writing. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Expand vocabulary to reflect advanced level of reading material ⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)

8th Grade LA Curriculum Semester 1 - Unit 2

Having the Courage to Change

Enduring Understanding:

Developing courage empowers me to change the world.

Essential Questions:

- To what extent can writing elicit change?
- How can literature inspire us to be courageous?
- What if no one ever took a stand?

<p align="center">Diagnostic Assessment Examples What do my students already know?</p>	<p align="center">Formative Assessment Examples What are my students learning today?</p>	<p align="center">Summative Assessment Examples Have my students mastered the content?</p>
<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Self-Assessment (Assessment File) <input type="checkbox"/> Informal Reading Inventory (Assessment File) <input type="checkbox"/> Previewing (Best Practice Toolkit: A6, A37) <input type="checkbox"/> Setting a Purpose (BPT: A7, A38) <input type="checkbox"/> Anticipation Guide (BPT: A14, A45) <input type="checkbox"/> Think-Pair-Share (BPT: A18, A49) <input type="checkbox"/> Common Suffixes (BPT: E15) <input type="checkbox"/> Context Clues (Examples) (BPT: E17) <input type="checkbox"/> Suffixes and Base Words (BPT: E27, E28) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Self-Assessment (Assessment File) <input type="checkbox"/> Writing Prompt (Assessment File) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 2 Diagnostic Pretest: Verbs (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter 3 Diagnostic Pretest: Adjectives and Adverbs (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter 7 Diagnostic Pretest: Verbal and Verb Phrases (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Teacher’s Guide <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguishing Fact and Opinions (Best Practice Toolkit: A29, A61) <input type="checkbox"/> Graphic Aids (BPT: A63, A64, A65, A66) <input type="checkbox"/> Main Idea and Detail (BPT: B6, B27) <input type="checkbox"/> Sensory Notes (BPT: B9, B30) <input type="checkbox"/> Three Column Journal (BPT: B10, B31) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation Chart (BPT: C7, C46) <input type="checkbox"/> Business Letter (BPT: C21) <input type="checkbox"/> Focused Description (BPT: C30) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mid-point Test: Verbs (Easy Planner: Grammar Assessment) <input type="checkbox"/> Chapter Mid-point Test: Adjectives and Adverbs (Easy Planner: Grammar Assessment) <input type="checkbox"/> Chapter Mid-point Test: Verbals and Verb Phrases (Easy Planner: Grammar for Writing) <input type="checkbox"/> New Word Analysis (BPT: E8, E24) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection Tests (Test Generator) <input type="checkbox"/> Novel Test <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive Essay <input type="checkbox"/> Persuasive Business Letter <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mastery Test: Verbs (Easy Planner: Grammar Assessment) <input type="checkbox"/> Mastery Test: Adjectives and Adverbs (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter Mastery Test: Verbals and Verb Phrases (Easy Planner: Grammar Assessment) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Interdisciplinary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts/Social Studies Integrated Project <p>Other: _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources									
<p>Reading Focus:</p> <ul style="list-style-type: none"> • Elements of Nonfiction • Ongoing self-selected independent reading <p>Writing Focus:</p> <ul style="list-style-type: none"> • Descriptive Essay • Persuasive Business Letter <p>Grammar Focus: (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> • Verbs - Chapter 4 • Adjectives and Adverbs - Chapter 5 • Verbals and Verbal Phrases - Chapter 7 • Capitalization - Chapter 10 • Punctuation - Chapter 11 <p>Vocabulary Focus: (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> • Lesson 6 - Verb Suffixes • Lesson 7 - Suffixes: Adjective and Adverb • Lesson 10 - Latin Roots: Active Verbs • Lesson 15 - Context Clues: Example <p>Media Literacy Focus: (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> • <i>from</i> Whale Rider p. 254 • <i>from</i> Anne Frank Remembered p. 554 	<p>Reading Terms:</p> <ul style="list-style-type: none"> Author's perspective Biography Character Chronological order Conflict Cultural connections Etymology Inferences Main ideas/details Paraphrase Persuasion Plot Setting Style Theme <p>Writing Terms:</p> <ul style="list-style-type: none"> Body Capitalization Closing Conclusion Convincing details Dialogue Drafting Editing Effective word choice Fact vs. opinion Focused impression Formal/informal writing Heading Ideas and content Inside address Mechanics Opposing argument Organization Prewriting Publishing Punctuation Revising Salutation Sensory details Sentence fluency Sentence structure Signature Voice <p>Grammar Terms:</p> <ul style="list-style-type: none"> Adverbs/adjectives Etymology 	<p>Required Literature:</p> <p>Students must read one novel or full-length text during 1st semester from the approved reading list below. Selected titles must be read within the time frame indicated. Gifted students must read one novel or full-length text during 1st semester from the Challenging (C) book selections.</p> <table border="1" data-bbox="1213 332 1556 565"> <thead> <tr> <th>Quarter 2 - Unit 2</th> </tr> </thead> <tbody> <tr> <td><i>Animal Farm</i> (A)</td> </tr> <tr> <td><i>Blood on the River</i> (A)</td> </tr> <tr> <td><i>Canyons</i> (A)</td> </tr> <tr> <td><i>Martian Chronicles</i> (C)</td> </tr> <tr> <td><i>The Pearl</i> (C)</td> </tr> <tr> <td><i>Watership Down</i> (C)</td> </tr> <tr> <td><i>Midsummer Night's Dream</i> (C)</td> </tr> <tr> <td><i>As You Like It</i> (C)</td> </tr> </tbody> </table> <p>(Inventories are not the same at each middle school)</p> <p>Choice Reading Materials (McDougal-Littell <i>Literature</i>)</p> <p>Reader's Workshop:</p> <ul style="list-style-type: none"> Character and Point of View p. 162 Argument and Persuasion p. 962 <p>Fiction:</p> <ul style="list-style-type: none"> "Out of Bounds" p. 782 (C) "The Drummer Boy of Shiloh" p. 316 (C) {not in eEdition} <p>Nonfiction:</p> <ul style="list-style-type: none"> "Beyond The Diary of Anne Frank" p. 544 (A) "Kabul's Singing Sensation" p. 918 (C) {not in eEdition} "Robo-Legs" p. 928 (C) "The Great Rat Hunt" p. 118 (E) "The Mysterious Mr. Lincoln" p. 274 (E) <p>Poetry:</p> <ul style="list-style-type: none"> "Mother to Son" (E) [ELL] & "Speech to the Young..." p. 616 (E) "Oh Captain, My Captain" & "I Saw Old General at Bay" p. 728 (A) "Barbara Frietchie" p. 282 (A) <p>Drama:</p> <ul style="list-style-type: none"> "Saint Crispian's Day Speech" p. 1010 (C) "The Diary of Anne Frank" p. 484 (A) <p>Choice Writing Materials:</p> <ul style="list-style-type: none"> Writing Workshop: Persuasive Essay p. 1016 (McDougal Littell <i>Literature</i>) Writing Workshop: Describing a Person p.292 (McDougal Littell <i>Literature</i>) <i>WriteSmart</i> DVD (McDougal Littell <i>Literature</i>) 	Quarter 2 - Unit 2	<i>Animal Farm</i> (A)	<i>Blood on the River</i> (A)	<i>Canyons</i> (A)	<i>Martian Chronicles</i> (C)	<i>The Pearl</i> (C)	<i>Watership Down</i> (C)	<i>Midsummer Night's Dream</i> (C)	<i>As You Like It</i> (C)
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<i>Midsummer Night's Dream</i> (C)											
<i>As You Like It</i> (C)											

THE STUDENT WILL:

Reading:

- Review the elements of nonfiction (author's purpose, key points, supporting details, visual aids, resources)
- Apply ACTIVE comprehension/thinking strategies:
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

Writing:

- Write a descriptive essay (sensory details, dialogue, a strong conclusion, and a consistent focused impression)
- Write a persuasive business letter (heading, body, salutation, formatting)
- Implement the writing process (prewriting, drafting, revising, editing, publishing)
- Review and apply the six traits of writing (ideas/content, organization, voice, word choice, sentence fluency and conventions)

Grammar:

- Review verb forms (action, object, linking, predicate, participles, irregular, simple, perfect, tenses)
- Study adjective forms (articles, proper, predicate, pronouns as adjectives, nouns as adjectives) and usage
- Study adverb forms
- Study verbals and verbal phrases (gerunds, participles, infinitives)
- Review capitalization rules (organizations and other subjects)
- Review punctuation rules (commas in dates, addresses, letters; semicolons and colons; hyphens, dashes, parentheses; apostrophes)

Vocabulary:

- Study verb suffixes
- Study adjective and adverb suffixes
- Study Latin roots (root, prefix, suffix, etymology)
- Study context clues (context, example)
- Utilize verb, adjective, and adverb suffixes; Latin roots; and context clues to determine word meaning

Media Literacy:

- Identify and analyze visual elements in film
- Analyze characterization in film
- Identify and analyze the elements of a documentary
- Compare and contrast information and events in print and nonprint sources

(Grammar Terms Cont.)

Verbal
Verbs

Vocabulary Terms:

Base words
Context clues
Prefixes
Roots
Suffixes

Media Terms:

Camera shots
Editing
Footage
Performance
Re-enactment
Voice-over narration

(Choice Writing Materials Cont.)

Step Up to Writing
Write Source 2000
Write Traits Kit
Inside Writing
Daily Sentence Composing

McDougal Littell Tech Support Hotline:

1-800-727-3009

www.classzone.com

My user name: _____ My password: _____

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meanings of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.4, 3.1.5; ASD 3.1.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Identify and apply Greek/Latin roots, prefixes and suffixes in multi-syllable words in science and other content areas • Use online dictionaries, thesauri, and other references <p>⇒ R3.4 clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2.; ASD 3.5.3)</p>	<p>⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4)</p> <p>⇒ W 3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.2.)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Differentiate between formal and informal voice in reading and writing • Consciously utilize slang, dialect and informal expression in their writing when appropriate to convey mood, setting, character, and other elements of literature. • Will need skill work at their level for conventions, such as semicolons, parentheses, etc. <p>⇒ W3.4.a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. b. Form and explain own standards or judgments of quality writing (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Participate in peer editing groups • Proofread for style, voice, consistency in verb tense and person • Use the writing process in an independent manner <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

8th Grade LA Curriculum Semester 2 - Unit 3	Establishing Rights and Responsibilities
Enduring Understanding: Becoming a constructive member of society leads to a better understanding of my rights and responsibilities.	Essential Questions: <ul style="list-style-type: none"> • To what extent can an individual influence society? • Why is being literate essential to making an informed decision? • Are rights and responsibilities absolute?

Diagnostic Assessment Examples What do my students already know?	Formative Assessment Examples What are my students learning today?	Summative Assessment Examples Have my students mastered the content?
<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Previewing (Best Practice Toolkit: A6, A37) <input type="checkbox"/> Setting a Purpose (BPT: A7, A38) <input type="checkbox"/> PLAN (BPT: A22, A53) <input type="checkbox"/> Drawing Conclusions (BPT: A28, A60) <input type="checkbox"/> Knowledge Rating (BPT: E3, E11) <input type="checkbox"/> Predicting ABCs (BPT: E4, E12) <input type="checkbox"/> Common Prefixes (BPT: E14) <input type="checkbox"/> Context Clues (Restatement) (BPT: E18) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Self-Assessment (Assessment File) <input type="checkbox"/> Writing Prompt (Assessment File) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 6 Diagnostic Pretest: Prepositions, Conjunctions, Interjections (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter 8 Diagnostic Pretest: Sentence Structure (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Teacher’s Guide <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Character Analysis Chart (Best Practice Toolkit: D5, D52) <input type="checkbox"/> Character Traits and Textual Evidence (BPT: D6, D53) <input type="checkbox"/> Character Map (BPT: D8, D55) <input type="checkbox"/> Plot Diagram (BPT: D12, D59) <input type="checkbox"/> Evaluating Plot (BPT: D13, D60) <input type="checkbox"/> Setting Diagram (BPT: D14, D61) <input type="checkbox"/> Story Map (BPT: D16, D63) <input type="checkbox"/> Literature Circles (BPT: D20, D67) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare-Contrast (by Points) (BPT: C25) <input type="checkbox"/> Compare-Contrast (by Subject) (BPT: C26) <input type="checkbox"/> Literary Analysis (BPT: C32) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mid-point Test: Prepositions, Conjunctions, Interjections (Easy Planner: Grammar Assessment) <input type="checkbox"/> Chapter Mid-point Test: Sentence Structure (Easy Planner: Grammar Assessment) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Novel Tests – <i>Fever 1793</i> and <i>An American Plague</i> <input type="checkbox"/> Selection Tests (Test Generator) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and Contrast Essay/Speech <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mastery Test: Prepositions, Conjunctions, and Interjections (Easy Planner: Grammar Assessment) <input type="checkbox"/> Mastery Test: Sentence Structure (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Interdisciplinary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts/Social Studies Integrated Project <p>Other: _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p>Reading Focus:</p> <ul style="list-style-type: none"> Required 8th grade novel Ongoing self-selected independent reading <p>Writing Focus:</p> <ul style="list-style-type: none"> Compare and Contrast Evidence-Based Essays/Speeches <p>Grammar Focus: (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> Prepositions, Conjunctions, Interjections - Chapter 6 Sentence Structure - Chapter 8 <p>Vocabulary Focus: (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> Lesson 3 - Prefixes: Space, Direction, and Time Lesson 4 - Prefixes: Various Types Lesson 8 - Anglo-Saxon Word Parts Lesson 14 - Context Clues <p>Media Literacy Focus: (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> Political Cartoons p. 850 	<p>Reading Terms:</p> <p>Analyze repetition Argument Author's perspective Bias Cause and effect Character Characterization Compare and contrast Conflict Culture Evaluate narrator Foreshadowing Free verse Genre Historical context Meaning Memoir Monitor Mood Narrative poetry Perspective Persuasion Plot Point-of-view Predict Resolution Scope Setting Support an opinion Suspense Synthesize Theme Tone Visualization</p> <p>Writing Terms:</p> <p>Body Compare and contrast Conclusion Effective word choice Ideas Informed opinion (evidence-based) Introduction Mechanics/conventions Organization Persuasion Reflection</p>	<p>Required Literature:</p> <p>Teach these “companion” texts together. Use excerpts from <i>An American Plague</i> to help build background knowledge as students read <i>Fever 1793</i>.</p> <p><i>Fever 1793</i> (A) - Laurie Halse Anderson <i>An American Plague</i> (A) - Jim Murphy</p> <p>Choice Reading Materials (McDougal-Littell <i>Literature</i>)</p> <p>Reader’s Workshop: History, Culture, and the Author p. 760</p> <p>Biography: “Harriet Tubman” p. 258 (A)</p> <p>Drama: “The Hitchhiker” p. 86 (A)</p> <p>Fiction: “The Ransom of Red Chief” p. 46 (C) “The Tell-Tale Heart” p. 76 (C) “Flowers for Algernon” p. 188 (C) {not in eEdition} “Hallucination” p. 332 (E) “The Monkeys’ Paw” p. 358 (C) “Pandora’s Box” p. 454 (C) “The Lady of the Tiger?” p. 682 (C)</p> <p>Nonfiction: “My First Free Summer” p.110 (E) “The Other Riders” p.141 (C) “The Story of an Eye Witness” p. 396 (A) “Letter from New Orleans: Leaving Desire” p. 405 (A) “The Monte Hall Debate” p. 695 (A) “Eureka: Scientific Twists of Fate” p. 934 (A) from <i>An American Plague</i> p. 938 (A) “Zoos: Myth and reality” p. 968 (C) “Zoos Connect us to the Natural World” p. 974 (A) “Position on Dodge Ball and Physical Education” p. 984 (C) “The Weak Shall Inherit the Gym” p. 988 (A) {not in eEdition}</p> <p>Poetry: “Paul Revere’s Ride” p. 132 (C) “The Lesson of the Moth” & “Identity” p. 596 (E) from <i>Fortune’s Bones</i> p. 633 (A) “I Want to Write” & “Sit-ins” p. 854 (E)</p>

The Student Will:

Reading:

- Read fiction and nonfiction texts and draw connections
- Review the elements of fiction and nonfiction
- Apply ACTIVE comprehension/thinking strategies:
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

Writing:

- Write a compare and contrast essay using graphic organizers (i.e. Venn diagram, Y-chart), citations, formal language, and evidence
- Implement the writing process (prewriting, drafting, revising, editing, publishing)
- Review and apply the six traits of writing (ideas/content, organization, voice, word choice, sentence fluency and conventions)

Grammar:

- Review prepositions (phrases, objects, adjective phrases, adverb phrases)
- Review conjunctions (coordinating, correlative)
- Review interjections
- Review sentence structure (independent clause, dependent clause simple, compound, complex, compound-complex)

Vocabulary:

- Study suffixes
- Study Anglo-Saxon word parts
- Study context clues and types

Media Literacy:

- Identify and analyze subjects of political cartoons
- Using exaggeration in political cartoons
- Symbolism in media
- Point of view

(Writing Terms Cont.)

Sentence fluency
Sentence structure
Summary
Topic sentence
Transition
Venn Diagram
Voice

Grammar Terms:

Conjunctions
Interjections
Prepositions
Sentence structure

Vocabulary Terms:

Anglo-Saxon word parts
Context clues
Prefixes

Media Terms:

Exaggeration
Political cartoons

Choice Writing Materials:

Writing Workshop: Comparison-Contrast Essay p. 424 (McDougal Littell *Literature*)
WriteSmart DVD (McDougal Littell *Literature*)
Step Up to Writing
Write Source 2000
Write Traits Kit
Inside Writing
Daily Sentence Composing

McDougal Littell Tech Support Hotline:

1-800-727-3009

www.classzone.com

My user name: _____ My password: _____

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.4, 3.1.5; ASD 3.1.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Identify and apply Greek/Latin roots, prefixes and suffixes in multi-syllable words in science and other content areas • Use online dictionaries, thesauri, and other references <p>⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2, 3.3.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Read and summarize challenging materials, which are self-selected, group-selected, and teacher-selected • Write, synthesize and verbalize from a variety of challenging reading materials • Summarize from the challenging text • Respond to reading in third person with consistent verb tense <p>⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Demonstrate an ability to compare/contrast slants of opinion in similar and seemingly dissimilar articles. <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2.; ASD 3.5.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Complete a multi-step complex project independently. <p>⇒ R3.6 Analyze the basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.5)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Analyze the use of literary devices and sound devices, such as dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion, alliteration, symbolism, onomatopoeia, and rhyme scheme. <p>⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. (3.7.1, 3.7.2, 3.7.3, 3.7.4; ASD 3.7.5, 3.7.6)</p> <p>⇒ R3.8a Differentiate between fact and opinion in text. (3.8.2; ASD 3.8.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Identify audience in a variety of genres and a variety of sources within one genre. Gifted students must also be able to identify validity of purpose. <p>⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Synthesize information and create unique insights from a variety of media • Understand and create new connections among literary pieces • Relate connections from multiple genres to the real world and determine universal themes <p>⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences. (3.10.1)</p>	<p>⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4)</p> <p>⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.1, 3.2.2, 3.2.3)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ W3.4.a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. b. Form and explain own standards or judgments of quality writing. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> • Expand vocabulary to reflect advanced level of reading material <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

Enduring Understanding:

Setting goals and high expectations expands my possibilities for the future.

Essential Questions:

- How do reading and writing generate more options for my future?
- To what extent are the past, present, and future connected?
- How do you bring a dream to life?

<p align="center">Diagnostic Assessment Examples What do my students already know?</p>	<p align="center">Formative Assessment Examples What are my students learning today?</p>	<p align="center">Summative Assessment Examples Have my students mastered the content?</p>
<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> KWL (Best Practice Toolkit: A21, A52) <input type="checkbox"/> PLAN (BPT: A22, A53) <input type="checkbox"/> Distinguishing Fact and Opinion (BPT: A29, A61) <input type="checkbox"/> Question Frames (BPT: A33, A70) <input type="checkbox"/> Mapping Main Ideas and Details (BPT: C6, C45) <input type="checkbox"/> Using Roots (BPT: E29) <input type="checkbox"/> Word Families (BPT: E30) <input type="checkbox"/> Context Clues (Restatement) (BPT: E18) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Self-Assessment (Assessment File) <input type="checkbox"/> Writing Prompt (Assessment File) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 1 Diagnostic Pretest: The Sentence and its Parts (Easy Planner: Grammar for Writing) <input type="checkbox"/> Chapter 9 Diagnostic Pretest: Subject-Verb Agreement (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Teacher’s Guide <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cornell Notes (Best Practice Toolkit: B3, B24) <input type="checkbox"/> Interactive Notes (BPT: B4, B25) <input type="checkbox"/> Main Idea and Detail (BPT: B6, B27) <input type="checkbox"/> Argumentation (BPT: B11, B32) <input type="checkbox"/> Problem and Solution Charts (BPT: B20, B43, B44) <input type="checkbox"/> New Word Analysis (BPT: E8, E24) <input type="checkbox"/> Word Questioning BPT: (E9, E32) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informative Essay (BPT: C31) <input type="checkbox"/> Subject Analysis (BPT: C43) <input type="checkbox"/> Analysis Frame – Informational Nonfiction (CD48, D49) <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mid-point Test: The Sentence and its Parts (Easy Planner: Grammar Assessment) <input type="checkbox"/> Chapter Mid Point Test: Subject-Verb Agreement (Easy Planner: Grammar Assessment) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Other: _____</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection Tests (Test Generator) <p>Writing Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Project <p>Grammar Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter Mastery Test: Sentence and Its Parts (Easy Planner: Grammar Assessment) <input type="checkbox"/> Mastery Test: Subject-Verb Agreement (Easy Planner: Grammar for Writing) <p>Vocabulary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s) <p>Media Literacy Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s) <p>Interdisciplinary Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language Arts/Social Studies Integrated Project <p>Other: _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p>Reading Focus:</p> <ul style="list-style-type: none"> Media Literacy Reading for Understanding Ongoing self-selected independent reading <p>Writing Focus:</p> <ul style="list-style-type: none"> Research Project <p>Grammar Focus: (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> Sentence and Its Parts - Chapter 1 Subject-Verb Agreement - Chapter 9 <p>Vocabulary Focus: (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> Lesson 9 - Greek Roots and Combining Forms Lesson 11 - Structural Analysis of Multisyllabic Words Lesson 12 - Word Families and Derivatives Lesson 16 - Context Clues: Using All Types <p>Media Literacy Focus: (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> News Reports p. 904 Movie Ad Campaign p. 980 	<p>Reading Terms:</p> <ul style="list-style-type: none"> Author's perspective Drawing conclusions Fact vs. opinion Graphic aids Identify scope Inferences Interview Monitor Paraphrase Plot Primary source Purpose for reading Reading for information Reading rate Sensory details Sources Summarize Text features Tone Voice <p>Writing Terms:</p> <ul style="list-style-type: none"> Bibliography Citation Effective word choice Graphic aids Graphic organizers Ideas and content Mapping Mechanics Organization Outline Paraphrase Plagiarism Practical/functional text Primary source Reference text Secondary source Sentence fluency Sentence structure Sequential order Take notes Thesis statement Validity Voice Works cited 	<p>No Required Literature</p> <p>Choice Reading Materials (McDougal-Littell <i>Literature</i>)</p> <p>Reader's Workshop: Reading Informational Text p. 878</p> <p>Fiction: "Raymond's Run" p. 32 (A)</p> <p>Nonfiction: "Blues: A National Treasure" p. 183 (A) "Civil War Journal" p. 327 (A) "One Last Time" p. 816 (A) "The Spiderman Behind Spiderman" p. 884 (A) "Over the Top" p. 894 (A) "Interview with a Song Catcher" p. 908 (A) "Roughing It" p. 706 (C)</p> <p>Poetry: "Western Wagons" & "The Other Pioneers" p. 734 (A) {not in eEdition}</p> <p>Additional Supplementary Literature (Inventories vary at each middle school)</p> <p>Easy: <i>Nothing But the Truth</i> - Avi</p> <p>Average: _____</p> <p>Challenging: <i>1984</i> - George Orwell <i>Fahrenheit 451</i> - Ray Bradbury</p> <p>Choice Writing Materials:</p> <p>Writing Workshop: Research Report p.1052 (McDougal Littell <i>Literature</i>) Research Strategies Workshop p. 1034 (McDougal Littell <i>Literature</i>) <i>WriteSmart DVD</i> (McDougal Littell <i>Literature</i>) <i>Step Up to Writing</i> <i>Write Source 2000</i> <i>Write Traits Kit</i> <i>Inside Writing</i> <i>Daily Sentence Composing</i></p>

THE STUDENT WILL:

Reading:

- Study media literacy (internet, domain, URL, search engine, web browser, blogs, mass media)
- Read for information
- Apply ACTIVE comprehension/thinking strategies: (A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis))
- Apply Middle School High Five strategies (Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up)

Writing:

- Write a research paper (thesis statement, supporting details, evidence, in-text citations, a conclusion, and sources cited)
- Implement the writing process (prewriting, drafting, revising, editing, publishing)
- Review and apply the six traits of writing (ideas/content, organization, voice, word choice, sentence fluency and conventions)

Grammar:

- Review the sentence and its parts (subjects, objects, predicates, types, kinds, fragments, run-ons)
- Study subject-verb agreement (singular, plural, compound, agreement, indefinite pronouns, problem subjects) and usage
- Review and apply punctuation and capitalization rules

Vocabulary:

- Study Greek roots and combining forms
- Study word families and derivatives
- Study multisyllabic words (base, root, prefix, suffix)
- Review context clues and types
- Utilize Greek roots, word families and derivatives, multisyllabic words, and context clues

Media Literacy:

- Study types of sources and media
- Identify formats of news reports
- Analyze and evaluate advertisements
- Identify persuasive techniques in advertising

Grammar Terms:

- Sentence structure
- Subject-verb agreement

Vocabulary Terms:

- Base word
- Context clue
- Derivative
- Prefix
- Root
- Suffix
- Word family

Media Terms:

- Experts
- Officials
- Print ads
- Promotional web site
- Sources as counterpoints
- Teaser trailers
- Trailers
- Witnesses

McDougal Littell Tech Support Hotline:

1-800-727-3009

www.classzone.com

My user name: _____ My password: _____

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<ul style="list-style-type: none"> ⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.4, 3.1.5, 3.1.6) ⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2, 3.3.3) ⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4) ⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2.; ASD 3.5.3) ⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.3, 3.6.4) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Analyze the use of literary devices and sound devices, such as dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion, alliteration, symbolism, onomatopoeia, and rhyme scheme. ⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3: ASD 3.7.4, 3.7.5, 3.7.6) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Analyze more complex materials ⇒ R 3.8b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. (3.8.2) ⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Demonstrate theme and the evolution of ideas among major works from a particular time and place (e.g. Greek and/or Roman myths or philosophies, Alaska Native myths and history, etc.) • Consider solutions to problems presented in a reading within a philosophical framework ⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences. (3.10.1) 	<ul style="list-style-type: none"> ⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4) ⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.1, 3.2.2, 3.2.3) ⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5) ⇒ W3.4.a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. b. Form and explain own standards or judgments of quality writing. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6) ⇒ GTASD gifted students will: <ul style="list-style-type: none"> • Expand vocabulary to reflect advanced level of reading material ⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)