

Sixth Grade Curriculum Map

Concept: Values, Beliefs, and Traditions

Quarter: 1

Reading and English	Expressive Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	<ul style="list-style-type: none"> The student will use language to express individual perspectives drawn from personal or related experience 	<ul style="list-style-type: none"> Facing personal challenges Respecting others Building relationships Creating a sense of belonging 	<ul style="list-style-type: none"> How do the beliefs/behaviors of others affect your own beliefs/behaviors? How do we make decisions for ourselves? 	<ul style="list-style-type: none"> How do people use language to express individual perspectives drawn from their personal or related experiences? How do people make an impression on others by the way they communicate?
Reading and English	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Expressive CI 3 The student will interact appropriately in group settings by:</p> <p style="text-align: center;"><i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> listening attentively monitoring understanding of the discussion and seeking clarification as needed <p style="text-align: center;"><i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> contributing relevant comments <p>>Genre CI 1</p> <ul style="list-style-type: none"> discussing literature in teacher-student conferences and small group discussions 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Group speaking and listening observation checklist based on core indicators <p>Formative Assessment</p> <ul style="list-style-type: none"> Save the Last Word 	<ul style="list-style-type: none"> T-Chart (Looks like, sounds like) Modeling/Focus Lesson Guided Instruction Think Aloud Role Play 	<ul style="list-style-type: none"> www.alamericareads.org/lessonplan Save the Last Word <u>Write Source</u> Listening and Speaking, p416-422 Assessment and Instruction, p763-766 <p><u>Professional Resources</u> Differentiating Instruction in a Mixed Ability Classroom – Tomlinson</p>
Reading and English	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Expressive CI 4 The student will reflect on learning experiences by:</p> <p style="text-align: center;"><i>Reading, Listening, & Viewing:</i></p> <ul style="list-style-type: none"> determining how personal circumstances and background shape interaction with text <p style="text-align: center;"><i>Writing & Speaking:</i></p> <ul style="list-style-type: none"> describing learning growth and changes in personal perspective generating a learning log or journal with an annotated list of works read/viewed 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Goal-Setting Record Analysis of 3 Minute Writes Analysis of reading fluency and comprehension <p>Formative Assessment</p> <ul style="list-style-type: none"> Daily writing with varying time frames (30 seconds to 2 minutes) Reflective Journal Reading Log Chart 3 Minute Writes (2 per month) Chart fluency and comprehension probes (2 per month) Teacher Student Conferences for goal setting 	<ul style="list-style-type: none"> Small group discussion to share individual perspectives Think-pair-share QAR (author and me) Ticket out the Door 	<p><u>Jamestown</u></p> <ul style="list-style-type: none"> Fluency and comprehension probes <p><u>Write Source Daily Language Workouts</u></p> <ul style="list-style-type: none"> Writing Prompts, p115-156

	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Expressive CI 2 The student will comprehend expressive materials that are read, heard, and/or viewed by: <i>Reading, Listening, & Viewing:</i></p> <ul style="list-style-type: none"> • monitoring comprehension and applying fix-up strategies • making connections text to text/self/world • making inferences during and after • determining main idea and/or significance of events • making and adjusting predictions • visualizing <p>>Grammar/ Language CI 1</p> <ul style="list-style-type: none"> • determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (i.e., roots, affixes) <p>>Genre CI 1 Increase fluency, comprehension, and insight</p> <ul style="list-style-type: none"> • Read self- and teacher-selected literature and other materials • Read a variety of text (i.e., novel, autobiography, myth, essay, magazines, play, pattern poem, blank verse) • interpreting how genre-specific characteristics (setting, characterization) impact the meaning of the work 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> • Graphic organizer Strategy Assessment • Vocabulary Assessment • Reading Log • Graphic organizer for literary elements of a fictional text <p>Formative Assessment</p> <p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Reading Probes • Elements of fiction • Vocabulary • Reading strategies <p>Ongoing Assessment:</p> <p><u>Reader's Handbook Test Book</u></p> <ul style="list-style-type: none"> • Reading Fiction, p46-63 <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Personal response to literary text—writing about an event in the text <p><u>The Lang of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • Create a character sketch, including character traits with textual evidence • Chart/Character Traits Web <ul style="list-style-type: none"> • Interpret how characterization and setting impact the meaning of a shared text 	<ul style="list-style-type: none"> • Small group discussion to share individual perspectives • Think-pair-share • Question, Answer, Relationship (QAR) (author and me) • Graphic Organizers • Modeling/Focus Lesson • Guided Instruction • Think/ Read Alouds • Collaborative Group Work • Mini lessons on reading strategies • Fix-up strategies-clarifying, adjusting rate, rereading, questioning • Paraphrasing • Ticket out the Door • Student Friendly Definitions 	<p><u>Readers Handbook Lesson Plan Book</u></p> <ul style="list-style-type: none"> • The Reading Process, p. 45 • Reading Skills, p54-55 • Reading Paragraphs, p 64-65 • Reading a Short Story, p114-115 • Reading a Novel, p134-135 • Elements of Fiction, p144-145 • Improving Vocabulary , p204-205 <p><u>Reader's Handbook Teacher's Guide</u></p> <ul style="list-style-type: none"> • Getting Started Activities pp. 21-26 <p><u>Reader's Handbook Student Edition</u> (used as mini lessons and applied to selected readings)</p> <ul style="list-style-type: none"> • The Reading Process, p 32-37 • Reading Skills, p 40-46 • Reading Paragraphs, p. 47-63 • Reading a Short Story, p 294-314 • Reading a Novel, p 315-339 • Ways of Reading Fiction, p340-382 • Elements of Fiction, p 389-405 • Improving Vocabulary , p 608-639 <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Response paragraph p283-286 <p><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> • Becoming an Active Reader, pA5-A13 <p>Reciprocal Questioning, pA3</p> <p>(cont. on next page)</p>

				<p style="text-align: center;">Student Expressive Anchor Texts (required)</p> <p>Fiction <u>The Language of Literature</u> (McDougal) <ul style="list-style-type: none"> • All American Slurp, p4 (<i>strategies</i>) • Tuesday of the Other June p. 80 (<i>characterization</i>) </p> <p>Nonfiction <ul style="list-style-type: none"> • For the Fun of It (<i>autobiography</i>) • Older Run (<i>essay</i>) • All I Really Need to Know I Learned in Kindergarten (<i>poem</i>) </p> <p style="text-align: center;">Linking Texts (optional)</p> <p>Poetry <u>The Language of Literature</u> (McDougal) <ul style="list-style-type: none"> • Change </p> <p>Short Stories: <ul style="list-style-type: none"> • Nadia the Willful • Oh Broom, Get to Work </p> <p>Drama: <ul style="list-style-type: none"> • Phantom Tollbooth </p> <p>Reading and English Novels <ul style="list-style-type: none"> • Crossing the Wire • Esperanza Rising • Winger • Breadwinner • Touching Spirit Bear • The Talking Earth • Kira-Kira • Not Just Anybody Family </p> <p>Picture Books <ul style="list-style-type: none"> • Rocks in His Head—Carol Otis Hurst (<i>Expressive and Informative</i>) • The Hickory Chair—Lisa Rowe Fraustino (<i>Expressive</i>) </p>
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	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Expressive CI 1 <u>The student will narrate an expressive account (i.e., autobiography, friendly letter) by:</u> <i>Writing & Speaking:</i></p> <ul style="list-style-type: none"> using a coherent organizing structure appropriate to purpose, audience, and context establishing the significance of events using remembered feelings and specific details <p>>Grammar/ Language CI 1</p> <ul style="list-style-type: none"> using a variety of sentence types correctly, with correct punctuation and avoiding fragments and run-ons <p>>Grammar/ Language CI 2</p> <ul style="list-style-type: none"> reviewing and using common spelling rules and patterns, and developing and mastering an individualized list of commonly misspelled words 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Narrative paragraph or essay Writing prompt (5 min. planning, 25 min. writing) <p>Formative Assessment Pre-Assessment</p> <ul style="list-style-type: none"> Friendly letter (student to teacher)-All About Me 3 minute/quick writes (1 min. planning, 3 min. writing) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Writing prompts 3 minute/quick writes (1 min. planning, 3 min. writing) Journaling Ticket out the Door— Sentence writing 	<p>Strategies or Best Practices</p> <ul style="list-style-type: none"> Four Square Writing Think/Read Alouds Modeling and Focus Lessons on writing skills Guided Practice Graphic Organizers Mnemonic device to learn 6 Traits—VI COWS—Voice, Ideas, Conventions, Organization, Word Choice, Sentence Fluency) Writing Process 6 Traits—Focus on Ideas and Organization Collaborative group work RAFT (Role, Audience, Format, Topic) 	<p><u>Write Source</u></p> <ul style="list-style-type: none"> Constructing Strong Paragraphs, pp. 523-527, 530-531, 533 Scavenger Hunt: p. 805 Understanding the Writing Process, pp 5-69 Writing a Narrative Paragraph, p92A-96 Writing a Letter to an Author, p323-328 Sentences, pp. 499-519 Constructing Strong Paragraphs, pp. 523-541 Improving Spelling, pp. 642-644 Basic Elements of Writing, pp. 500-522 <p><u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> Friendly letter p. R46, Writing Handbook <p><u>Write Source Daily Language Workouts</u></p> <ul style="list-style-type: none"> Writing Prompts, p115-156 <p><u>Daybook</u></p> <ul style="list-style-type: none"> Building Your Repertoire, Unit 1, pp. 9-24 Making Connections, Unit 3 p. 41-56 <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> p. C8 <p>Reading and English Novels</p> <ul style="list-style-type: none"> Crossing the Wire Esperanza Rising Wringer Breadwinner Touching Spirit Bear The Talking Earth Kira-Kira Not Just Anybody Family <p>Picture Books</p> <ul style="list-style-type: none"> The Teacher From the Black Lagoon (Expressive) The Wretched Stone (Expressive-tinferencing) <p>Internet</p> <p>www.teachinglearning.com www.ncte.org</p>

Sixth Grade Curriculum Map

Concept: Values, Beliefs, and Traditions

Quarter: 2

Reading and English	<p style="text-align: center;">Informative Benchmark</p> <ul style="list-style-type: none"> The student will explore and analyze information from a variety of sources. 	<p style="text-align: center;">Big Ideas</p> <ul style="list-style-type: none"> Facing personal challenges Respecting others Building relationships Creating a sense of belonging 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> How do the beliefs/behaviors of others affect your own beliefs and behaviors? What can you learn about yourself by studying the lives of others? 	<p style="text-align: center;">Communication Essential Questions</p> <ul style="list-style-type: none"> How do people use critical thinking to evaluate information in their daily lives? How do people make an impression on others by the way they communicate?
Reading	<p style="text-align: center;">Learning Targets</p> <p>Informative_CI 1 The student will comprehend informative materials that are read, heard, and/or viewed by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> monitoring comprehension and applying fix-up strategies summarizing information making connections text-to-text/self/world making inferences during and after determining the importance and accuracy of information comparing and/or contrasting information asking questions of self, authors encountered, and information processed <p>>Genre CI 2</p> <ul style="list-style-type: none"> identifying and analyzing text structures (descriptive, sequence, cause / effect, compare / contrast, problem solution) interpreting how genre-specific characteristics impact the meaning of the work <p>>Grammar/ Language CI 1</p> <ul style="list-style-type: none"> determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (i.e., roots, affixes) <p>Writing & Speaking:</p> <p>>Genre</p> <ul style="list-style-type: none"> taking an active role in class discussions 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Common District Assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> Organizing and summarizing nonfiction selection Identify text structure in share text and analyze the impact of the structure Recognizing text features (title, subtitle, bold print, graphs, pictures, maps) Reading Strategies Chart/Reader Response Starters to demonstrate use of informative reading strategies Develop questions for shared informative text Determine meaning of unfamiliar words by using vocab strategies Observation of listening/speaking skills Journal reflections of how informative text structure impacts meaning Reading Strategies Chart/Reader Response Starters to demonstrate use of informative reading strategies Reading logs Reading probes/fluency rates 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> Small group discussion to share individual perspectives Listening skills Think-pair-share Question, Answer, Relationship (QAR) (author and me) Graphic Organizers Modeling/Focus Lesson Guided Instruction Think/ Read Alouds Collaborative Group Work Mini lessons on reading strategies Fix-up strategies-clarifying, adjusting rate, rereading, questioning Paraphrasing Ticket out the Door Student Friendly Definitions Literature Circles 	<p style="text-align: center;">Teacher Resources</p> <p><u>Reader's Handbook Lesson Plan Book</u></p> <ul style="list-style-type: none"> Reading Biographies/Autobiographies, p 94-95 Reading a Newspaper Article, p104 Improving Vocabulary, p 204 Reading Nonfiction <ul style="list-style-type: none"> ✓ Reading an Essay, p 172-187 ✓ Reading a Biography, p 188-203 ✓ Reading an Autobiography, p 204-217 ✓ Reading a Newspaper Article, p 218-233 Reading for Tests <ul style="list-style-type: none"> ✓ Reading a Test and Test Questions, p564-579 ✓ Focus on Essay Tests , p580-583 ✓ Focus on Vocabulary Tests, p 584-587 Improving Vocabulary, p 608-639 <p><u>Write Source</u></p> <ul style="list-style-type: none"> Fictionalized Journal Entry, p323-328 <p><u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> Writing Workshop—Character Sketch, pp. 298-303 <p>Professional Resources</p> <p>Differentiating Instruction in a Mixed Ability Classroom – Tomlinson</p>

Reading

**Student Informative Anchor Texts
(required)**

Nonfiction

The Language of Literature (McDougal)

- Matthew Henson at the Top of the World p. 101
- The Story of My Life, p381

Linking Texts

Nonfiction

The Language of Literature (McDougal)

- Abd al-Rahman Ibrahima, p 365
- The Dog of Pompeii, p700
- Tutankhamen p. 718

Short Stories

- Aaron's Gift p. 248
- The Circuit p. 264
- Zlateh the Goat p. 481

Fiction

- Lob's Girl p. 447

Reading and English Novels:

- Crossing the Wire
- Esperanza Rising
- Winger
- Breadwinner
- Touching Spirit Bear
- The Talking Earth
- Kira-Kira
- Not Just Anybody Family

	<p style="text-align: center;">Learning Targets</p> <p>Informative_C1 2 The student uses multiple sources of print and non-print information in developing and presenting informative materials (i.e., brochures, newsletters, infomercials) by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> exploring a variety of sources <i>(Writing and Speaking)</i> identifying and using text features in an informative presentation(i.e., font, captions, headings) analyzing the effects and accuracy of information in student presentations (i.e., rubrics, museum walks) <p>>Grammar/ Language</p> <ul style="list-style-type: none"> using appropriate subject-verb agreement and verb tense using phrases correctly (i.e., prepositional and appositives) developing an awareness of errors in everyday speech reviewing and using common spelling rules and patterns, and developing and mastering an individualized list of commonly misspelled words 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Expository essay (How-to)—explaining how to do or make something Oral presentation (How-to demonstration) Writing prompt (5 min. planning, 25 min. writing) <p>Formative Assessment</p> <p>Pre-Assessment</p> <ul style="list-style-type: none"> Expository paragraph <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Writing prompts focusing on subject-verb agreement, phrases, and spelling 3 minute/quick writes (1 min. planning, 3 min. writing) Journaling Ticket out the Door—Sentence writing 1 minute presentations in small group Periodic spelling assessments on individualized list 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> Four Square Writing Think/Read Alouds Modeling and Focus Lessons on writing skills Guided Practice Graphic Organizers Mnemonic device to learn 6 Traits—VI COWS—Voice, Ideas, Conventions, Organization, Word Choice, Sentence Fluency) Writing Process 6 Traits—Focus on Ideas and Organization Explicit instruction—Transition words Collaborative group work RAFT (Role, Audience, Format, Topic) 	<p style="text-align: center;">Teacher Resources</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> Scavenger Hunt: p 806 Expository Writing, p 157-198, 528,534-535,539 Subject/Verb Agreement, p508-509, 728.1, 718-731 Phrases, p742-743, 520-521, 586.1-587 Improving Spelling, p 642-651 <p><u>Daybook</u></p> <ul style="list-style-type: none"> Exploring Multiple Perspectives, Unit 4, p 57-70 Interacting With Text, Unit 9, p 131-146 <p><u>Reader's Handbook</u></p> <ul style="list-style-type: none"> Focus on Speeches, p 256-264 Focus on Real World Writing, p 265-272 Reading a Website,p514-526 <p>Reading and English Novels:</p> <ul style="list-style-type: none"> Crossing the Wire Esperanza Rising Wringer Breadwinner Touching Spirit Bear The Talking Earth Kira-Kira Not Just Anybody Family <p>Picture Books</p> <ul style="list-style-type: none"> Stranger in the Woods—Carl R. Sams and Jean Stoick (<i>Informative</i>) Thank-You Sarah: The Woman Who Saved Thanksgiving—Laurie Halse Andersen (<i>Informative or Persuasive</i>) <p>Internet</p> <p>www.teachinglearning.com</p> <p>www.ncte.org</p>
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Sixth Grade Curriculum Map

Concept: Values, Beliefs, and Traditions

Quarter: 3

Reading and English	<p>Persuasive Benchmark</p> <ul style="list-style-type: none"> The student will recognize and examine the use of persuasion. <p style="text-align: center;">Critical Benchmark</p> <ul style="list-style-type: none"> The student will use critical thinking skills and create criteria to evaluate print and other media. 	<p>Big Ideas</p> <ul style="list-style-type: none"> Facing personal challenges Respecting others Building relationships Creating a sense of belonging 	<p>Essential Questions</p> <ul style="list-style-type: none"> How do the beliefs/behaviors of others affect your own beliefs/behaviors? How do the media and other outside influences shape our values and beliefs? How do we make decisions for ourselves? 	<p>Communication Essential Questions</p> <ul style="list-style-type: none"> How do people use critical thinking to evaluate information in their daily lives? How do people make an impression on others by the way they communicate?
Reading	<p style="text-align: center;">Learning Targets</p> <p>Persuasive CI 1 The student will comprehend persuasive works that are read, heard, and/or viewed by: (<i>Reading, Listening, & Viewing</i>)</p> <ul style="list-style-type: none"> monitoring comprehension and applying fix-up strategies determining the importance of author’s word choice and focus summarizing the author’s purpose and stance making inferences during and after <p>>Genre</p> <ul style="list-style-type: none"> reading a variety of literature and other text (i.e., newspaper editorials, magazine articles, speeches, internet) <p>>Grammar/ Language</p> <ul style="list-style-type: none"> determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (i.e., roots, affixes) <p>Critical CI 1 The student will determine the purpose of the author by: (<i>Reading, Listening, & Viewing</i>)</p> <ul style="list-style-type: none"> identifying bias, hidden messages, emotional factors, and/or propaganda techniques identifying the underlying assumptions of the author 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment (required)</p> <ul style="list-style-type: none"> Common District Assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> Comprehension strategy questions based on shared persuasive text Reading logs for persuasive text Reading probes/fluency rates Response to literature summarizing author’s purpose and stance Identify meaning of new words using vocabulary strategies <p>Formative Assessment</p> <ul style="list-style-type: none"> Identify bias, emotional factors, propaganda techniques, and author’s assumptions in shared text 	<p>Strategies or Best Practices</p> <ul style="list-style-type: none"> Think-pair-share Question, Answer, Relationship (QAR) (Author and Me) Graphic Organizers Modeling/Focus Lesson on reading strategies Guided Instruction Think/ Read Alouds Collaborative Group Work Fix-up strategies-clarifying, adjusting rate, rereading, questioning Paraphrasing Ticket out the Door Student Friendly Definitions Literature Circles 	<p>Teacher Resources</p> <p><u>Reader’s Handbook Lesson Plan Book</u></p> <ul style="list-style-type: none"> Elements of Nonfiction, p 85 <p><u>Reader’s Handbook</u></p> <ul style="list-style-type: none"> Elements of Nonfiction, p 273-291 <p><u>Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> Critical Reading: Persuasion pR12-R14 <p><u>Daybook</u></p> <ul style="list-style-type: none"> Unit 8, Reading Persuasive Writing p.118-128 <p style="text-align: center;">Student Persuasive Anchor Text (required)</p> <p><u>The Language of Literature</u> (McDougal)</p> <p>Nonfiction</p> <ul style="list-style-type: none"> Interview-from Farewell to Manzanar Speech-from The Perils of Indifference from All I Need to Know I Learned in Kindergarten Essay-Battle of the Belts from Green Planet Rescue <p>Poetry</p> <ul style="list-style-type: none"> To You

				<p style="text-align: right;">Linking Texts</p> <p><u>The Language of Literature</u> (McDougal)</p> <p>Short Story</p> <ul style="list-style-type: none">• President Cleveland, Where Are You? <p>Reading and English Novels</p> <ul style="list-style-type: none">• Crossing the Wire• Esperanza Rising• Winger• Breadwinner• Touching Spirit Bear• The Talking Earth• Kira-Kira• Not Just Anybody Family <p>Professional Resources</p> <p>Differentiating Instruction in a Mixed Ability Classroom – Tomlinson</p>
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	<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Assessments</p>	<p style="text-align: center;">Strategies or Best Practices</p>	<p style="text-align: center;">Teacher Resources</p>
	<p>Persuasive CI 2 The student will explore the argumentative process by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> o studying examples that present a clear opinion, with stated reasons supporting the opinion <i>(Writing & Speaking)</i> o preparing individual and/or group essays and presentations that include an opinion supported by examples, facts, and reasons that make the opinion more convincing to the reader <p>>Grammar/ Language</p> <ul style="list-style-type: none"> • demonstrating the different roles of the parts of speech in sentence construction • reviewing and using common spelling rules and patterns, and developing and mastering an individualized list of commonly misspelled words <p>Critical: CI 2 The student will develop and apply rubrics, with strategic criteria, to evaluate the quality of print or non-print communication by: Writing & Speaking:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques • identifying relevant evidence, reasons, and information 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> • Common District Assessment • Persuasive writing prompt (5 min. planning, 25 min. writing) <p>Formative Assessment Ongoing Assessment</p> <ul style="list-style-type: none"> • Opinion paragraph • Student created rubric to evaluate opinion paragraph for opinion and support • Persuasive business letter • Graphic organizer to identify author’s opinion and evidence from shared text • 3 minute/quick writes (1 min. planning, 3 min. writing) • Ticket out the Door demonstrating writing that shows different roles of parts of speech in sentence construction • Personal spelling list exemplifying common spelling rules and patterns • Journaling <p>Formative Assessment Ongoing Assessment</p> <ul style="list-style-type: none"> • Develop criteria to evaluate shared persuasive text 	<ul style="list-style-type: none"> • Four Square Writing • Think/Read Alouds • Modeling and Focus Lessons on writing skills • Guided Practice • Graphic Organizers • Mnemonic device to learn 6 Traits—VI COWS—Voice, Ideas, Conventions, Organization, Word Choice, Sentence Fluency) • Writing Process • 6 Traits— Focus on Ideas, Organization, Voice, and Word Choice • Collaborative group work • RAFT (Role, Audience, Format, Topic) • Think-pair-share 	<p><u>Write Source</u></p> <ul style="list-style-type: none"> • Persuasive Writing, p 218A-266 • Develop Persuasive Paragraphs p529 • Drafting a persuasive letter, p 274-279 • Adjectives, p486-489 • Improving Spelling, p 652-687 <p><u>Reader’s Handbook</u></p> <ul style="list-style-type: none"> • Focus on Persuasive Writing p. 247-255 <p><u>Language of Literature (McDougal)</u></p> <ul style="list-style-type: none"> • Persuasive Writing pR47-48 <p><u>Daybook</u></p> <ul style="list-style-type: none"> • Unit 11, Art of Argument p.164-173 <p><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> o Argumentation, BI, o Persuasive Essay, C34 <p>Reading and English Novels</p> <ul style="list-style-type: none"> • Crossing the Wire • Esperanza Rising • Wringer • Breadwinner • Touching Spirit Bear • The Talking Earth • Kira-Kira • Not Just Anybody Family <p>Picture Books</p> <ul style="list-style-type: none"> • Faithful Elephants—Yukio Tsuchiya (Persuasive and Informative) • The Three Questions—Jon J. Muth (Persuasive) • Through the Cracks—Carolyn Sollman, Barbara Emmons, Judith Paolini (Persuasive) <p>Internet</p> <p>www.teachinglearning.com</p> <p>www.ncte.org</p>

Sixth Grade Curriculum Map

Concept: Values, Beliefs, and Traditions

Quarter: 4

Reading and English	Expressive Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	<ul style="list-style-type: none"> • The student will use language to express individual perspectives drawn from personal or related experience 	<ul style="list-style-type: none"> • Facing personal challenges • Respecting others • Building relationships • Creating a sense of belonging 	<ul style="list-style-type: none"> • How do the beliefs/behaviors of others affect your own beliefs/behaviors? • How do we make decisions for ourselves? 	<ul style="list-style-type: none"> • How do people use language to express individual perspectives drawn from their personal or related experiences? • How do people respond to various literary genres to increase understanding? • How do people make an impression on others by the way they communicate?

English	<p style="text-align: center;">Learning Targets</p> <p>Expressive CI 1_ The student will narrate an expressive account (i.e., fictional or nonfictional account, poetry) by: (<i>Writing & Speaking</i>)</p> <ul style="list-style-type: none"> • using a coherent organizing structure appropriate to purpose, audience, and context • telling a story or establish the significance of events • using remembered feelings and specific details • using a range of appropriate communication techniques (i.e., figurative language, dialogue, suspense) <p>>Grammar/ Language</p> <ul style="list-style-type: none"> • producing final drafts that demonstrate accurate spelling and the correct use of punctuation, capitalization 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment (required)</p> <ul style="list-style-type: none"> • District Common Assessment • Narrative essay • Create a poem • Writing prompt (5 min. planning, 25 min. writing) <p>Formative Assessment</p> <ul style="list-style-type: none"> • Writing prompts • 3 minute/quick writes (1 min. planning, 3 min. writing) • Journaling • Ticket out the Door • Create a variety of poems • Narrative paragraph including structure, events, feelings • Narrative paragraph including figurative language and/or dialogue 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> • Four Square Writing • Think/Read Alouds • Modeling and Focus Lessons on writing skills • Guided Practice • Graphic Organizers • Mnemonic device to learn 6 Traits—VI COWS—Voice, Ideas, Conventions, Organization, Word Choice, Sentence Fluency) • Writing Process • 6 Traits— Focus on Ideas, Organization, Voice, and Word Choice • Collaborative group work • RAFT (Role, Audience, Format, Topic) • Think-pair-share 	<p style="text-align: center;">Teacher Resources</p> <p><u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • Writing Workshop: Personal Experience Essay, p. 176-180 • Poetry, p189-193 <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Writing Stories, p 342A-352 • Writing Poems, p 353-361 <p><u>Daybook</u></p> <ul style="list-style-type: none"> • Focusing on Language Craft, Unit 5, p71-84 • Focusing on Language Craft, Unit 12, p 175-190 • Studying an Author, Unit 13, p 191-206 <p>Reading and English Novels</p> <ul style="list-style-type: none"> • Crossing the Wire • Esperanza Rising • Wringer • Breadwinner • Touching Spirit Bear • The Talking Earth • Kira-Kira • Not Just Anybody Family <p>Picture Books</p> <ul style="list-style-type: none"> • Rocks in His Head—Carol Otis Hurst (<i>Expressive and Informative</i>) • The Hickory Chair—Lisa Rowe Fraustino (<i>Expressive</i>) <p><u>Internet</u></p> <p>www.teachinglearning.com</p> <p>www.ncte.org</p> <p>Professional Resources</p> <p>Differentiating Instruction in a Mixed Ability Classroom – Tomlinson</p>
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Learning Targets

Expressive CI 2 The student will comprehend expressive materials that are read, heard, and/or viewed by:

(Reading, Listening, & Viewing)

- analyzing the effects on texts of literary devices (i.e., figurative language, dialogue, poetry elements, drama)
- determining how literary elements (i.e., setting, characterization, point of view, mood, theme) impact the meaning of text

>Grammar/ Language

- determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (i.e., roots, affixes)
- appreciating the role of dialects compared to standard English in different contexts

>Genre

- exploring relationships among characters, themes or experiences

Assessments

Summative Assessment

(required)

- Use Double Entry Journal to interpret a poem
- Vocabulary
- District Common Assessment

Formative Assessment

Ongoing Assessment

- Reader Response Log to analyze the effects of literary elements in a short story
- Analyze the effects of literary devices in poetry and drama
- Reading probes/fluency rates
- Use vocabulary strategies to identify meaning of new words
- Identify the impact of dialect on the meaning with a shared text

Strategies or Best Practices

- Small group discussion to share individual perspectives
- Think-pair-share
- QAR (author and me)
- Graphic Organizers
- Modeling/Focus Lesson
- Guided Instruction
- Think/ Read Alouds
- Collaborative Group Work
- Mini lessons on reading strategies
- Literature Circles
- Reader's Theater
- Two Voice Poems
- Ticket out the Door

Teacher Resources

Reader's Handbook Lesson Plan Book

- Reading a Poem p. 154
- Elements of Poetry p. 155
- Reading a Play p. 164
- Focus on Language p. 165

Reader's Handbook

- Dialogue p 360-367
 - Plot p 368-375
 - Theme p 376-382
 - Reading a Poem, p 408-421
 - Focus on Language, p 422-429
 - Elements of Poetry, p 446-469
- The Language of Literature (McDougal)
- Elements of Poetry, p189-193

Student Expressive Anchor Texts (required)

Nonfiction

The Language of Literature (McDougal)

- President Cleveland, Where are You?, p34

Poetry

- Life Doesn't Frighten Me, p 74
- I'm Nobody! Who are You?, p 194
- It Seems I Test People, p 196
- Growing Pains, p 197
- Saguaro, p.297

Short Stories

- Scout's Honor, p 52

Drama

- Damon and Pythias, p 322

Linking Texts

The Language of Literature (McDougal)

Poetry

- Three Haiku, p 205
- Same Song, p 234
- Night Journey and Western Wagons p 284

- Analysis of Baseball, p 354

- Ode To My Library, p 411

Reading and English Novels

- Crossing the Wire
- Esperanza Rising
- Wringer
- Breadwinner
- Touching Spirit Bear
- The Talking Earth
- Kira-Kira
- Not Just Anybody Family

Seventh Grade Curriculum Map

Concept: Conflict and Change

Quarter: 1

Reading and English	Expressive Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	The student will use language to express individual perspectives in response to personal, social, cultural, and historical issues.	Discovering self Identifying culture Showing growth	How do we form and shape our identities? How do we define who we are? What can you learn about yourself by studying the lives and opinions of other? How are people transformed through their experiences and relationships with others?	<ul style="list-style-type: none"> • How do people respond to various literary genres to raise understanding? • How do people make an impression on others based on their use of language and grammar? • How do people use language to express individual perspectives as they respond to personal, social, cultural, and historical issues?

	<p style="text-align: center;">Learning Targets</p> <p>Expressive CI 2: The student will comprehend and respond to expressive materials that are read, heard, viewed by:</p> <p style="text-align: center;"><i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> • monitoring comprehension and applying fix-up strategies • visualizing • making connections text-to-self/text/world • making inferences during and after • determining the main idea and/or significance of events • making and adjusting predictions • synthesizing information • asking questions of themselves <p>>Genre CI 1 Increasing fluency, comprehension, and insight by:</p> <ul style="list-style-type: none"> • reading both self-selected and teacher- selected literature and other materials • analyzing the effects on texts of literary devices (i.e. figurative language, dialogue, flashbacks, allusion, and irony) • analyzing the effects of literary elements (i.e., theme, plot, point of view, characterization, mood, and style) • analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences <p>>Grammar/Language</p> <ul style="list-style-type: none"> • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (i.e., roots, prefixes, suffixes) 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment District Common Assessment</p> <p><u>Reader's Handbook Test Book</u></p> <ul style="list-style-type: none"> • p 8-13 <p>Formative Assessment Pre-Assessment</p> <ul style="list-style-type: none"> • Journal entries • Anticipation guides <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Comprehension strategy questions based on shared expressive text • Use vocabulary strategies to determine meaning of new words • Analyze effects of literary elements in text • Analyze effects of literary devices in text • Reading Log/Journal 	<p style="text-align: center;">Strategies or Best Practices</p> <p>Think Aloud Modeling/Focus lessons Guided instruction QAR Graphic organizers Repeated reading with emphasized purpose Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples Learning log Notetaking (2 or 3 column notes, post-its, concept webs)</p>	<p style="text-align: center;">Teacher Resources (to be used with anchor and linking text)</p> <p><u>Reader's Handbook - Lesson Plan Book</u></p> <ul style="list-style-type: none"> • Chapter 2 - p 45 • Chapter 3 - p 54 • Chapter 6 - p 114-115 <p><u>Reader's Handbook</u></p> <ul style="list-style-type: none"> • Chapter 2 – The Reading Process • Chapter 3A – Essential Reading Skills • Chapter 3B – Reading Actively • Chapter 6 – Reading Fiction <p><u>Daybook</u></p> <ul style="list-style-type: none"> • Unit 2, Lessons 6,7,9 (with Chapter 2, Reader's Handbook) <p><u>Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • Active Reading Strategies, p4-9 <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> • Becoming an active reader, pA5-A13 <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Writing in a Learning Log • Response to Literature <p>Professional Resources <i>I Read It, But I Don't Get It</i>-Tovani</p> <p style="text-align: center;">Student Expressive Anchor Texts (required)</p> <p><u>The Language of Literature</u> (McDougal)</p> <p>Fiction:</p> <ul style="list-style-type: none"> • The White Umbrella p.522-532 <p>Nonfiction:</p> <ul style="list-style-type: none"> • Dirk the Protector p.143-149 <p>Poetry:</p> <ul style="list-style-type: none"> • Song of Myself p.117-120 <p style="text-align: center;">Linking Texts (optional)</p> <p>Short Stories: <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • A Day's Wait • An Hour with Abuelo <p><u>Bridges to Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • Baseball Saved Us <p>Drama:</p> <ul style="list-style-type: none"> • Gail Devers <p>Nonfiction:</p> <ul style="list-style-type: none"> • Richard Wright and the Library Card <p><u>Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • from Boy: Tales of Childhood • from Knots in My Yo-Yo String <p>Read Out Loud Books:</p> <ul style="list-style-type: none"> • Start Something: You Can Make a Difference
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	<p style="text-align: center;">Learning Targets</p> <p>Expressive CI 1 The student will narrate (write or tell) an expressive account (fictional or nonfictional) by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> • demonstrating a coherent organizing structure appropriate to purpose, audience, and context • engaging the reader/listener through personal perspectives • establishing significant events <ul style="list-style-type: none"> >Grammar/Language <ul style="list-style-type: none"> • determining when and where dialects and standard/nonstandard English usage are appropriate • experimenting with figurative language and speech patterns • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled • using pronouns correctly, including clear antecedents and correct case 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment <u>Write Source</u> Personal narrative about an important learning experience p.97-134 Rubric with core indicators • District Common Assessment</p> <p>Formative Assessment <u>Write Source</u> Narrative paragraph about a great moment p.92-96 Respond to a narrative prompt p.152-155</p>	<p style="text-align: center;">Strategies or Best Practices</p> <p>Think-alouds Guided practice/independent practice Note-taking (2 or 3 column notes, post-its, concept webs) Graphic organizers Journal or notebook Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples 6+ Traits: Ideas, Organization, Voice</p>	<p style="text-align: center;">Teacher Resources (to be used with anchor and linking text)</p> <p><u>Write Source:</u></p> <ul style="list-style-type: none"> • Understanding the Writing Process p.4-10 • Narrative Writing p.92A-152 • Listening and Speaking p.416-422 • Editing and Proofreading Strategies, p761-762 • Introducing the Traits, p751-755 • Overhead transparencies – benchmark papers • Improving spelling, p642-651 • Plurals, p630-633 • Pronouns, p474-479, 706-714 <p><u>Write Source Skillsbook</u></p> <ul style="list-style-type: none"> • Spelling and plurals, p59-60 • Pronouns, p137-147 <p><u>Daybook :</u></p> <ul style="list-style-type: none"> • Unit 1, Lessons 1-4 <p><u>Reader’s Handbook - Lesson Plan</u></p> <ul style="list-style-type: none"> • Chapter 3 - p 55 <p><u>Reader’s Handbook :</u></p> <ul style="list-style-type: none"> • Ch. 3C –Reading Paragraphs • Ch. 3D – Kinds of Paragraphs • Ch. 3E – Ways of Organizing Paragraphs • Dialogue and dialect, p394-395 <p><u>Write Source Interactive Writing Skills CD</u></p> <p>Professional Resources Words Their Way Word Journeys Strategic Spelling in Middle Grades</p>

Seventh Grade Curriculum Map

Concept: Conflict and Change

Quarter: 2

Reading and English	Persuasive Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	<ul style="list-style-type: none"> The student will refine the understanding and use of persuasion. 	Determining perspective Understanding community Taking responsibility	<ul style="list-style-type: none"> How does an individual's perspective affect the way they deal with conflict? How does conflict influence an individual's decisions and actions? What is community and what is the individual's responsibility to the community as well as the community's responsibility to the individual? 	<ul style="list-style-type: none"> How do people use different techniques to persuade others?
Reading	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources (to be used with anchor and linking text)
	<p>Persuasive CI 1 The student will comprehend and analyze persuasive works that are read, heard and/or viewed by: (<i>Reading, Listening, & Viewing</i>)</p> <ul style="list-style-type: none"> monitoring comprehension and applying fix-up strategies identifying the arguments and positions stated or implied and the evidence used to support them recognizing bias and emotional factors examining the effectiveness of style, tone, and use of language summarizing the author's purpose and stance <ul style="list-style-type: none"> >Genre <ul style="list-style-type: none"> reading a variety of text (i.e., mystery, novel, science fiction, historical document, newspaper, skit, lyric poem) >Grammar/Language <ul style="list-style-type: none"> determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words 	<p>Summative Assessments</p> <ul style="list-style-type: none"> District Common Assessment <p><u>Language of Literature -Formal Assessment Book</u></p> <ul style="list-style-type: none"> Reading comprehension test p. 213-215 <p>Formative Assessment</p> <p>Pre-Assessment:</p> <ul style="list-style-type: none"> Journal entries Anticipation guides Vocabulary graphic organizers <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> Observation checklist Reading log/conferencing Comprehension strategy questions based on shared persuasive text Identify arguments, positions stated, and evidence in shared text Summarize author's purpose/stance in shared text Reading log Use vocabulary strategies to determine meaning of new words 	<p>Think Aloud Modeling/Focus lessons Guided instruction QAR Graphic organizers Repeated reading with emphasized purpose Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples Learning log Notetaking (2 or 3 column notes, post-its, concept webs)</p>	<p>Reader's Handbook</p> <ul style="list-style-type: none"> Chapter 5C – p. 274, 281, 286, 291 & 391 <p>Reader's Handbook Lesson Plan Book</p> <ul style="list-style-type: none"> Is it persuasive p. 92 (with 274) Fact or Opinion p. 90 (with 281) <p>Iowa AEA Online Resource</p> <ul style="list-style-type: none"> SIRS researcher <p>Daybook</p> <ul style="list-style-type: none"> Unit 11, Lessons 51 & 52 <p style="text-align: center;">Student Persuasive Anchor Texts (required)</p> <p>Nonfiction: <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> Homeless p.101-108 Looking for America p.774 -776 <p style="text-align: center;">Linking Texts (optional)</p> <p>Drama: <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> A Christmas Carol <p>Short Stories: <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> The Scholarship Jacket A Crown of Wild Olive Key Item <p>(cont. next page)</p>

Reading

Linking Texts
(optional)

Nonfiction:

Bridges to Literature (McDougal)

- Little Things are Big

Read Out Loud Books:

- *On the Fringe* by Donald Gallo
- *No Easy Answers: Stories about Teens Making Tough Choices* by Donald Gallo
- *Start Something: You Can Make a Difference* by Earl Woods & Tiger Woods Foundation

Literature Circles (Student Choice):

- *Cuba 15* by Nancy Osa
- *The Skin I'm In* by Sharon Flake
- *Firegirl* by Tony Abbot
- *Taking Sides* by Gary Soto
- *Any Small Goodness* by Tony Johnston
- *Freak the Mighty* by Rodman Philbrick
- *Red Kayak* by Priscilla Cummings
- *The Homeless Bird* by Gloria Whelen

	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Persuasive CI 2 The student will explore and analyze the problem-solution process by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> studying problems and solutions within various texts and situations <i>(Writing & Speaking)</i> constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details recognizing and creating an organizing structure appropriate to purpose, audience, and context <p>>Grammar/Language</p> <ul style="list-style-type: none"> applying the parts of speech to clarify language usage choosing language that is precise, engaging, and well suited to topic and audience 	<p>Summative Assessment <u>Write Source</u> Problem solution essay</p> <ul style="list-style-type: none"> District Common Assessment – Responding to a persuasive prompt <p>Formative Assessment Pre-Assesment <u>Write Source</u> Persuasive paragraph about a problem and a convincing solution</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Quick writes Journal entries RAFTs Peer review 	<p>Think-alouds Guided practice/independent practice Note-taking (2 or 3 column notes, post-its, concept webs) Graphic organizers Journal or notebook Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples 6+ Traits: Ideas, Organization, Voice</p>	<p><u>Write Source</u></p> <ul style="list-style-type: none"> Persuasive Writing p.219-260 Persuasive Prompt p.278-280 Overhead transparencies – benchmark papers p.5-6 <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> Persuasive Writing: Problem-Solution C36 Problem-Solution B14, B35, B43, B45 <p><u>Language of Literature Formal Assessment</u> Prompts for persuasion p.184 <u>Iowa AEA Online Resource</u> (www.iowaaeaonline.org)</p> <ul style="list-style-type: none"> SIRS researcher Learn 360 DE Streaming <p>Read Out Loud Books:</p> <ul style="list-style-type: none"> <i>On the Fringe</i> by Donald Gallo <i>No Easy Answers: Stories about Teens Making Tough Choices</i> by Donald Gallo <i>Start Something: You Can Make a Difference</i> by Earl Woods & Tiger Woods Foundation <p>Literature Circles (Student Choice):</p> <ul style="list-style-type: none"> <i>Cuba 15</i> by Nancy Osa <i>The Skin I'm In</i> by Sharon Flake <i>Firegirl</i> by Tony Abbot <i>Taking Sides</i> by Gary Soto <i>Any Small Goodness</i> by Tony Johnston <i>Freak the Mighty</i> by Rodman Philbrick <i>Red Kayak</i> by Priscilla Cummings <i>The Homeless Bird</i> by Gloria Whelen

Seventh Grade Curriculum Map

Concept: Conflict and Change

Quarter: 3

Reading and English	<p style="text-align: center;">Persuasive Benchmark</p> <ul style="list-style-type: none"> The student will refine the understanding and use of persuasion. <p style="text-align: center;">Critical Benchmark</p> <ul style="list-style-type: none"> The student will refine critical thinking skills and create criteria to evaluate print and other media materials. 	<p>Big Ideas</p> <p>Determining perspective Understanding community Taking responsibility Facing challenges</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> How does an individual's perspective affect the way they deal with conflict? How does conflict influence an individual's decisions and actions? <p>What is community and what is the individual's responsibility to the community as well as the community's responsibility to the individual?</p> <p>In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?</p>	<p>Communication Essential Questions</p> <ul style="list-style-type: none"> How do people use critical thinking to evaluate information in their daily lives? How do people make an impression on others based on their use of language and grammar? How do people use different techniques to persuade others?
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	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
Reading	<p>Persuasive CI 1 The student will comprehend and analyze persuasive works that are read, heard and/or viewed by: (Reading, Listening, & Viewing)</p> <ul style="list-style-type: none"> examining the impact of establishing a position or point of view making connections between works, self, and related topics making inferences responding to public documents (i.e., editorials, reviews, local/state/national policies/issues) <p>>Genre</p> <ul style="list-style-type: none"> analyzing how genre-specific characteristics impact the meaning of the work <p>>Grammar</p> <ul style="list-style-type: none"> determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words) <p>(cont. on next page)</p>	<p>Summative Assessment <u>Daybook</u></p> <ul style="list-style-type: none"> Posttest, passages 1-2, p267-269 District Common Assessment <p>Formative Assessment Pre-Assessment</p> <ul style="list-style-type: none"> Quick write Journal entries Reader response log Anticipation guides <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Observation checklist Reading log Conferencing Comprehension strategy questions based on shared persuasive text Create a response to a public document Use vocabulary strategies to determine meaning of new words <p>(cont. on next page)</p>	<p>Think Aloud Modeling/Focus lessons Guided instruction QAR Graphic organizers Repeated reading with emphasized purpose Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples Learning log Note-taking (2 or 3 column notes, post-its, concept webs)</p>	<p><u>Reader's Handbook</u></p> <ul style="list-style-type: none"> Chapter 5A - p.172-187 <p><u>Reader's Handbook Lesson Plan Book</u></p> <ul style="list-style-type: none"> Reading an essay, 96-101 <p><u>Daybook</u> Unit 11, Lessons 53, 54, & 55</p> <p><u>Iowa AEA Online Resource</u> (www.iowaaeaonline.org) Use these sites to select examples of public documents</p> <ul style="list-style-type: none"> SIRS researcher Learn 360 DE Streaming <p>Student Persuasive Anchor Texts (required)</p> <p>Fiction Short Story <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> Amigo Brothers p.361-374 <p>Drama <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> The Monsters are Due on Maple Street p.415-431 (Author's Purpose) <p>(cont. on next page)</p>

Reading	<p style="text-align: center;">Learning Targets</p> <p>Critical CI 1 The student will analyze the purpose of the author or creator by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> • monitoring comprehension • examining and evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques • understanding the effects of author's craft on the reader/viewer/listener 	<p style="text-align: center;">Assessments</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Analysis of shared text for author bias, emotional factors, propaganda techniques, and craft 		<p style="text-align: center;">Linking Texts (optional)</p> <p>Persuasive Essay <u>The Language of Literature</u> (McDougal)</p> <ul style="list-style-type: none"> • The Eternal Frontier, p.463 • Names/Nombres, p37 (Author's Purpose) <p>Short Story</p> <ul style="list-style-type: none"> • War of the Wall, p109 • Zebra, p46 <p>Read Out Loud Books</p> <ul style="list-style-type: none"> • On the Fringe • No Easy Answers: Stories about Teens Making Tough Choices • Start Something: You Can Make a Difference <p>Literature Circles (Student choice)</p> <ul style="list-style-type: none"> • Cuba 15 • The Skin I'm in • Firegirl • Taking Sides • Any Small Goodness • Freak the Mighty • Red Kayak • The Homeless Bird
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	Learning Targets	Assessments	Strategies or Best Practices	Instructional Resources
	<p>Persuasive CI 3 The student will study and create arguments that persuade by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> justifying a position with reasons, examples, and supportive details creating an organizing structure based on purpose, audience, and context understanding the importance of establishing a firm judgment <p>>Grammar</p> <ul style="list-style-type: none"> producing final drafts/presentations that demonstrate accurate spelling and use correct use of punctuation, capitalization, and format <p>Critical CI 2 The student will develop and apply rubrics, with strategic criteria, to evaluate the quality of print or non-print communication by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> using knowledge of language structure and literary or media techniques identifying relevant evidence, reasons, and information <p>Critical CI 3 The student will recognize and develop the stance of a critic by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> considering and presenting alternative perspectives or reasons creating a critical response/review of a work/topic 	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> Persuasive quick writes Notetaking on persuasive articles Peer review Rough drafts, edited for spelling, mechanics, and format <p>Summative Assessment</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> Write an editorial persuading about a school issue Write a review of a piece of text Create and apply a tool to evaluate an editorial essay Create an opposing viewpoint based on an editorial essay District Common Assessment: Responding to a Persuasive Prompt-Letter to the Editor Develop criteria to evaluate a text 	<p>Think-alouds</p> <p>Guided practice/independent practice</p> <p>Note-taking (2 or 3 column notes, post-its, concept webs)</p> <p>Graphic organizers</p> <p>Journal or notebook</p> <p>Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples</p> <p>6+ Traits: Ideas, Organization, Voice</p> <p>Spelling strategies</p>	<p>English Instructional Text:</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> Persuasive Writing: Creating an Editorial p.261-266 Persuasive Writing: Across the Curriculum -p.267-281 Response to Literature p.282A-341 <p><u>Language of Literature</u> (McDougal) Writing Handbook-Persuasive Writing p.R39-40 Writing Handbook-Persuasive Essay p.R52-53</p> <p><u>Iowa AEA Online Resource</u> (www.iowaaeaonline.org)</p> <ul style="list-style-type: none"> SIRS researcher Learn 360 DE Streaming <p>Read Out Loud Books:</p> <ul style="list-style-type: none"> <i>On the Fringe</i> by Donald Gallo <i>No Easy Answers: Stories about Teens Making Tough Choices</i> by Donald Gallo <i>Start Something: You Can Make a Difference</i> by Earl Woods & Tiger Woods Foundation <p>Literature Circles (Student Choice):</p> <ul style="list-style-type: none"> <i>Cuba 15</i> by Nancy Osa <i>The Skin I'm In</i> by Sharon Flake <i>Firegirl</i> by Tony Abbot <i>Taking Sides</i> by Gary Soto <i>Any Small Goodness</i> by Tony Johnston <i>Freak the Mighty</i> by Rodman Philbrick <i>Red Kayak</i> by Priscilla Cummings <i>The Homeless Bird</i> by Gloria Whelen

Seventh Grade Curriculum Map

Concept: Conflict and Change

Quarter: 4

Reading and English	<p style="text-align: center;">Informative Benchmark</p> <ul style="list-style-type: none"> The student will synthesize and use information from a variety of sources 	<p style="text-align: center;">Big Ideas</p> <p>Identifying culture Understanding community Showing growth</p>	<p style="text-align: center;">Essential Questions</p> <p>How do we form and shape our identities? What can you learn about yourself by studying the lives and opinions of others? How does conflict lead to change?</p>	<p style="text-align: center;">Communication Essential Questions</p> <ul style="list-style-type: none"> How do people use critical thinking to evaluate information in their daily lives? How do people make an impression on others based on their use of language and grammar? How do people explore and analyze information from a variety of sources?
Reading	<p style="text-align: center;">Learning Targets</p> <p>Informative CI 1 The student will respond to informative materials that are read, heard, and/or viewed by: <i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> monitoring comprehension and applying <i>fix-up strategies</i> analyzing the characteristics of informational works summarizing information determining the importance and accuracy of information making connections to related topics or information making inferences during and after 	<p style="text-align: center;">Assessments</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> District Common Assessment <p>Formative Assessment</p> <p>Pre-Assessment:</p> <ul style="list-style-type: none"> Quick write Anticipation guides KWL chart <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> KWL chart <p><u>Daybook</u></p> <ul style="list-style-type: none"> Expository writing prompt p.237 Comprehension strategy questions based on shared informative text 	<p style="text-align: center;">Strategies or Best Practices</p> <p>Think Aloud Modeling/Focus lessons Guided instruction QAR Graphic organizers Repeated reading with emphasized purpose Vocabulary strategies such as student friendly definitions, word associations, examples, and non-examples Learning log Notetaking (2 or 3 column notes, post-its, concept webs)</p>	<p style="text-align: center;">Teacher Resources</p> <p><u>Daybook:</u></p> <ul style="list-style-type: none"> Unit 10, lessons 46, 47, 48 & 49 <p><u>Reader's Handbook:</u></p> <ul style="list-style-type: none"> Cause and effect p.275 Chronological order p.276 Classification and definition p. 277 Comparison and contrast p.278 Main idea p. 284-285 Topic sentence and supporting details p.289-290 Reading textbooks, p66-168 <p><u>Readers Handbook - Lesson Plan Book</u></p> <ul style="list-style-type: none"> Chapter 4 p.66 <p><i>(cont. on next page)</i></p>

Reading

Student Informative Anchor Texts
(required)

Nonfiction

The Language of Literature (McDougal)

- from Immigrant Kids, p223-233
- Eleanor Roosevelt p.87-100

Linking Texts

Nonfiction

The Language of Literature (McDougal)

- from Growing Up
- from Exploring the Titanic

Bridges to Literature (McDougal)

- Jaime Escolante: Math Teacher

Read Out Loud Books

- On the Fringe
- No Easy Answers: Stories about Teens Making Tough Choices
- Start Something: You Can Make a Difference

	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources
	<p>Informative CI 2 The student will use multiple sources of print and different forms of information in developing and presenting informative materials (such as brochures, newsletters, and power point presentations) by:</p> <p style="text-align: center;"><i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> identifying and using appropriate primary and secondary sources comparing and contrasting information from different sources about the same topic evaluating information for insignificant details, inconsistencies, relevant facts, and organization <p>>Genre CI 1 extending understanding by creating products for different purposes, different audiences and within various contexts</p> <p>>Grammar CI 1</p> <ul style="list-style-type: none"> using a variety of sentences correctly, punctuating them properly, and avoid fragments and run-ons applying language conventions and usage during oral presentations choosing precise, engaging language well suited to topic and audience using subject/verb agreement and verb tense appropriate for the meaning of the sentence using phrases and clauses correctly, including proper punctuation (i.e., prepositional phrases, appositives, dependent and independent clauses) 	<p>Pre- Assessment <u>Write Source</u></p> <ul style="list-style-type: none"> Summary Paragraph, p377-380 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Research Learning Log, includes: <ul style="list-style-type: none"> ✓ Primary/secondary source citations ✓ Note-taking ✓ Graphic organizer to compare / contrast info from different sources ✓ Outline (establish focus) ✓ Graphic organizer to sort relevant / irrelevant facts Quick writes to focus on: <ul style="list-style-type: none"> ✓ Sentence variety ✓ Commas ✓ Subject/verb agreement ✓ Phrases/clauses ✓ Word choice <p>Summative Assessment</p> <ul style="list-style-type: none"> Research presentation District Common Assessment, Summary Paragraph from Daybook Lesson 50, p160-162 	<ul style="list-style-type: none"> Think Aloud Modeling/Focus lesson Guided Instruction Cornell Notes Graphic Organizers Repeated reading with emphasized purpose Interactive Notes Main Idea/Details 3 Column Journal 6+ Traits: Ideas, Organization, Presentation 	<p><u>Write Source</u></p> <ul style="list-style-type: none"> Taking Notes, p441-448 Research Writing: Building skills, p363-366, p371-376 Multimedia Presentations, p411-415 Listening and Speaking, p417-422 Making Oral Presentations, p423-430 Improving Your Sentence Style, p511-522 Fragments, p503-504 Run-ons, p506 Subject Verb Agreement, p508-509 Verb tenses, p720-725 Phrases and clauses, p698-700 Making Oral Presentations, p423-430 Audience and Purpose, p247 <p><u>Write Source Skillsbook</u></p> <ul style="list-style-type: none"> Subject Verb Agreement, p93-99 Verb tenses, p153-160 Phrases and clauses, p75-77 Punctuation, p15-21 Sentence Problems, p80-100 Sentence Variety, p101-123 <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> Organizing and Summarizing Information, Section B <p><u>Language of Literature (McDougal)</u></p> <ul style="list-style-type: none"> Multi-media Presentation, p411-415 Reading a Website, p514-526 Elements of the Internet, p527-535 Reading a Graphic, p538-547 Reading a Graphic, p548-561 <p>Student Informative Anchor Texts (required)</p> <p><u>The Language of Literature (McDougal)</u></p> <p>Web Article</p> <ul style="list-style-type: none"> Passing on the Flame, p728 <p>Newspaper Article</p> <ul style="list-style-type: none"> Four Decades in Space, p470 <p>Linking Texts</p> <p><u>The Language of Literature (McDougal)</u></p> <p>Newspaper Article Out of the Ballpark, p305</p>

Eighth Grade Curriculum Map

Concept: Social Justice

Quarter: 1

ENGLISH and READING	Expressive Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	<ul style="list-style-type: none"> • The student will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues 	Personal reflection and responsibility Morals, ethics, values Cultural diversity	<ul style="list-style-type: none"> • How can individuals empower themselves in today's society? • Do we have choices concerning fairness and justice? • Does labeling and stereotyping influence how we look at and understand the world? 	How do people use language to express individual perspectives? How do people make an impression on others based on their use of language and grammar? How do people respond to various literary genres to increase understanding?

ENGLISH and READING	<p style="text-align: center;">Learning Targets</p> <p>Expressive CI 3 The student will interact appropriately in group settings by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> • sharing personal reactions to questions raised • giving reasons and citing examples from text in support of expressed opinions • clarifying, illustrating, or expanding responses <p>>Genre</p> <ul style="list-style-type: none"> • leading small group discussions <p>Expressive C1 4 The student will reflect on learning experiences by: <i>(Reading, Listening & Viewing)</i></p> <ul style="list-style-type: none"> • evaluating how personal perspectives are influenced by society, cultural differences, and historical issues • evaluating personal circumstances and background that shape interaction with text • appraising changes in self throughout the learning process 	<p style="text-align: center;">Assessments</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Small Group Observation checklist based on Core Indicators • Save the Last Word <p>Formative Assessment</p> <ul style="list-style-type: none"> ▪ Learning log ▪ Journal ▪ Double-entry Journal ▪ Conferencing with peers or teacher ▪ Goal-setting record-sheet ▪ Learning style inventories ▪ Blog/wiki 	<p style="text-align: center;">Strategies or Best Practices</p> <p>Modeling/Focus lessons</p> <ul style="list-style-type: none"> • Think-Alouds <p>Guided instruction</p> <ul style="list-style-type: none"> • Peer collaboration • Listening strategies <p>Graphic organizers</p> <ul style="list-style-type: none"> • Note taking (2 or 3 columns) • Think/Pair/Share <p>Integration of technology</p> <p>Flex grouping</p>	<p style="text-align: center;">Teacher Resources (Use as needed)</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Listening and Speaking, p417-421 • Assessment and Instruction, p763-766 <p>Media:</p> <ul style="list-style-type: none"> • www.allamericareads.org/lessonplan <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> • <i>Differentiating Instruction in a Mixed Ability Classroom</i> – Tomlinson • <i>Better Learning Through Structured Teaching</i> – Fisher, Frey

Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources (Use as needed)
<p>Expressive CI 2 The student will comprehend and analyze expressive materials that are read, heard, and/or viewed by:</p> <p><i>(Reading, Listening & Viewing)</i></p> <ul style="list-style-type: none"> • monitoring comprehension and applying fix-up strategies <ul style="list-style-type: none"> o making connections text-to-text/self/world o making inferences during and after • generating a reading log or journal, including personal reactions • taking an active role in and/or leading book/media talks • maintaining an annotated list of works read/viewed <p>>Genre</p> <ul style="list-style-type: none"> • analyzing the effects of literary elements (i.e., plot, theme, characterization, mood, style, tone) • analyzing the effects of literary devices (i.e., figurative language, dialogue, flashback, allusion, irony) on texts <p>>Grammar/Language</p> <ul style="list-style-type: none"> • determining the meaning of unfamiliar words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) • evaluating the use and power of dialects in standard/nonstandard English usage 	<p>Summative Assessment (end of quarter)</p> <ul style="list-style-type: none"> • District Common Assessment <p><u>Readers Handbook Test Book</u></p> <ul style="list-style-type: none"> • Reading strategies: <ul style="list-style-type: none"> ✓ Reading process, p8-13 ✓ Content Literacy, p14-27 ✓ Elements of Fiction, p46-63 <p>Pre-assessment</p> <p><u>Readers Handbook Test Book</u></p> <ul style="list-style-type: none"> • Reading process, p8-13 • Elements of Textbook, p. 26-27 • Elements of Fiction, p62-63 • History, p. 14-15 • Science, concepts p.18-19, 22-23 • Math, word problems p.20-21, 24-25 • Comprehension and fluency probes <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reading log/journal • Book talks • Complete list of works read • Assessment of academic vocabulary based on terms of literary devices and elements • Fluency • Inference activities • Quick assess from Daybook 	<p>Strategies or Best Practices</p> <ul style="list-style-type: none"> • Flexible reading groups <p>Repeated reading with emphasized purpose</p> <p>Partner pair/share</p> <p>Book discussions</p> <p>Read Aloud</p> <p>Think Aloud</p> <p>Repeated readings</p> <p>Choral readings</p> <p>Readers theater</p> <p>Academic vocabulary (i.e., figurative language, dialogue, flashback, allusion, irony., plot, theme, characterization, mood, style, tone)</p> <ul style="list-style-type: none"> • Graphic organizers 	<p><u>Reader's' Handbook and accompanying Student Applications book</u> (SAB)</p> <ul style="list-style-type: none"> • Intro, p23-29 (SAB, p. 6-7) • Reading Process, p31-38 (SAB=p.8-9) • Reading Know-How, p39-41, 43-45 (SAB=10-12) • Reading Textbooks, <ul style="list-style-type: none"> ✓ History p65-83 (SAB=p. 17-26) ✓ Science 100-116 (SAB= p. 37-45), Concepts 132-142(SAB p. 54-55) ✓ Math117-131 (SAB=46-53), Word prob143-154 (SAB=56-57) • Elements of Textbooks p. 155-168 • Elements of Fiction, 389-405 • Reading Fiction, p293-388 <ul style="list-style-type: none"> ✓ Reading a Short Story p. 294-314 (SAB=116-127) ✓ Reading a Novel p. 315-339 (SAB=128-139) ✓ Focus on character p. 340-350 (SAB=140-141) ✓ Focus on Setting p. 351-359 (SAB=142-143) ✓ Focus on dialogue p. 360 -367 (SAB=144-145) ✓ Focus on plot p. 368-375 (SAB=146-148) ✓ Focus on theme p. 376-382 (SAB=149-151) ✓ Focus on comparing and contrasting p. 383-388 (SAB=152-153) <p><u>Daybook</u></p> <ul style="list-style-type: none"> • Unit 13 (Studying the Author, finding Ideas, Major Theme, plotting Consequences, Nonfiction, Reflecting on an Authors Life and Work) p.193-208 • Unit 10 (Details convey themes, Events Reveal themes, Images and symbols suggest themes, themes in Poems, Perspective and Theme) Lessons 46-50, p145-160 Unit 12 (Narrative Poetry: theme, mood, style, tone, figurative language, allusion, irony) Lessons 56-60, p. 177-192 <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> • Fix-up strategies-Reading Section, pA36-44 <p>Media</p> <ul style="list-style-type: none"> • www.greatsource.com/rehand/ <p><u>Jamestown Readers</u></p> <ul style="list-style-type: none"> • Comprehension and fluency <p>Student Narrative Anchor Texts (required)</p> <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> • Rat Hunt, p107 (<i>memoir</i>) <p>Linking Texts (optional)</p> <p><u>Read Out Loud Books</u></p> <p>Heroes Don't Run</p> <p>Code Talker</p> <p>Schooled</p>

	<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Assessments</p>	<p style="text-align: center;">Strategies or Best Practices</p>	<p style="text-align: center;">Teacher Resources (Use as needed)</p>
	<p>Expressive CI 1 The student will narrate a personal account by: (<i>Writing & Speaking</i>)</p> <ul style="list-style-type: none"> • creating a coherent organizing structure appropriate to purpose, audience, and context • establishing a point of view and narrowing focus • using remembered feelings • selecting details that best develop the topic • connecting self to society <p>>Grammar/Language</p> <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons • using phrases and clauses correctly, with proper punctuation (i.e., prepositional phrases, appositives, dependent and independent clauses) • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence • applying the parts of speech to clarify language usage 	<p>Summative Assessment <u>Write Source</u></p> <ul style="list-style-type: none"> • Phase Autobiography, p97-134 • District Common Assessment – Narrative Writing Prompt, TE p. 154 (Use Rubric in TE p. 772 to evaluate) <p>Pre-Assessment <u>Write Source</u></p> <ul style="list-style-type: none"> • Narrative paragraph, p. 93 <p>Ongoing Assessment <u>Skillsbook</u></p> <ul style="list-style-type: none"> • p. 3-130 • Daily Language Workouts 	<p>Modeling/Focus lessons</p> <ul style="list-style-type: none"> • Think-Alouds <p>Guided instruction</p> <ul style="list-style-type: none"> • Peer collaboration • Listening strategies <p>Graphic organizers</p> <ul style="list-style-type: none"> • Think/Pair/Share <p>Integration of technology</p> <p>Flex grouping</p> <p>Personal Timeline</p> <p>RAFTS</p> <p>Sensory Notes</p>	<p><u>Write Source</u></p> <ul style="list-style-type: none"> • Using the Writing Process, pp. 1-69 • Narrative Writing Paragraph, pp. 93-96 • Phase Autobiography, pp. 97-134 • Writing For Assessment Narrative Prompts, p. 154 • Write Source Overhead Transparencies, 1A-2D • Graphic Organizers, pp. 802, 804, & 805 (Teacher’s Guide) • Skillsbook-sentence activities, pp. 65-130 <p><u>Best Practice Toolkit</u></p> <ul style="list-style-type: none"> • Timeline, B48 • Personal Narrative, C18 • Sensory Notes, B9 & B30 <p>Media</p> <ul style="list-style-type: none"> • www.allamericareads.org/lessonplan • www.readwritethink.org • www.webenglishteacher.com <p><u>Write Source</u></p> <ul style="list-style-type: none"> • Interactive Writing Skills CD <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> • <i>Differentiating Instruction in a Mixed Ability Classroom</i> – Tomlinson • <i>Better Learning Through Structured Teaching</i> – Fisher, Frey <p style="text-align: center;">Student Narrative Anchor Texts (required)</p> <p><u>Daybook</u></p> <ul style="list-style-type: none"> • from <i>Bad Boy: A Memoir</i>, pp. 194-196 <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> • Charles, p S21-S27 • Block Party, p830

Eighth Grade Curriculum Map

Concept: Social Justice

Quarter: 2

READING and ENGLISH	Informative Benchmark	Big Ideas	Essential Questions	Communication Essential Questions
	<ul style="list-style-type: none"> The student will use and evaluate information from a variety of resources 	Effect of past social issues Cultural diversity Morals, ethics, values	What is social justice? To what extent does power, or the lack of power, affect individuals? How are prejudice and bias created? How do we overcome them?	<ul style="list-style-type: none"> How do people use and evaluate information from a variety of resources? How do people create and use criteria to evaluate print and non-print material? How do people make an impression on others based on their use of language and grammar?
READING	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources (use as needed)
	<p>Informative CI 1 The student will comprehend, analyze and evaluate informative materials that are read, heard, and/or viewed by:</p> <p style="text-align: center;"><i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> monitoring comprehension and applying fix-up strategies recognizing the characteristics of informative materials (i.e. text structure, text features) summarizing information drawing inferences and/or conclusions <p>>Genre</p> <ul style="list-style-type: none"> reading a variety of text (novels, short stories, biographies, plays, free verse, narrative poems) evaluating how text is impacted by genre specific characteristics and author's choice of genre <p>>Grammar/Language</p> <ul style="list-style-type: none"> determining the meaning of unfamiliar words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) 	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> District assessment Use science or civics textbook or another non-fiction book to summarize one section. Identify text structure of unfamiliar text Evaluate an unfamiliar informative selection for insignificant details, inconsistencies, relevant facts and organization <p>Formative Assessment</p> <p>Pre-assessment</p> <p><u>Reader Handbook Test Book</u></p> <ul style="list-style-type: none"> Test and test questions p. 90-91 Social Studies Tests p. 96-97 Math p. 98-99 Science p. 100-101 Improving vocab. p. 102-103 Graphic p. 86-89 Compare / contrast p. 60-61 <p><u>Daybook</u></p> <ul style="list-style-type: none"> inference practice Quick Assess <ul style="list-style-type: none"> Comprehension and fluency probes <p style="text-align: center;"><i>(cont' next page)</i></p>	<ul style="list-style-type: none"> Graphic organizers (KWL, concept webs, Venn diagrams) Think/Talk/Read Alouds Listening strategies QAR Strategies Reader's log/notebook Vocabulary strategies (student friendly definitions, word assoc., examples, nonexamples) Explicit instruction of reading strategies/literary elements Guided/independent practice Note taking (2 or 3 columns) Anticipation guides Small group discussion Pair/share Flexible reading groups <p>Mini lessons on grammar/language</p>	<p>Reader's Handbook and accompanying activities from Student Applications Handbook (SAB).</p> <ul style="list-style-type: none"> Reading for tests: <ul style="list-style-type: none"> ✓ Test and test questions pg 564-579(SAB p. 201-207) ✓ Social Studies pg.588-592 (SAB=p. 212-213) ✓ Math pg. 593-597 (SAB=214-215) ✓ Science pg. 598-605(SAB=216-217) ✓ Improving vocab. pg. 607-639 (can be revisited the rest of the year as needed) ✓ Learning New Words p.608-614 (SAB=218-219) ✓ Building Vocab. p. 615-625 (SAB=220-221) ✓ Dictionary Dipping p.626-629 (SAB=222-223) ✓ Understanding specialized Terms and Vocab. Tests p. 631-639 ✓ Reading a Graphic pg. 538-561 (above used to prepare for ITBS-may use at end of 1st quarter) Elements of Nonfiction p 273-291 Connotation & Denotation p. 271 Ways of organizing Paragraphs p. 56-63 Summarizing p. 658 Compare and contrast p. 383-388 Reading an Essay p. 172-187

READING

Assessments

Ongoing Assessment

- Reading probes
- Reading log/journal
- Book talks
- Assessment of academic vocabulary
- Fluency

Jamestown Readers

- Comprehension and fluency

Best Practices Toolkit

- Fix up strategies-Reading Section, pA36-44

Daybook

- Making Inferences, p132

Student Informative Anchor Texts
(required)

Language of Literature

- Who are the Ninety Nines?, p130
- Reading for Information, pS12-19
- **Magazine Article**-Partners in Growing, p211-214 (*title, heading, photo, caption*)
- **Magazine Article**-Found Money, p283-284 (*summarizing, main idea, details*)

Linking Text

(optional)

- We were There, Too!, Young People in US History -Phillip Hoose
- Civics and Science textbooks

Media

- Civil Rights Web sites
- <http://www.tolerance.org/>
- www.facinghistory.org/bps/civilrights
- www.allamericareads.org/lessonplan
- www.readwritethink.org
- <http://www.landmarkcases.org/>
- <http://www.facinghistory.org/>
- <http://www2.scholastic.com/browse/lessonplan.jsp?id=234>

	<p style="text-align: center;">Learning Targets</p> <p>Informative CI 2 The student will use multiple informative sources of print and other media to explore and create research products in both written and presentational forms by:</p> <p style="text-align: center;"><i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> determining purpose, audience, context narrowing focus recognizing/choosing a relevant topic choosing appropriate methods of investigation (i.e., interviews with experts, observations, finding print and non-print sources, using technology or media) <p>>Grammar/Language</p> <ul style="list-style-type: none"> using correct spelling of words appropriate in difficulty for 8th graders and refining mastery of an individualized of commonly misspelled words producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization and format 	<p style="text-align: center;">Assessments</p> <p style="text-align: center;">Summative Assessment</p> <p><u>Write Source</u> Write a classification essay on a topic that can be broken down into categories, p. 161-198 5 Point Rubric for Expository Writing, p. 773 TE</p> <p><u>Write Source Assessment Guide</u> District Common Assessment, p 32</p> <p>Pre Assessment <u>Write Source</u> Expository paragraph, p. 157-160</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> RAFT <p><u>Write Source</u></p> <ul style="list-style-type: none"> Brainstorm For Topic, p166 Choose Your Topic p. 167 Improving Spelling p. 643-651 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> Graphic organizers (KWL, concept webs, Venn diagrams) Think/Talk/Read Alouds Listening strategies QAR Strategies Explicit instruction Guided/independent practice Note taking (2 or 3 columns) Small group discussion Pair/share Differentiated groups Anchor Activities Mini lessons on grammar and spelling 	<p style="text-align: center;">Teacher Resources</p> <p><u>Write Source</u> Expository Writing, p. 156A-198 Expository Paragraph p. 157-160 Classification Essay p. 161- 198 Writing for Assessment – Expository Prompt pp. 214-216 Improving Spelling p. 643-651 5 Point Rubric, p. 773 TE</p> <p><u>Skills Book</u></p> <ul style="list-style-type: none"> p. 3 – 51 <p><u>Reader’s Handbook Student Application Handbook</u></p> <ul style="list-style-type: none"> p 39-42 Science or civics textbooks to show examples of classification text structure <p>Media</p> <ul style="list-style-type: none"> www.allamericareads.org/lessonplan www.readwritethink.org www.facinghistory.org <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> Differentiating Instruction in a Mixed Ability Classroom – Tomlinson Better Learning Through Structured Teaching – Fisher, Frey Words Their Way Word Journeys Strategic Spelling in Middle Grades <p style="text-align: center;">Student Informative Anchor Texts</p> <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> Careers that Care, p386-389 (<i>interview</i>)
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Eighth Grade Curriculum Map

Concept: Social Justice

Quarter: 3

READING and ENGLISH	<p style="text-align: center;">Informative Benchmark</p> <ul style="list-style-type: none"> The student will use and evaluate information from a variety of resources <p style="text-align: center;">Critical Benchmark</p> <ul style="list-style-type: none"> The student will continue to refine critical thinking skills and create criteria to evaluate print and other forms of communication 	<p style="text-align: center;">Big Ideas</p> <p>Effect of past social issues Cultural diversity Morals, ethics, values</p>	<p style="text-align: center;">Essential Questions</p> <p>What creates prejudice and what can an individual do to overcome it? What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character? What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?</p>	<p style="text-align: center;">Communication Essential Questions</p> <ul style="list-style-type: none"> How do people use and evaluate information from a variety of resources? How do people respond to various literary genre to increase understanding? How do people make an impression on others based on their use of language and grammar?
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READING	Learning Targets	Assessments	Strategies or Best Practices	Teacher Resources (use as needed)
	<p>Informative CI 1 The student will analyze and evaluate informative materials that are read, heard, and/or viewed by:</p> <p style="text-align: center;"><i>(Reading, Listening, & Viewing)</i></p> <ul style="list-style-type: none"> • Determining the importance and accuracy of information • Making connections to related topics/information • Generating questions about the information • Synthesizing information within and across text and other media <p style="text-align: center;"><i>(cont. on next page)</i></p>	<p>Summative Assessment (required)</p> <ul style="list-style-type: none"> • District assessment <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Evaluate non-fiction article or blog for accuracy based on its source • Develop questions for one section of Civics or Science book <p><u>Readers Handbook</u></p> <ul style="list-style-type: none"> • Synthesize 2 or more non-fiction selections using one of the Graphic Organizers, p660-662 <p style="text-align: center;"><i>(cont. on next page)</i></p>	<p><u>Reader's Handbook</u></p> <ul style="list-style-type: none"> • Critical Reading Chart • Listening strategies • Graphic organizers (• Think/Talk/ Read Alouds • Note taking • QAR strategies • Choral readings • Readers theater • Academic vocab. (ie. editorial, interview, lead, propaganda) • Flexible reading groups • Repeated reading with nonfiction poetry • Explicit instruction of reading strategies/literary elements • Guided and independent practice • Small group work • Pair/share 	<p><u>Reader's Handbook and accompanying Student Application Book Activities</u></p> <ul style="list-style-type: none"> • Questioning author p.652-653 • Reading Critically p. 654-655 • Synthesizing p. 660-662 • Reading Nonfiction p.171-291 • Reading a Website p.514-526 (SAB=185-192) • Reading a Magazine Article p. 234-246 (SAB=p.97-106) • Reading a Newspaper p. 218-233 (SAB= p.88-96) • Elements of Nonfiction • Editorial p. 280 • Interview 282 • Lead p. 283 • Propaganda Techniques p. 287 <p><u>Daybook</u></p> <ul style="list-style-type: none"> • Unit 2, Strategic reading nonfiction • Unit 8, Critical approaches to reading <p style="text-align: center;"><i>(cont. on next page)</i></p>

READING

- Critical CI 1 The student will analyze the purpose of the author or creator and the impact of the purpose by:**
(Reading, Listening, & Viewing)
- monitoring comprehension
 - evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques
 - evaluating the effects of author's craft on the reader/viewer/listener.
- Critical CI 2 The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:**
(Reading, Listening, & Viewing)
- using knowledge of language structure and literary or media techniques
 - drawing conclusions based on relevant evidence, reasons, and information
 - considering the impact of those conclusions

- Ongoing Assessment**
- Read critically to evaluate the author's message in a magazine, newspaper or web article
 - Develop criteria to evaluate the author's message in a magazine, newspaper or web article
- Daybook
- Quick Assess
 - Comprehension and fluency probes
 - Reading log/journal
 - Book talks
 - Assessment of academic vocab

- Jamestown Readers
- Comprehension and fluency
- Student Anchor Texts**
(required)
- Language of Literature
- **Anecdote**-Flying, p118 (*connections, questions*)
- Linking text**
(optional)
- Civics and Science textbooks
- Media
- Excerpts from An Inconvenient Truth
 - Civil Rights Web sites
 - <http://www.tolerance.org/>
 - www.facinghistory.org/bps/civilrights
 - www.allamericareads.org/lessonplan
 - www.readwritethink.org
 - <http://www.landmarkcases.org/>
 - <http://www.facinghistory.org/>

	<p style="text-align: center;">Learning Targets</p> <p>Informative CI 2 The student will use multiple informative sources of print and other media to explore and create research products in both written and presentational forms by:</p> <p style="text-align: center;"><i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> supporting ideas with examples, definitions, and direct references to primary and secondary sources noting and/or citing sources used recognizing and/or selecting presentational format (i.e., video, essay, interactive technology) appropriate to audience recognizing the use of and/or employing graphics (i.e., charts, diagrams, graphs) to enhance the communication of information presenting information using notes and/or memory aids gathering and organizing information to support purpose (i.e., note cards, paraphrasing, listing sources, and outlining) evaluating information for extraneous detail, inconsistencies, relevant facts, and organization <p>>Grammar/Language</p> <ul style="list-style-type: none"> applying language conventions and usage during oral presentations producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format self-correcting errors in everyday speech independently practicing formal oral presentations 	<p style="text-align: center;">Assessments</p> <p>Summative <u>Write Source</u></p> <ul style="list-style-type: none"> Write and present a research project, p. 363-415 District Common assessment <p>Formative Pre-Assessment <u>Write Source</u></p> <ul style="list-style-type: none"> KWL chart p. 363 TE <u>Write Source Skillsbook</u> Mechanics review, p49 Punctuation review, p39 <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Primary vs. Secondary Sources (Try it) p. 364 TE Citing Sources in your Report (Try It) p. 396 TE Multimedia Presentations p. 411-414 Note-taking, p. 388-394 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> 6+ Traits Graphic organizers (KWL, concept webs, Venn diagrams) Listening strategies QAR Strategies Explicit instruction of writing Guided/independent practice Differentiated Groups Pair/share Peer Editing Mini-lessons on grammar and language Three Column Journal 	<p style="text-align: center;">Teacher Resources (use as needed)</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> Building Research Skills, p. 363-410 Multi-Media Presentation, p411-415 Writing prompts Note-taking, p.388-394 <p><u>Write Source Skillsbook</u></p> <ul style="list-style-type: none"> Marking punctuation Editing for mechanics Improving spelling <p><u>Reader's Handbook</u></p> <ul style="list-style-type: none"> Student Applications Book, Reading a Graphic, p. 193-200 <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> Section B-Organizing and Summarizing Information B27, B28, B31 <p>Media</p> <ul style="list-style-type: none"> www.allamericareads.org/lessonplan www.readwritethink.org www.facinghistory.org http://www.frankwbaker.com/default1.htm <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> Differentiating Instruction in a Mixed Ability Classroom – Tomlinson Better Learning Through Structured Teaching – Fisher, Frey <p style="text-align: center;">Student Anchor Texts (required)</p> <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> Magazine article-Do try this at Home, p44-47 (<i>outline, main topic/subtopic</i>) A Look Back, p875-877 (<i>evaluate info</i>) Magazine article- Bike a Historic Trail, p733-736 (<i>note-taking, paraphrasing</i>)
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Eighth Grade Curriculum Map

Concept: Social Justice

Quarter: 4

READING and ENGLISH	<p style="text-align: center;">Persuasive Benchmark</p> <ul style="list-style-type: none"> • The student will continue to refine the understanding and use of persuasion <p style="text-align: center;">Critical Benchmark</p> <ul style="list-style-type: none"> ○ The student will continue to refine critical thinking skills and create criteria to evaluate print and other forms of communication 	<p style="text-align: center;">Big Ideas</p> <p>Effect of past social issues</p> <p>Cultural diversity</p> <p>Morals, ethics, values</p>	<p style="text-align: center;">Essential Questions</p> <p>Can literature serve as a vehicle for social change?</p> <p>When should an individual take a stand against what he/she believes to be an injustice?</p> <p>What does power have to do with fairness and justice?</p>	<p style="text-align: center;">Communication Essential Questions</p> <ul style="list-style-type: none"> • How do people use different techniques to persuade others? • How do people create and use criteria to evaluate print and non-print material? • How do people make an impression on others based on their use of language and grammar?
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Reading	<p style="text-align: center;">Learning Targets</p> <p>Persuasive C1 1 the student will explore and evaluate persuasive works that are read, heard and/or viewed by: (Reading, Listening, & Viewing)</p> <ul style="list-style-type: none"> Monitoring comprehension and applying fix-up strategies Identifying the arguments and positions stated or implied and the evidence used to support them Identifying the social context o of the argument Recognizing the effects of bias, emotional factors, and /or semantic slanting Comparing the argument and the counter-argument presented Identifying the author’s purpose and stance Making connections text to text/self/world Responding to public documents (ie. Editorials, review, local, state, and national policies/ issues with a historical context) <p>>Genre</p> <ul style="list-style-type: none"> Reading self and teacher selected text <p>>Grammar/Language</p> <ul style="list-style-type: none"> Determining the meaning of unfamiliar words using context clues, a dictionary, a glossary, a thesaurus, and /or structural analysis(roots, prefixes, suffixes) 	<p style="text-align: center;">Assessments</p> <p>Summative <u>Readers Handbook Test Book</u></p> <ul style="list-style-type: none"> Persuasive assessment, p. 38-39 <p><u>Daybook</u></p> <ul style="list-style-type: none"> Complete the speech started in Lesson 55 Read text provided by the teacher and identify the arguments and details to support the argument Use editorials or blogs to identify bias, emotional arguments, author’s purpose/stance District Common Assessment <p>Formative Assessment</p> <ul style="list-style-type: none"> Comprehension and fluency probes Reading log/journal Book talks Assessment of academic vocab. <p><u>Daybook</u></p> <ul style="list-style-type: none"> Quick Assess 	<p style="text-align: center;">Strategies or Best Practices</p> <ul style="list-style-type: none"> Graphic organizers (Think/ Read Alouds Note taking QAR strategies Choral readings Readers theater Academic vocab (semantic, bias, implied, evidence, social context, emotional factors, stance, purpose, documents) Flexible reading groups Repeated reading with poetry 6+I traits Explicit instruction of reading strategies Guided and independent practice Small group discussion Pair/share 	<p style="text-align: center;">Teacher Resources (use as needed)</p> <p><u>Reader’s Handbook</u></p> <ul style="list-style-type: none"> Focus on Persuasive writing p. 247-255 Focus on Speeches p. 256-264 Focus on Real world Writing 265-272 Argument or Persuasive Writing p. 274 Fact and Opinion p. 281 Problem and solution p. 286 Propaganda Techniques p. 287 Topic Sentence and Supporting Details p. 289 Viewpoint p. 291 Reading Know how p. 40-42 Making Inferences p. 40 Drawing conclusions p. 41 Comparing and Contrasting p. 42 Evaluating p. 42 <p><u>Jamestown Readers</u></p> <ul style="list-style-type: none"> Comprehension and fluency <p style="text-align: center;">Student Persuasive Anchor Texts (required)</p> <p><u>Daybook</u> Unit 11 -Structuring and Argument, Tone, Style, Persuasive Appeals, Writing a Speech, Lessons 51-55, p161-176</p>

Reading

Linking text (optional)

- Civics and Science textbooks
- Declaration of Independence
- The Constitution

Media

- Excerpts from An Inconvenient Truth
- Civil Rights Web sites
- <http://www.tolerance.org/>
- www.facinghistory.org/bps/civilrights
- www.allamericareads.org/lessonplan
- www.readwritethink.org
- <http://www.landmarkcases.org/>
<http://www.facinghistory.org/>

	<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Assessments</p>	<p style="text-align: center;">Strategies or Best Practices</p>	<p style="text-align: center;">Teacher Resources (use as needed)</p>
	<p>Persuasive C1 2 The student will evaluate and create arguments that persuade by: <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> Establishing a context and a personal voice Developing a thesis that makes a clear and knowledgeable judgment Organizing details, reasons, and examples effectively and persuasively to address purpose, audience, and context Anticipating and addressing reader/listener concerns and counterarguments <p>Grammar/Language</p> <ul style="list-style-type: none"> Using pronouns correctly, including clear antecedents and correct case. using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words Self-correct errors in everyday speech <p>Genre</p> <ul style="list-style-type: none"> Assuming an active role in teacher/student writing conferences Actively participating in whole class discussions <p>Critical CI 3 The student will develop and defend the stance of a critic <i>(Writing & Speaking)</i></p> <ul style="list-style-type: none"> Consider alternative points of view or reasons Construct a critical response or review of a work/topic 	<p>Summative Assessment</p> <ul style="list-style-type: none"> District Common Assessment <p>Formative Assessment</p> <p>Pre-Assessment</p> <ul style="list-style-type: none"> Write a persuasive paragraph defending a position on an important social issue RAFT Ticket-Out-the Door (write your position statement three different ways) <p><u>Write Source</u></p> <ul style="list-style-type: none"> Organizing your essay , p. 232 Countering an Objection, p. 230 <p><u>Skills Book</u></p> <ul style="list-style-type: none"> p. 139-144 	<ul style="list-style-type: none"> 6+ Traits Graphic organizers (KWL, concept webs, Venn diagrams) Listening strategies QAR Strategies Explicit instruction of writing Guided/independent practice Differentiated Groups Pair/share Peer Editing Mini-lessons on grammar and language 	<p><u>Write Source</u></p> <ul style="list-style-type: none"> Practical Writing: Drafting a Business Letter, p 274 - 277 Creating a Personal Commentary, p 261-266 Writing for Assessment, p. 278-281 5 point rubric, p774 TE <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> Persuasive writing, R49-50 <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> Persuasive essay, C34 Editorial, C35 Proposal, C37 Argumentation, B11 <p>Media</p> <ul style="list-style-type: none"> www.allamericareads.org/lessonplan www.readwritethink.org www.facinghistory.org <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> Differentiating Instruction in a Mixed Ability Classroom – Tomlinson <i>Better Learning Through Structured Teaching</i> – Fisher, Frey <p style="text-align: center;">Student Persuasive Anchor Texts (required)</p> <p><u>Language of Literature</u></p> <ul style="list-style-type: none"> Speech-by Christopher Reed, p381 (context, voice)