

CASD English Language Arts 8th Grade Curriculum Map

Reading, Writing, Speaking and Listening

4/11/2016

Chambersburg Area School District

Vocabulary Acquisition and Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

MP #1-4

CC.1.2.8.J & CC.1.3.8.J – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- Which words or phrases are figures of speech- and what does the context suggest they mean?
- What can you determine about meaning of the words based on the relationship between them?
- Which words share a similar denotative meaning but suggest a distinct connotative meaning?
- What are those academic words or phrases you hear most often when writing about or discussing a text or a topic?
- What are the words specific to language arts that you must learn and use accurately when reading, writing about, or discussing the content of language arts?
- What techniques work best for you to gather, learn, and remember words when studying a new or difficult subject?

Possible Reading Tasks

- Make your own dictionary

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Vocabulary Acquisition and Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

MP #1-4

CC.1.2.8.K & CC.1.3.8.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Objectives

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of with similar denotations.

Guiding Question and Prompts

- Which words or phrases are figures of speech- and what does the context suggest they mean?
- What can you determine about meaning of the words based on the relationship between them?
- Which words share a similar denotative meaning but suggest a distinct connotative meaning?
- What are those academic words or phrases you hear most often when writing about or discussing a text or a topic?
- What are the words specific to language arts that you must learn and use accurately when reading, writing about, or discussing the content of language arts?
- What techniques work best for you to gather, learn, and remember words when studying a new or difficult subject?

Possible Reading Tasks

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Reading Informational Text- Key Ideas and Details, Main Idea

This standard supports students in demonstrating an understanding of key ideas and details in informational texts.

MP #1-4

CC.1.2.8.A- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives

- Students will determine a central idea of an informational text.
- Students will analyze the development of a central idea of an informational text.
- Students will analyze the relationship between a central idea and supporting ideas in an informational text.
- Students will provide an objective summary of an informational text.

Guiding Question and Prompts

- What key idea and theme does the author introduce and develop throughout?
- How does the author use supporting ideas to develop the main idea or theme?
- What details and facts must an objective summary of the text include?
- What is a central idea in this text/section?
- What supporting ideas are presented?
- What are the details?
- How do the supporting details relate?

Possible Reading Tasks

- Socratic Appeals / Annotations
- Snarls, Burrs, Weasels Annotations
- Socratic Seminar
- Key Idea Illustration / Caption
- Annotating
- Finding Evidence

Materials / Recommended Titles

MATERIALS

- Nonfiction Articles
- Cell Phone Articles
- Widow
- Edgar Allen Poe Death Theories

RECOMMENDED TITLES

- Gary Soto Biography
- Edgar Allan Poe Biography

Possible Writing Tasks

- CC.1.4.8.H: Short answer responses
- Compare and Contrast a nonfiction piece to a fiction piece
- Graphic Organizers

• “I Have A Dream” Martin Luther King Jr.	
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Reading Informational Text- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of key ideas and details in informational texts.

MP #1-4

CC.1.2.8.B- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Objectives

- Students will cite textual evidence that most strongly supports an analysis of what the text says.
- Students will cite textual evidence that most strongly supports an analysis of inferences drawn from the text.
- Students will cite textual evidence that most strongly supports an analysis of conclusions drawn from the text.
- Students will cite textual evidence that most strongly supports an analysis of generalizations drawn from the text.

Guiding Question and Prompts

- What happens or is said in this text?
- What pieces of evidence provide the strongest support for your inferences?
- Now that we have read with a focus on the story being told/the key ideas and details, let's read again with our specific purpose in mind.
- What is our purpose? How could I mark/highlight/take notes to help focus on the information we need?
- Which evidence seems to most strongly support our analysis? What makes it strong?
- Let's articulate what we have found in relation to our purpose.

Possible Reading Tasks

- Use a graphic organizer; compile evidence from both pieces to support your answer.

Materials / Recommended Titles

MATERIALS

- Nonfiction Articles
- Textual Evidence Handouts
- Common Rubric 3, 2, 1, 0 Handout
- Cell Phone Articles
- Lincoln's Death Scene

RECOMMENDED TITLES

- Gary Soto Biography
- Edgar Allan Poe Biography
- "Widow Lives with Corpses of Husband, Twin"
- "Hunger Diaries" Alek Wek
- "I Have A Dream" Martin Luther King Jr.

Possible Writing Tasks

- CC.1.4.8.H: Short answer responses

Reading Informational Text- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of key ideas and details in informational texts.

MP #1-4

CC.1.2.8.C- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Objectives

- Students will analyze how a text makes connections among and distinctions between individuals through comparisons, analogies, and categories.

Guiding Question and Prompts

- What is the subject, content, or focus of this text- people, events, or ideas?
- What connection is the author trying to make in this text?
- What techniques does the author use to make connections or distinction between different elements?
- How does the author make connections among and distinctions between individuals (as through comparing and contrasting, making analogies, or categorizing)?
- How does the author make connections among and distinctions between ideas (as through comparing and contrasting, making analogies, or categorizing)?
- How does the author make connections among and distinctions between events (as through comparing and contrasting, making analogies, or categorizing)?

Possible Reading Tasks

- Make connections between the nonfiction article “Widow Lives with Corpses of Husband, Twin” and the fictional piece “The Landlady”
- Socratic Seminar
- Socratic Appeals
- Snarls, Purrs, Weasels
- Annotations
- Find evidence

Materials / Recommended Titles

MATERIALS

- Widow Article
 - <http://www.washingtontimes.com/news/2010/jul/6/woman-keeps-corpses/>
- Cell Phone Articles

Possible Writing Tasks

- Compare and Contrast paragraph
- Venn Diagram

• Edgar Allen Poe Death Theories • Holocaust Research <u>RECOMMENDED TITLES</u> • “Widow Lives with Corpses of Husband, Twin” • “The Landlady” by Roald Dahl • “I Have a Dream” Martin Luther King Jr. • “Refugee in America” Alek Wek • “Walt Whitman and Lincoln’s Death Scene”	
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Reading Informational Text- Craft and Structure, Point of View

This standard supports students in demonstrating an understanding of craft and structure in informational texts.

MP #1-4

CC.1.2.8.D- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Objectives

- Students will determine an author's point of view in a text.
- Students will determine an author's purpose in a text.
- Students will analyze how the author acknowledges to conflicting evidence or viewpoints.
- Students will analyze how the author responds to conflicting evidence of viewpoints.

Guiding Question and Prompts

- What is the subject of this text?
- What is the author's point of view or purpose regarding this subject?
- Where and how does the author acknowledge and respond to evidence or viewpoints that conflict with their own?
- What main idea or issue is the author asking us to consider? What is the author's point of view or purpose? How can we tell?
- How does the author convey the point of view or work to achieve the purpose? For example, what images/facts/examples/data are chosen?
- What language is chosen to describe or convince?
- What conflicting evidence or viewpoints are presented? How does the other acknowledge and respond to these?

Possible Reading Tasks

- Use "Widow Lives with Corpses of Husband, Twin" to determine the author's purpose for writing the text and respond to the conflicting viewpoints.
- Historical Event Studies (Common Core Resource Book page 64)
- Debate Current Events
- Socratic Seminars

Materials / Recommended Titles <u>MATERIALS</u> • Textual Evidence Handouts • Common Rubric (4, 3, 2, 1, 0) • Cell Phone Articles • Common Core Resource Book • Edgar Allen Poe's Death Theories <u>RECOMMENDED TITLES</u> • "Widow Lives with Corpses of Husband, Twin" • "Tusk, Tusk, Lifting the Ban on Ivory Poaching" (Tenebaum n.d.) • "Some Dirt Won't Hurt" (Stevens 2013) • "Screaming About Screen Time?" (Tenebaum 2012) • "Got Bears? Keeping Grizzlies Alive and People Safe in the Rockies" (Defenders of Wildlife 2013) • "The Bloodshed Behind Our Cheap Clothes" (Akter 2013) • "Mycobacterium Tuberculosis and Ringling Brothers' Circus Elephants" (Jaynes n.d.) • "I Have a Dream" Martin Luther King Jr. • "Refugee in America" Alek Wek • "Walt Whitman and Lincoln's Death Scene"	Possible Writing Tasks • CC.1.4.8.S:Nonfiction Text TDA • CC.1.4.8.I & J: After reading the articles that contain conflicting information, write an essay that utilizes their information. • Write a letter to appropriate audience or tweet • Graphic Organizer for Socratic Seminar
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Reading Informational Text- Craft and Structure, Text Structure

This standard supports students in demonstrating an understanding of craft and structure in informational texts.

MP #1-4

CC.1.2.8.E- Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

Objectives

- Students will analyze in detail the structure of a specific paragraph in a text.
- Students will analyze the role of particular sentences in developing and refining a key concept.

Guiding Question and Prompts

- What are the key structural elements in this paragraph that develop its ideas?
- Which sentence in this paragraph does most to develop and refine a key idea- and how does it do that?
- What is the big idea in this paragraph?
- Is the structure sequential or entirely descriptive? Is there a comparison?
- What are the functions of the sentences? Are any sentences used primarily to capture reader attention? Is there a main sentence that provides information about the topic? Are there sentences featuring details and examples related to the topic? Do any of the sentences provide closure or a summary? What transition words and phrases signal shifts in time and setting, comparisons, or relationships among ideas?

Possible Reading Tasks

- Annotate
- Identify Structure
- Propaganda
- Bias
- Annotate Connotation, Tone, Emotional language
- MVP / VIP

Materials / Recommended Titles

MATERIALS

- Text Organization PowerPoint
- Widow Article
 - <http://www.washingtontimes.com/news/2010/jul/6/woman-keeps->

Possible Writing Tasks

- 25 Word Abstracts
- Write different structures in paragraph form

<u>corpses/</u> • Cell Phone Articles • Edgar Allen Poe Death Theories • Holocaust Research <u>RECOMMENDED TITLES</u> • “Widow Lives with Corpses of Husband, Twin” • “The Landlady” by Roald Dahl • “I Have a Dream” Martin Luther King Jr. • “Refugee in America” Alek Wek • “Walt Whitman and Lincoln’s Death Scene”	
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Reading Informational Text- Craft and Structure, Vocabulary

This standard supports students in demonstrating an understanding of craft and structure in informational texts.

MP #3

CC.1.2.8.F- Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

Objectives

- Students will determine how an author uses the meaning of words or phrases in a text.
- Students will determine how an author uses figurative and connotative meanings in a text.
- Students will analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- Which words or phrases contribute the most to the meaning or tone of a text?
- Which words have different figurative, connotative, and technical meanings?
- How does a specific word choice contribute to the meaning or tone?
- Listen to this use of figurative language. What do you think it means? What is the author comparing/altering? What would the literal meaning be?
- Here's a use of a word that I think has connotative meanings. What personal or cultural meanings would you say are attached to this word? What emotions do you associate with this word? How does it contribute to the meaning/tone?
- What exactly does this word mean in this context? How are we to use this information?
- Let's look for the most critical words to understand from this text. Let's look at each of the word. What does the surrounding context help us understand? Is there a definition in the text?
- What two things is the author comparing? What are the points of comparison? What insights does this comparison offer?
- What reference does the author make to a person/place/event/text? Why do you think the author chose to bring forth the image or concept this represents?

Possible Reading Tasks

- Flip Flop the Connotation
- Annotations for emotional language

• Use “Aristotle’s Appeals” for ethos, pathos, and logos	
Materials / Recommended Titles <u>MATERIALS</u> • Cell Phone Articles <u>RECOMMENDED TITLES</u> • “I Have a Dream” Martin Luther King Jr. • “Aristotle’s Appeals”	Possible Writing Tasks • Thesis task cards • Argumentative task cards

Reading Informational Text- Integration of Knowledge, Diverse Media

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #2

CC.1.2.8.G- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Objectives

- Students will evaluate the advantages and the disadvantages of using different mediums to present a particular topic or idea.

Guiding Question and Prompts

- What are the available media formats (print or digital, video or multimedia) to choose from for this presentation?
- What are the advantages and disadvantages of each medium for this particular presentation?
- Evaluate the advantages and disadvantages of using different mediums to present a topic/idea. What is the topic? What insights did you gain from the different ways the information was presented? What was it about the techniques that made this possible? What are the advantages of each medium? What are the disadvantages?

Possible Reading Tasks

- Use a PowerPoint, biography article, and video to evaluate (judge) the advantages and disadvantages of the three mediums.
- Students can use a T Chart for their evaluation

Materials / Recommended Titles

MATERIALS

- Cell Phone Articles
- PowerPoint
- YouTube Video
 - <http://www.youtube.com/watch?v=x-387NMCR6w>
- Raven Postcard
 - <http://3.bp.blogspot.com/-5y1h5WeRjcl/UPzUjqJxpGI/AAAAAAAAADXM/ifJKb5WLIeg/s1600/poeravensma-scotpostcardback.jpg>

RECOMMENDED TITLES

- "Edgar Allan Poe A Brief Biography" author unknown

Possible Writing Tasks

- CC.1.4.8.D: Write T-Chart findings in paragraph/essay form

Reading Informational Text- Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #3

CC.1.2.8.H- Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

Objectives

- Students will delineate and evaluate the argument and specific claims in a text.
- Students will assess whether the reasoning is sound and the evidence is relevant and sufficient in a text.
- Students will recognize when irrelevant evidence is introduced in a text.

Guiding Question and Prompts

- What argument or claims does this text make- and how do these evolve as you trace them from beginning to end?
- How sound is the reasoning behind the argument and claims?
- How can you determine whether the evidence is relevant and sufficient?
- What main argument is the author asking the reader to consider? Is there more than one argument presented?
- What are the specific claims in relation to the argument(s)?
- Describe the reasons and evidence used to support each claim.
- What makes the reasoning sound or not sound?
- What makes the evidence relevant and sufficient- or is something lacking?
- Is any irrelevant evidence introduced?
- Are alternate claims or evidence presented?

Possible Reading Tasks

- Flapbook (Common Core Resource Book page 189)
- Cautionary Notes (Common Core Resource Book page 191)
- Web Challenge (Common Core Resource Book page 191)
- Collaborative Response (Common Core Resource Book page 190)
- Compare and Contrast different texts

Materials / Recommended Titles

MATERIALS

- Bias and Propaganda PowerPoint
- Cell Phone Articles
- Common Core Resource Book
- Edgar Allen Poe's Death Theories

Possible Writing Tasks

- Hook Your Book

RECOMMENDED TITLES

- “I Have a Dream” Martin Luther King Jr.
- “Some Dirt Won’t Hurt” Stevens 2013
- “Screaming About Screen Time?” (Tenebaum 2012)
- “Mycobacterium Tuberculosis and Ringling Brothers’ Circus Elephants” (Jaynes n.d.)
- “Should Family Be Allowed to Keep Tigers?” (TweenTribune 2013)
- “Refugee in America” Alek Wek
- “Walt Whitman and Lincoln’s Death Scene”
- “Hang Up and Drive” (WriteSource)

Reading Informational Text- Integration of Knowledge, Analysis Across Texts

This standard supports students in demonstrating an understanding of connections within, between, and/or among informational texts.

MP #3

CC.1.2.8.I- Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Eligible Content

- Students will analyze two texts that provide conflicting information on the same topic.
- Students will identify where two texts disagree on matters of fact or interpretation.

Guiding Question and Prompts

- What subject do these different topics explore?
- Where, how, and why do these different texts disagree about the meaning or accuracy of any interpretations?
- What main idea or issue is each author asking us to consider?
- What is each author's point of view or purpose?
- What specific claims or key ideas are presented in each text? Describe the support provided.
- Where do the texts disagree of matters of fact or interpretation?

Possible Reading Tasks

- Lift the Flap (Common Core Resource Book page 208)
- Annotate

Materials / Recommended Titles

MATERIALS

- Cell Phone Articles
- Common Core Resource Book
- Edgar Allen Poe Death Theories

RECOMMENDED TITLES

- **Zoos and Wartime**
 - *Faith Elephants: A True Story of Animals, People, and War*, Yuko Tsuchiya
 - "History into Myth: The Anatomy of a Picture Book," Aiko Kawabata and Kay E. Vandergriff
(<http://comminfo.rutgers.edu/professional-development/childlit/books/elephant.pdf>)
- **Japanese Internment**
 - *Civil Rights: Japanese Americans*, PBS

Possible Writing Tasks

- History Writers (Common Core Resource Book page 209)
- T-Chart

([www.pbs.org/thewar/at_home_civil_rights_japanese_american.h
tm](http://www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm))

- “Refugee in America” Alek Wek
- “Walt Whitman and Lincoln’s Death Scene”

Reading Informational Text- Range of Reading

This standard supports students in demonstrating the ability to read and comprehend nonfiction and informational text on grade level.

MP #1-4

CC.1.2.8.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Objectives

- Students will independently read and comprehend nonfiction and informational text on their grade-level.

Guiding Question and Prompts

- How complex is this text?
- How much more complex is this text?
- What sort of support, if any, is needed?

Possible Reading Tasks

- SSR
- SSR Book Seminar
- Socratic Seminar
- Annotations

Materials / Recommended Titles

MATERIALS

- Cell Phone Articles
- Edgar Allen Poe Death Theories

RECOMMENDED TITLES

- Gary Soto Biography
- Edgar Allan Poe Biography
- “Refugee in America” Alek Wek
- “Walt Whitman and Lincoln’s Death Scene”

Possible Writing Tasks

- Summaries

Reading Literature- Key Ideas and Details, Theme

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #1-4

CC.1.3.8.A- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Objectives

- Students will determine a theme or central idea of a piece of literature.
- Students will analyze the development of a theme or central idea over the course of a text.
- Students will analyze the relationship between a theme or central idea and the characters in a piece of literature.
- Students will analyze the relationship between a theme or central idea and the setting in a piece of literature.
- Students will analyze the relationship between a theme or central idea and the plot in a piece of literature.
- Students will provide an objective summary of a piece of literature.

Guiding Question and Prompts

- What key idea and theme does the author introduce and develop throughout?
- How does the author use characters, setting, and plot to develop this theme?
- What details and facts must an objective summary of the text include?
- What is a theme or central idea you think the author might have wanted us to consider?
- How does the author lead us to this point? What details are used?
- With stories, thinking through the plot can help us summarize the details. What are the circumstances of the main character at the beginning? What is the setting like? How does it shape the character? What conflicts or barriers does the main character encounter? What did the character learn in working through the experience?

Possible Reading Tasks

- View Plot Development PowerPoint slides
- Summarize favorite TV show, movie, or book
- Discuss using A Christmas Carol that was read in 7th grade
- What is the theme of “Broken Chain” and how does the development of the plot contribute to the theme?
- Evil Eye Project
- 100 Points Project
- Book Talks
- Story Boards
- Theme Boards
- Book Seminar

• Archetypes ○ Theme and Character ○ Discussing common themes of books and movies ○ Finding Evidence to prove the theme	
Materials / Recommended Titles <u>MATERIALS</u> • Plot Development PowerPoint slides 14-17 • Various Poems • Various Myths <u>RECOMMENDED TITLES</u> • “Broken Chain” by Gary Soto • “Oranges” by Gary Soto • “The Dogs Could Teach Me” • “Landlady” • “Tell Tale Heart” • “Monkey’s Paw” • “Ransom of Red Chief” • “The Diary of Anne Frank”	Possible Writing Tasks • Write a summary • CC.1.4.8.C: How does the setting in the text contribute to the theme _____? • How does each element propel the theme? (Exposition-setting, Rising action-conflict, climax, falling action, resolution)

Reading Literature- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #1-4

CC.1.3.8.B- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Objectives

- Students will cite textual evidence that most strongly supports an analysis of what the text says.
- Students will cite textual evidence that most strongly supports an analysis of inferences drawn from the text.
- Students will cite textual evidence that most strongly supports an analysis of conclusions drawn from the text.
- Students will cite textual evidence that most strongly supports an analysis of generalizations drawn from the text.

Guiding Question and Prompts

- What happens or is said in this text?
- What pieces of evidence provide the strongest support for your inferences?
- Now that we have read with a focus on the story being told/the key ideas and details, let's read again with our specific purpose in mind.
- What is our purpose? What will our evidence look like in light of this? How could I mark/highlight/take notes to help focus on the information we need?
- Which evidence seems to most strongly support our analysis? What makes it strong?
- Let's articulate what we have found in relation to our purpose.

Possible Reading Tasks

- Annotate looking for unfamiliar words, MVPs, metacognition
- Find evidence to support a claim or argument
- Find evidence to support an argument that involves two or more texts
- Annotation- put figurative language / literacy devices into your own words
- Dialect Language – Poetry
- Annotate use of poetic devices- style
- Interactive Notebook
- Archetype Stories

Materials / Recommended Titles

MATERIALS

- Various Myths
- Various Poems
- Cell Phone Articles

Possible Writing Tasks

- CC.1.4.8.H: Short Answer Responses
- Claim, Cite Evidence, Clarify / Explain

• Edgar Allan Poe Death Theories <u>RECOMMENDED TITLES</u> • “Broken Chain” by Gary Soto • “Oranges” by Gary Soto • “The Dogs Could Teach Me” • “Monkey’s Paw” • “Ransom of Red Chief” • “Widow Lives with Corpses of Husband and Twin” • “Tell Tale Heart” • “Landlady” • “Diary of Anne Frank”	
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Reading Literature- Key Ideas and Details, Literary Elements

This standard supports students in demonstrating an understanding of key ideas and details in literature.

MP #1-4

CC.1.3.8.C- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Objectives

- Students will analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action in a piece of literature.
- Students will analyze how particular lines of dialogue or incidents in a story, drama, or poem reveal aspects of a character in a piece of literature.
- Students will analyze how particular lines of dialogue or incidents in a story, drama, or poem provoke a decision in a piece of literature.

Guiding Question and Prompts

- Which events or specific lines of dialogue most affect the story?
- How do these events or specific lines affect the story the most?
- What does this event or dialogue reveal about the character?
- How do particular lines of the dialogue propel the action?
- How do particular lines of dialogue show what a character is like?
- How do particular lines of dialogue provoke a decision?
- How do key incidents propel an action?
- How do key incidents show what a character is like?
- How do key incidents provoke a decision?

Possible Reading Tasks

- Write characterization paragraphs
- In partners dissect paragraphs putting indirect and direct information in appropriate sides of a T-chart
- Use textual evidence to decide on a kind of character (Static, Dynamic, Flat, Round)
- The Elements of Drama
- Indirect Characterization Charades
- Animoto
- Analyze types of characters
- Practice using and creating direct and indirect characterization
- Practice different types of irony
- Internal vs. external conflicts
- Allusion, Tone, Mood

Materials / Recommended Titles

MATERIALS

- Characterization PowerPoint (slides 1-6)
- "The Miracle Worker" nonfiction articles

Possible Writing Tasks

- CC.1.4.8.B: Write a paragraph using direct and indirect characterization to describe him or her.
- Plot Maps

<u>RECOMMENDED TITLES</u> • “Broken Chain” • “Diary of Anne Frank” • “The Miracle Worker” • “Landlady” • “Tell Tale Heart” • “Monkey’s Paw” • “Ransom of Red Chief”	
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Reading Literature- Craft and Structure, Point of View

This standard supports students in demonstrating an understanding of craft and structure in literature.

MP #1-4

CC.1.3.8.D- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Objectives

- Students will analyze how the difference in the points of view of characters and the audience is created by using dramatic irony.
- Students will analyze how the difference in the points of view of characters and the reader is created by using dramatic irony.
- Students will analyze how the difference in the points of view of characters and the audience creates effects such as suspense and humor.
- Students will analyze how the difference in the points of view of characters and reader creates effects such as suspense and humor.

Guiding Question and Prompts

- How are the reader's or audience's points of view different from the characters' in a play or story?
- What techniques does the author use (e.g., dramatic irony) to create such effects as suspense, mystery, or humor?
- How does the author use these techniques to create such a mood or effect in the reader or audience?
- What different points of view are we privy to in this piece?
- What differences do we note between our own point of view and that of a key character? For example, are there things we know that a character doesn't (such as plans of another character or a lurking danger)? Is a character imperceptive about some things?
- What effects do differences in character point of view and audience point of view create?
- What big idea do you think the author thought was important and wanted us to consider?
- How did the different points of view help lead to this consideration?

Possible Reading Tasks

- View Point of View PowerPoint slides
- Point of View Task Cards
- Practice identifying different points of view

Materials / Recommended Titles

MATERIALS

- Point of View PowerPoint slides 9-10

RECOMMENDED TITLES

- **Short Story**

Possible Writing Tasks

- CC.1.4.8.N: Write a situational paragraph from a different point of view or perspective.
- Why does the author choose to use that point of view?

○ “The Emperor’s New Clothes” Hans Christian Anderson ○ “The Gift of the Magi” O. Henry ○ “The Storyteller” H.H. Munro ○ “Broken Chain” by Gary Soto ○ “Bestiary” Stephen Graham Jones ○ “The Dogs Could Teach Me” Gary Paulsen ○ “Landlady” ○ “Tell Tale Heart” ○ “Monkey’s paw” ○ “Ransom of Red Chief” ○ “The Diary of Anne Frank” ● Miscellaneous Texts ○ “...One Nation, Indivisible...” Herb Block ● Lyrics ○ “The Wizard and I” Stephen Schwartz from <i>Wicked</i> ● Poem ○ “We Real Cool” Gwendolyn Brooks ○ “Did I Miss Anything?” Tom Wayman ● Novel ○ <u>The Boy in the Striped Pajamas</u> by John Boyne	
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Reading Literature- Craft and Structure, Text Structure

This standard supports students in demonstrating an understanding of craft and structure in literature.

MP #1-4

CC.1.3.8.E- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Objectives

- Students will compare and contrast the structure of two or more texts.
- Students will analyze how differing structures of texts contribute to meaning and style.

Guiding Question and Prompts

- What are the key structural similarities and differences between these different texts?
- How do the different structures contribute to the meaning and style of each text?
- **Stories and Dramas**
 - What is this piece about? Let's talk through the structure. How is it set up?
 - How is the theme or central idea built out these parts?
 - How would you describe the style? For example, who narrates? What stands out about the narrator's word choice? What are the sentences like? Does the language feel formal or informal?
 - How do these stories/dramas compare in light of these questions?
- **Poetry**
 - What is this poem about? What overall idea, feeling, theme, or message comes to mind?
 - What is the form (for example sonnet, soliloquy, haiku, elegy, ode, lyric)? What do we know about this form? Why do you think the poet chose it?
 - How is the poem set up? How is the content organized?
 - Are there stanzas? What is their role?
 - How are spaces and line breaks used?
 - What is the language like?
 - How is sound used? Is there a rhyme scheme? What is the pattern? What do the lines sound like in terms of

	rhythm and meter? What impact do the elements of sound have on meaning? ○ How do the two poems compare in light of these questions?
Possible Reading Tasks • Compare two texts • Magazine Hunts • Symbolism 3D Project • Poster Apply Skills (Common Core Book Pages 108-109) • Quizlet.com • Mapping in Team (Common Core Book Page 64) • Poetry Structure: stanza, lines, and rhyme scheme • Look at headings (text features) • Identify different types of text structure • Analyze how text structure supports author's purpose	
Materials / Recommended Titles <u>MATERIALS</u> • “Comparing the Form and Structure of Two Texts: Some Starter Recommendations” List • Common Core Resource Book • 90's Hip Hop Vs. Classic Poetry • Math textbooks • Geography textbooks • Science textbooks <u>RECOMMENDED TITLES</u> • “Broken Chain” by Gary Soto • “Oranges” by Gary Soto • “The Dogs Could Teach Me” by Gary Paulsen • “Star Kidnappings” by Steve Ryfle • “Ransom of Red Chief” by O. Henry	Possible Writing Tasks • CC.1.4.8.S: Responses that analyze across texts between poetry and nonfiction

- “Paul Revere’s Ride” by Henry Wadsworth Longfellow***
- “Cremation of Sam McGee” by Robert W. Service**
- “What on Earth Should We Do with Derelict Boats?” by Ryck Lydecker
- “My Olympic Tabby Cat” by Lola Sneyd
- “Window Cat” by Karen Carlsen
- “Refugee in America” by Langston Hughes**
- “Hunger Diary” by Alek Wek
- “O Captain, My Captain” by Walt Whitman**
- “The Gettysburg Address” by Abraham Lincoln**
- “The Death of President Lincoln, 1865”

****Found in Literature Book**

Reading Literature- Craft and Structure, Vocabulary

This standard supports students in demonstrating an understanding of craft and structure in literature.

MP #1-4

CC.1.3.8.F- Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

Objectives

- Students will determine how an author uses the meaning of words or phrases in a text.
- Students will determine how an author uses figurative and connotative meanings in a text.
- Students will analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.
- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

Guiding Question and Prompts

- Which words or phrases contribute the most to the meaning or tone of a text?
- Which words have different figurative or connotative meanings?
- How does the author's use of specific words, analogies, or allusions to other texts contribute to the meaning and tone?
- Listen to this use of figurative language. What do you think it means? What is the author comparing/altering? What would the literal meaning be?
- Here's a use of a word that I think has connotative meanings. What personal or cultural meanings would you say are attached to this word? What emotions do you associate with this word? How does it contribute to the meaning/tone?
- What exactly does this word mean in this context? How are we to use this information?
- Let's look for the most critical words to understand from this text. Let's look at each use of the word. What does the surrounding context help us understand? Is there a definition in the text?
- What two things is the author comparing? What are the points of comparison? What insights does this comparison offer?
- What reference does the author make to a person/place/event/text? Why do you think the author chose to bring forth the image or concept this represents?

Possible Reading Tasks

- Use "Ransom of Red Chief" to analyze evidence of figurative language, connotative meanings, tone, and allusion.

• Self-generated vocabulary games • Personal spelling lists • Daily word study • Vocabulary units • Affixes • Literary Terms • Connotation/Denotation • Word Wisdom	
Materials / Recommended Titles <u>MATERIALS</u> • Various song lyrics • Core Six Book <u>RECOMMENDED TITLES</u> • “Ransom of Red Chief” by O. Henry • “Paul Revere’s Ride” by Henry Wadsworth Longfellow** • “Cremation of Sam McGee” by Robert W. Service** • “What on Earth Should We Do with Derelict Boats?” by Ryck Lydecker • “My Olympic Tabby Cat” by Lola Sneyd • “Window Cat” by Karen Carlsen • “Refugee in America” by Langston Hughes** • “Hunger Diary” by Alek Wek • “O Captain, My Captain” by Walt Whitman** • “The Gettysburg Address” by Abraham Lincoln** • “The Death of President Lincoln, 1865” • <u>The Boy in the Striped Pajamas</u> by John Boyne **Found in Literature Book	Possible Writing Tasks • Vocabulary Maps • How does word choice affect author’s purpose?

Reading Literature- Integration of Knowledge and Ideas- Sources of Information

This standard supports students in demonstrating an understanding of connections within, between, and/or among texts.

MP #1-4

CC.1.3.8.G- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

Objectives

- Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Students will evaluate the choices made by directors or actors when analyzing a filmed or live production.

Guiding Question and Prompts

- How is reading a play, poem, or story similar to and different from the experience of listening to or watching a recorded or live performance of it/
- How does the medium or format in which you experience the text affect your understanding or experience of it?
- How faithful does this production remain to the written text script? Describe the plot.
- What is similar and different about the characters? Why do you think these choices were made?
- What is similar and different about the settings? Why do you think these choices were made?
- What is similar and different about the plots? Why do you think these choices were made?
- Describe the similarities in themes across the two pieces.

Possible Reading Tasks

- Compare/Contrast a live production to a movie
- Class Skits
- Annotating
- Find quotes and support the quotes
- Socratic Seminars
- Task Cards
- Use of allusions (analysis)

Materials / Recommended Titles

MATERIALS

- “Some Example Works for Evaluation: Literature” Resource Page
- “The Miracle Worker” nonfiction articles

Possible Writing Tasks

- Compare and Contrast
- Summarize Socratic Seminar

• YouTube: SpongeBob Square Pants • YouTube: Landlady <u>RECOMMENDED TITLES</u> • “The Diary of Anne Frank” • <u>The Boy in the Striped Pajamas</u> • “The Miracle Worker” • “Tell Tale Heart”	
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Reading Literature- Integration of Knowledge and Ideas

This standard supports students in demonstrating an understanding of connections within, between, and/or among texts.

MP #1-4

CC.1.3.8.H- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Objectives

- Students will analyze how a modern work of fiction draws on themes from myths and traditional stories, including describing how the material is rendered new.
- Students will analyze how a modern work of fiction draws on patterns of events from myths and traditional stories, including describing how the material is rendered new.
- Students will analyze how a modern work of fiction draws on character types from myths and traditional stories, including describing how the material is rendered new.

Guiding Question and Prompts

- What themes, structures, or character types does this modern story borrow from older, traditional texts?
- How does the author's use of these old stories make them seem new?
- What theme (or key pattern of events, or character type) are we examining in these texts?
- Summarize the content of each text with just enough detail to convey the theme (or a key pattern of events, or the traits of a key character). How are the texts similar and different?
- How is the material from the modern work used in new ways?

Possible Reading Tasks

- Using a graphic organizer, compile evidence to support the development of the theme throughout the story and similarities from traditional works.
- Use "Ransom of Red Chief" as it references the Bible
- Graphicorg
- Lightning Thief and Narnia Study
- Compare and Contrast "Ransom of Red Chief" and Home Alone
- Discuss archetypes

Materials / Recommended Titles

MATERIALS

- Graphic Organizer
- Common Core Resource Book
- PSSA Sampler: "Joe's Reward"

RECOMMENDED TITLES

- **Short Stories**
 - "The Landlady" by Roald Dahl
 - "The Ransom of Red Chief" by O. Henry

Possible Writing Tasks

- CC.1.4.8.S: Write a paragraph analyzing how the archetypal theme of good versus evil is a theme in "The Tell Tale Heart". Reveal how the story reflects themes, events and/or character types from myths, traditional stories, or religious works.

• Poems ○ “The Tell Tale Heart” by Edgar Allan Poe • Modern Novel and Myths ○ <i>The Lightning Thief</i>, Rick Riordan ○ “Flight of Phaethon” • Modern Novel and Fairy Tales ○ <i>The Fairy –Tale Detectives</i>, Michael Buckley ○ Various Fairy Tales • Modern Picture Book and Traditional Story ○ <i>Zen Shorts</i>, Jon J. Muth ○ <i>Prince Siddhartha: The Story of Buddha</i>, Jonathan Landaw • Modern Novel and Religious Work ○ <i>The Chronicles of Narnia</i>, C.S. Lewis ○ Gospels (e.g., compare Aslan’s and Jesus’ taunting, death, and resurrection)	
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Reading Literature- Range of Reading

This standard supports students in demonstrating the ability to read and comprehend literature on grade level.

MP #1-4

CC.1.3.8.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.

Objectives

- Students will independently read and comprehend fictional literature on my grade-level.

Guiding Question and Prompts

- How complex is the text?
- How much more complex is this text?
- What sort of support, if any, would help?

Possible Reading Tasks

- Self-selected book seminar
- Exit slip reading strategies
- Book Talks
- Hook Your Book
- SSR
- Classic Book Seminars
- Jig Saws
- Literature Vocabulary

Materials / Recommended Titles

MATERIALS

- “The Miracle Worker” nonfiction articles

RECOMMENDED TITLES

- “Broken Chain” by Gary Soto
- “Oranges” by Gary Soto
- “Tell Tale Heart” by Edgar Allan Poe
- “Joe’s Reward” by Horatio Alger, Jr.
- “The Flight of Phaethon” by Josephine Preston Peabody (PSSA Sampler)
- “The Monkey’s Paw” by W.W. Jacobs
- “The Miracle Worker”
- “The Dogs Could Teach Me” by Gary Paulsen

Possible Writing Tasks

- Journal Entries
- Summarize text
- Reading Strategies

Writing-Informative / Explanatory

This standard supports students in demonstrating the ability to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

MP #3

CC.1.4.8.A- Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Objectives

- Students will write an informative / explanatory text.

Guiding Question and Prompts

- What is the topic- and your purpose?
- How do you use transitions to create greater cohesion and show the relationships among ideas here?
- How should you organize the contents so they convey the full sense of this topic?

Possible Writing Tasks

- CC.1.4.8.D: If you were stuck on an island what three things would you want to have with you?
- CC.1.4.8.D: What are your three fears in life and how do you deal with them?
- CC.1.4.8.D: What three things should your teacher know about you?
- CC.1.4.8.D: Holocaust Research Project
- CC.1.4.8.E: Holocaust Research Project
- CC.1.4.8.V: Holocaust Research Project
- CC.1.4.8.W: Holocaust Research Project

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- "Miep Gies, Protector of Anne Frank, Dies at 100" by Richard Goldstein
<http://www.nytimes.com/2010/01/12/world/europe/12gies.html?pagewanted=all&r=0>
- "Former neo-Nazi Jailed for Auschwitz Sign Theft" by Toney Paterson
<http://www.independent.co.uk/news/world/europe/former-neo-nazi-jailed-for-auschwitz-sign-theft-2172533.html>
- "Auschwitz Sign Theft: Swedish Man Jailed" <http://www.bbc.co.uk/news/world-europe-12094855>
- "Auschwitz Death Camp Sign Stolen" <http://news.bbc.co.uk/2/hi/8420053.stm>
- Oprah's Video <http://www.youtube.com/watch?v=IEbLJv3uSPY>

Teaching Note

- Informative pieces with a 5 paragraph structure
 - Introduction: Hook, Background, Thesis
 - Body Paragraph One
 - Body Paragraph Two
 - Body Paragraph Three
 - Conclusion: Restate thesis, Review Prongs, Relate Back to Your Background or End with a Final Thought
- Immerse students in background knowledge of the Holocaust through the Jigsaw Activity and/or Poster Walk
- Watch "Paperclips" to gain a better understanding of the number of Holocaust victims.

	• Read nonfiction pieces to gather information for their research project
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Writing-Opinion / Argumentative

This standard supports students in demonstrating the ability to write arguments to support claims with clear reasons and relevant evidence.

MP #2

CC.1.4.8.G- Write arguments to support claims.

Objectives

- Students will write an opinion / argumentative text.

Guiding Question and Prompts

- What do you claim, why, and how is your claim distinct from all others about this subject?
- What other perspectives- alternative, conflicting- should you be considering?
- How does your conclusion follow from all that precedes it?

Possible Writing Tasks

- CC.1.4.8.G: Law Open-Ended Response
- Counterargument writing
- Propaganda activities
- Advertisement Games
- Hook Your Book

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Teaching Note

Writing-Narratives

This standard supports students in demonstrating the ability to write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

MP #1

CC.1.4.8.M- Write narratives to develop real or imagined experiences or events.

Objectives

- Students will write a narrative text.

Guiding Question and Prompts

- What are you telling here- a real or imagined event- and from whose point of view?
- What happened- and why are you telling this story about it?
- How are the events and experiences throughout your narrative related to each other?

Possible Writing Tasks

- Holocaust Jigsaw
- Point of View of Jew or Nazi soldier

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Teaching Note

Writing-Narratives, Content

This standard supports students in demonstrating the ability to write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

MP #1

CC.1.4.8.O- Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters, use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Objectives

- Students will use dialogue to develop experiences, events, and/or characters.
- Students will use pacing to develop experiences, events, and/or characters.
- Students will use description to develop experiences, events, and/or characters.
- Students will use reflection to develop experiences, events, and/or characters.
- Students will use precise words and phrases to capture the action and convey experiences and events.
- Students will use relevant descriptive details and sensory language to capture the action and convey experiences and events.

Guiding Question and Prompts

- What are you telling here- a real or imagined event- and from whose point of view?
- What happened- and why are you telling this story about it?
- How are the events and experiences throughout your narrative related to each other?

Possible Writing Tasks

- Plot Elements
- Narrative Structure
- Dialogue
- Sensory Details

Materials / Recommended Titles

MATERIALS

- PSSA Sampler

RECOMMENDED TITLES

Teaching Note

Writing-Narratives, Organization

This standard supports students in demonstrating the ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP #1

CC.1.4.8.P- Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

Objectives

- Students will engage and orient the reader by establishing a context and point of view.
- Students will introduce a narrator and/or characters.
- Students will organize an event sequence that unfolds naturally and logically to support the writer's purpose.
- Students will use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another; and to show the relationships among experiences and events.
- Students will provide a conclusion that follows from and reflects on the narrated experiences or events.

Guiding Question and Prompts

- What is your topic and task for writing?
- What is your purpose: to inform, explain, argue, or entertain?
- What language, organization, and style is most appropriate for your writing task, purpose, and audience?

Possible Writing Tasks

- Plot Elements
- Narrative Structure
- Dialogue
- Sensory Details

Materials / Recommended Titles

MATERIALS

- PSSA Sampler

RECOMMENDED TITLES

Teaching Note

Writing-Response to Literature

This standard supports students in demonstrating the ability to draw evidence from literary or informational texts to support analysis, reflection, and/or research.

MP #1-4

CC.1.4.8.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Objectives

- Students will write for an intended audience.
- Students will state an opinion, topic, or establish a situation in text dependent analysis writing.
- Students will create an organizational structure in which ideas are logically grouped to support a purpose.
- Students will develop an analysis using relevant evidence from the text to support claims, opinions, ideas, and inferences.
- Students will use appropriate and varied transitions to create cohesion and create relationships between concepts and ideas.
- Students will use precise language and domain-specific vocabulary in my writing.
- Students will write in and maintain a formal style.
- Students will write a concluding section that supports my analysis.

Guiding Question and Prompts

- What is the topic or text you are writing about- and what is your claim?
- What evidence can you find in the literary or informational text(s) to support your claim(s)?
- How does this evidence support your analysis, reflection, or findings?

Possible Writing Tasks

- CC.1.4.8.S: TDA on mythology
- CC.1.4.8.S: TDA on “The Monkey’s Paw” or “The Tell-Tale Heart”
- Claim, Cite, Clarify

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- “Joe’s Reward”
- “The Monkey’s Paw”
- “The Tell-Tale Heart”

Teaching Note

Writing-Technology and Publication

This standard supports students in demonstrating the ability to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

MP #4

CC.1.4.8.U- Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.

Objectives

- Students will produce and publish writing using technology.

Guiding Question and Prompts

- What tools or technologies offer the greatest means of creating and working with others on this writing project?
- What opportunities should we consider for publishing writing to a larger audience?
- How would you describe (and present) the relationship between information and ideas efficiently?

Possible Writing Tasks

- Holocaust Research Project
- Generate a self-selected research question

Materials / Recommended Titles

MATERIALS

- Internet
- Holocaust Posters
- Books
- iPads

RECOMMENDED TITLES

Teaching Note

Writing-Range of Writing

This standard supports students in demonstrating the ability to write routinely over extended times and shorter time for a range of tasks, purposes, and audiences.

MP #1-4

CC.1.4.8.X- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives

- Students will write over extended time frames for a range of discipline-specific tasks purposes, and audiences.
- Students will write over shorter time frames for a range of discipline-specific tasks purposes, and audiences.

Guiding Question and Prompts

- What is the subject, purpose, occasion, and audience for your writing?
- What questions should you ask or techniques should you use when writing this type of text or about this topic?
- What conventions or other ideas should you keep in mind when writing this sort of discipline-specific task?

Possible Writing Tasks

- Practice Thesis Statements
- Practice Structure
- Different Types of Writing

Materials / Recommended Titles

MATERIALS

- PSSA Sampler

RECOMMENDED TITLES

Teaching Note

Speaking and Listening- Comprehension and Collaboration, Collaborative Discussion

This standard supports students in demonstrating the ability to engage in collaborative discussions

MP #1-4

CC.1.5.8.A- Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly

Objectives

- Students will effectively engage in a collaborative discussion.
- Students will effectively build on others' ideas during a collaborative discussion.
- Students will express my ideas clearly during a collaborative discussion.

Guiding Question and Prompts

- What topic, text, or issue is being discussed and what questions can you contribute?
- What rules and roles apply to this discussion, collaboration, or decision?
- What evidence, observations, or ideas are most important to consider in the discussion?

Possible Tasks

- Socratic Seminar: How do landladies in the text reflect people in today's society?
- Podcast
- Book Talk / Seminar

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

- "Widow Lives with Corpses of Husband, Twin"
- "The Landlady" by Robert Dahl

Possible Writing Tasks

- CC.1.4.8.D: Follow-up writing summarizing the Socratic Seminar
- Group Essays
- Self-Assessment
- Book Seminars
- Jigsaw

Speaking and Listening- Comprehension and Collaboration, Critical Listening

This standard supports students in demonstrating the ability to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

MP #1-4

CC.1.5.8.B- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Objectives

- Students will delineate a speaker's argument and specific claims.
- Students will evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.

Guiding Question and Prompts

- How would you characterize the relationship between the speaker's argument and specific claims?
- How sound is the speaker's reasoning?
- What evidence would you describe as irrelevant- and by what criteria?

Possible Tasks

- Socratic Seminar: Cell Phone Articles
- Socratic Seminar: Edgar Allan Poe Death Theories Analysis

Materials / Recommended Titles

MATERIALS

- Cell Phones Articles
- Edgar Allan Poe's Death Theories

RECOMMENDED TITLES

Possible Writing Tasks

- CC.1.4.8.D: Follow-up writing summarizing the Socratic Seminar

Speaking and Listening- Comprehension and Collaboration, Evaluating Information

This standard supports students in demonstrating the ability to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

MP #2,3

CC.1.5.8.C- Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Objectives

- Students will analyze the purpose of information presented in diverse media formats.
- Students will evaluate the motives behind a presentation.

Guiding Question and Prompts

- What is the topic and purpose of the presentation?
- What different media or formats are appropriate to this text, task, topic, or purpose?
- What is the speaker or presenter's motivation and how is he or she going about achieving it?

Possible Tasks

- Propaganda Study- advertising techniques
- Bias

Materials / Recommended Titles

MATERIALS

- Cell Phone Articles

RECOMMENDED TITLES

Possible Writing Tasks

- CC.1.4.8.G: Argumentative Writing

Speaking and Listening- Presentation of Knowledge and Ideas, Purpose, Audience, and Task

This standard supports students in demonstrating the ability to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

MP #4

CC.1.5.8.D- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid, reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Objectives

- Students will effectively present claims and findings.
- Students will use appropriate eye contact.
- Students will use adequate volume.
- Students will use clear pronunciation.

Guiding Question and Prompts

- What claims and findings are you presenting- and how should you arrange them?
- Which details, facts, or descriptions should you use to emphasize your main ideas and themes?
- What criteria should you use to determine if your evidence is relevant, your reasoning sound and valid, and your details well-chosen?

Possible Reading Tasks

- Present Holocaust Research Project
- Project Presentations
- Socratic Seminars

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

- Graphic Organizers

Speaking and Listening- Presentation of Knowledge and Ideas, Context

This standard supports students in demonstrating the ability to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

MP #4

CC.1.5.8.E- Adapt speech to a variety of contexts and tasks.

Objectives

- Students will adapt speech to a variety of contexts and tasks.

Guiding Question and Prompts

- Who are you addressing on this occasion?
- What is the occasion on which you are speaking?
- How should you adapt your speech in light of the audience, purpose, and occasion of your talk?

Possible Reading Tasks

- Present Holocaust Research Project
- Socratic Seminars

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

- 30 seconds speech / advertisement for hook of your book

Speaking and Listening- Integration of Knowledge and Ideas, Multimedia

This standard supports students in demonstrating the ability to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

MP #4

CC.1.5.8.F- Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Objectives

- Students will add interest to presentations by adding multimedia and visual displays.
- Students will clarify information by adding multimedia and visual displays.
- Students will strengthen claims and evidence by adding multimedia and visual displays.

Guiding Question and Prompts

- What is the subject and purpose of your presentation?
- Which elements and information are most important?
- What multimedia components e.g., charts, graphs, or infographics) to explain information, enhance claims and evidence, and make the presentation more engaging?
- What claims, information, evidence, or qualities (e.g., how interesting it is) can you enhance?

Possible Reading Tasks

- Holocaust Research Project
- Present Holocaust Research Project

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

- Current Web 2.0 tools for presentation
- Photostories

Speaking and Listening- Conventions of Standard English

This standard supports students in demonstrating the ability to have command of the conventions of Standard English when speaking.

MP #1-4

CC.1.5.8.G- Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Objectives

- Students will speak demonstrating proper conventions of standard English.

Guiding Question and Prompts

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Possible Reading Tasks

- Class Discussions
- Socratic Seminars watching for slang

Materials / Recommended Titles

MATERIALS

RECOMMENDED TITLES

Possible Writing Tasks

Language

This standard supports students in demonstrating a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

MP #1-4

CC.1.4.8.F & CC.1.4.8.L & CC.1.4.8.R- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.E & CC.1.4.8.K- Write with an awareness of the stylistic aspects of composition.

CC.1.4.8.Q- Write with an awareness of the stylistic aspects of writing.

Objectives

- Students will demonstrate command of the conventions of standard English grammar and usage.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Students will show knowledge of language and its conventions.

Eligible Content

- Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns i.e., ones with unclear or ambiguous antecedents).
- Recognize and correct inappropriate shifts in verb tense.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Ensure subject-verb and pronoun-antecedent agreement.
- Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.
- Use punctuation (i.e., commas, parentheses, and dashes) to

	set of nonrestrictive/parenthetical elements. • Use punctuation to separate items in a series. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact). • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. • Choose punctuation for effect. • Choose words and phrases for effect.
Possible Tasks / Materials • All Eligible Content ○ Weekly Skills	