

**8TH GRADE LANGUAGE ARTS
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

| Title: Reading Plot Elements Informational Text Conflict Logic | | | Time Frame: 1st Nine Weeks | | |
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| Academic Vocabulary: Currently under revision and will be available at a later date. | | | | | |
| Grade/Course Level Expectations (GLE/CLE) | Essential Question | Common Experience | Resources | Checks for Understanding (CFU) | Integrations/ Connections |
| GLE 0801.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. *All spelling and vocabulary skills are to be utilized throughout the year. | <i>How do we expand our vocabulary?</i> <i>How do we enhance our understanding of word meaning?</i> <i>How do audience and purpose impact vocabulary usage?</i> | Foreign Phrases http://www.factmonster.com/ipka/A0001619.html | Thesaurus www.wordsmyth.net www.voycabulary.com/ Word Pronunciation http://forvo.com/ County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink Reading Comprehension http://www.readingquest.org/strat/ | ✓ 0801.1.5 Spell correctly high-frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary. ✓ 0801.1.10 Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions. | |

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| | | | <p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.ppps.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p> | <ul style="list-style-type: none"> ✓ 0801.1.11 Define and recognize word synonyms, antonyms, and homonyms. ✓ 0801.1.12 Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice). ✓ 0801.1.13 Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words, and to make connections with word families (e.g., suffixes such as –phobia and –ology). ✓ 0801.1.14 Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words. ✓ 0801.1.15 Use textual structure (e.g., examples of | |
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| | | | | <p>cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words in texts about concrete and abstract topics (e.g., after the harvest, we had an <i>abundance</i> of apples, and so we made apple pie, apple sauce, and apple juice).</p> <p>✓ 0801.1.16 Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.</p> <p>✓ 0801.1.17 Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>, <i>alma mater</i>, <i>cum laude</i>, <i>femme fatale</i>, <i>esprit de corps</i>, verbatim, <i>E pluribus unum</i>).</p> | |
| GLE 0801.8.1 Read and comprehend a variety of works from various forms of | | Elements of Literature Second Course (suggested stories to teach skills) | | <p>✓ 0801.8.1 Use previously learned strategies to comprehend informational texts (e.g., formulating</p> | Social Studies: <ul style="list-style-type: none"> • History • Culture |

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| <p>literature.</p> <p>GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0801.8.3 Recognize the conventions of various literary genres.</p> <p>SPI 0801.5.1 Recognize a reasonable prediction of future events of a given text.</p> <p>GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> | | <p>“The Wise Old Woman” TE p. 5-12 Audio CD</p> <p>“Broken Chain” TE p. 17-24 Audio CD</p> <p>“Landlady” TE p. 72-80</p> <p>“The Medicine Bag” TE p. 759-781</p> <p>“The Green Mamba” TE 238-249</p> <p>“In Trouble” TE p. 250-260</p> <p>“Analyzing Proposition and Support” TE p. 29-31; 67-69</p> <p>“Understanding Text Structures” TE p. 156-159</p> <p>“Destination Mars”</p> | | <p>questions before, during, and after reading; visualize, predict, identify the writer’s purpose).</p> <p>✓ 0801.8.2 Sequence and identify the plot’s events, their causes, and the influence of each event on future actions.</p> <p>✓ 0801.8.3 Identify plot development techniques (e.g., foreshadowing, flashbacks) and explain their function in the text.</p> <p>✓ 0801.8.6 Differentiate between internal and external conflict.</p> <p>✓ 0801.8.7 Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.</p> <p>✓ 0801.8.8 Identify the basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</p> | <p>Science:</p> <ul style="list-style-type: none"> • Physical |
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| | | <p>Understanding Text Structures: A Magazine TE p. 275-279</p> <p>“Understanding Unity and Text Structure: An Article” TE p. 724-727</p> | | <ul style="list-style-type: none"> ✓ 0801.8.18 Distinguish among the types of literary plot conflicts (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology, person vs. society). ✓ 0801.5.1 Make logical predictions of future events in text. ✓ 0801.5.2 Identify sequence of events in text. ✓ 0801.5.3 Construct and complete analogies using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones. ✓ 0801.5.4 Identify and analyze stated or implied cause-effect relationships in text. ✓ 0801.5.5 Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, | |
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| | | | | <p>provability, quality of evidence, sources).</p> <ul style="list-style-type: none">✓ 0801.6.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer’s purpose).✓ 0801.6.8 Identify the organizational structures of informational texts (e.g., chapters, numbered steps).✓ 0801.6.10 Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).✓ 0801.6.11 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of content, footnotes, illustrations). | |
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**8TH GRADE LANGUAGE ARTS
2ND NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

| Title: Reading Point of View Theme Setting Informational Text | | | Time Frame: 2nd Nine Weeks | | |
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| Academic Vocabulary: Currently under revision and will be available at a later date. | | | | | |
| Grade/Course Level Expectations (GLE/CLE) | Essential Question | Common Experience | Resources | Checks for Understanding (CFU) | Integrations/Connections |
| GLE 0801.8.1 Read and comprehend a variety of works from various forms of literature. GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama). GLE 0801.8.3 Recognize the conventions of various literary genres. GLE 0801.8.5 Identify | <i>How does the author illustrate the theme throughout the selection?</i> <i>How does understanding literary elements affect your ability to understand various genres of literature?</i> | Elements of Literature Second Course (suggested stories to teach skills) "In Trouble" TE p. 250 "The Circuit" TE p. 280 "There Will Come Soft Rain" TE p. 265-274 "The Treasure of Lemon Brown" TE p. 729-740 "The People Could Fly" TE p. 356-363 "The Diary of Anne | Thesaurus www.wordsmyth.net www.voycabulary.com/ Word Pronunciation http://forvo.com/ County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink Reading Comprehension http://www.readingquest.org/strat/ | ✓ 0801.8.9 Identify and analyze the setting (location and time) and its impact on plot, character, and theme in literary texts. ✓ 0801.8.11 Analyze the narration and point of view (e.g., first person, third person, third-person limited, third-person omniscient) in literary texts. ✓ 0801.8.16 Identify and explain the theme of a literary text, distinguishing theme from topic. ✓ 0801.8.17 Identify and explain the development of | Social Studies: <ul style="list-style-type: none"> • History • Economics • Culture • Governance & Civics |

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| <p>and analyze common literary terms (e.g., personification, conflict, theme).</p> <p>GLE 0801.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational</p> <p>GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> | | <p>Frank” TE p. 364-438</p> <p>“Camp Harmony” TE p. 468-478</p> <p>“Getting to the Pointe” TE p. 725</p> <p>Summaries of “Casey at the Bat” TE p. 655</p> <p>“Download Directions” TE p. 825</p> | <p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.pppst.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p> | <p>stated or implied similar themes across two or more literary texts.</p> <p>✓ 0801.5.1 Make logical predictions of future events in text.</p> <p>✓ 0801.5.2 Identify sequence of events in text.</p> <p>✓ 0801.6.3 Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in informational texts.</p> <p>✓ 0801.6.4 Make inferences and draw conclusions.</p> <p>✓ 0801.6.9 Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).</p> <p>✓ 0801.6.12 Comprehend and interpret factual, quantitative, technical, or mathematical information presented in maps, charts,</p> | |
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graphs, time lines, tables, and diagrams.

- ✓ **0801.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

- ✓ **0801.7.5** Demonstrate awareness of audience needs through choice of medium and through images, words, and sounds.

**8TH GRADE LANGUAGE ARTS
3RD NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

| Title: Reading Poetry Informational Text Propaganda Media | | | Time Frame: 3rd Nine Weeks | | |
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| Academic Vocabulary: Currently under revision and will be available at a later date. | | | | | |
| Grade/Course Level Expectations (GLE/CLE) | Essential Question | Common Experience | Resources | Checks for Understanding (CFU) | Integrations/Connections |
| GLE 0801.8.1 Read and comprehend a variety of works from various forms of literature. | <i>How does the use of literary elements contribute to dynamics of poetry?</i> | Elements of Literature Second Course Audio CD Disc | Thesaurus www.wordsmyth.net www.voycabulary.com/ | ✓ 0801.8.12 Consider how forms and conventions within genres (e.g., poetry, drama, essays, short stories) affect meaning. | Social Studies: <ul style="list-style-type: none"> • Individuals, groups, & interactions • History |
| GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama). | <i>What value does poetry have in developing thoughts and feelings?</i> | Poetry TE p. 616-617 | Word Pronunciation http://forvo.com/ | ✓ 0801.8.13 Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole, pun). | |
| GLE 0801.8.3 Recognize the conventions of various literary genres. | <i>How does the audience utilize complex vocabulary and critical analysis to respond to a poem?</i> | “An Example of Fallacious Reasoning Edgar Allen Poe: His Life Revealed in His Work” TE p. 534 | County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink | ✓ 0801.8.14 Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme, assonance, internal rhyme, slant rhyme, repetition) and figurative language (e.g., metaphor, simile), and other | |
| GLE 0801.8.5 Identify | <i>How does identifying</i> | | Reading Comprehension http://www.readingquest.org/strat/ | | |
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| <p>and analyze common literary terms (e.g., personification, conflict, theme).</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.</p> <p>GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p> <p>GLE 0801.5.3 Distinguish between</p> | <p><i>the literary devices used by a poet help the audience interpret the meaning?</i></p> <p><i>How does one effectively plan, present, and critique written information and persuasive arguments?</i></p> <p><i>In what ways does advertising influence my decisions?</i></p> <p><i>How can I compare information gained from different media sources?</i></p> <p><i>How can we analyze information and ideas effectively and objectively?</i></p> <p><i>Why is comparing a variety of sources necessary for us to understand the true meaning of events, ideas, and beliefs?</i></p> | <p>“A Tragedy Revealed: A Heroine’s Last Days” TE p. 443</p> <p>“Langston Hughes A Summary” TE p. 675</p> | <p>http://www.literacy.uconn.edu/78less.htm</p> <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.pppst.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p> <p><u>Idioms</u> http://www idiomsbykids.com/taylor/mrtaylor/class20022003/idioms/idioms2003/idiomsallinkedon1pg.htm</p> <p><u>Connotation in Propaganda</u> http://teachingtoday.gleuco.com/lessonplans/connotation-in-propaganda</p> <p><u>Propaganda</u></p> | <p>conventions of verse (e.g., limerick, lyric, narrative, haiku) in poetry and explain how these contribute to the poem’s meaning and to the poem’s effect.</p> <p>✓ 0801.5.6 Determine the relevance and quality of evidence given to support or oppose an argument.</p> <p>✓ 0801.5.7 Compare and contrast evidence and conclusions between two or more arguments on the same topic.</p> <p>✓ 0801.5.8 Identify and analyze examples of deductive and inductive reasoning in text.</p> <p>✓ 0801.5.9 Identify and describe the structure of an argument, including its main claim and supporting premises.</p> <p>✓ 0801.5.10 Identify a variety of false premises, including those involving categorical claims (e.g., all mammals</p> | |
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| <p>inductive and deductive reasoning.</p> <p>GLE 0801.5.4 Analyze written and oral communication for persuasive devices.</p> <p>GLE 0801.5.5 Identify and analyze premises, including false premises.</p> <p>GLE 0801.5.6 Continue to explore logical fallacies.</p> | | | <p>http://propaganda.mrdonn.org/index.html</p> <p>http://www.pbs.org/teachers/search/resources/?search=analyzing+visual+effects</p> <p>Visual Effects</p> | <p>are human beings).</p> <ul style="list-style-type: none"> ✓ 0801.5.11 Identify and analyze the persuasive devices used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal). ✓ 0801.5.12 Continue to explore logical fallacies (e.g., appeal to fear, personal attack, false dilemma, false analogy) in a variety of texts. ✓ 0801.5.13 Analyze examples of concepts of stereotyping and bias in text. ✓ 0801.6.2 Identify/infer the stated or implied main idea of an informational text and identify the details supporting it. ✓ 0801.6.13 Follow instructions in informational texts. ✓ 0801.6.14 Use previously learned strategies to | |
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comprehend informational texts (e.g., formulating questions, visualizing, predicting, identifying the author's purpose).

- ✓ **0801.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production and evaluate the effectiveness of the techniques.
- ✓ **0801.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.
- ✓ **0801.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

**8TH GRADE LANGUAGE ARTS
4TH NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

| Title: Reading Character Informational Text Research | | | Time Frame: 4th Nine Weeks | | |
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| Academic Vocabulary: Currently under revision and will be available at a later date. | | | | | |
| Grade/Course Level Expectations (GLE/CLE) | Essential Question | Common Experience | Resources | Checks for Understanding (CFU) | Integrations/Connections |
| <p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature. (used throughout the year)</p> <p>GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0801.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE</p> | <p><i>How do we use reading to achieve a variety of purposes and goals?</i></p> <p><i>To what extent does our understanding of the structure of language impact our reading and comprehension?</i></p> <p><i>To what extent can we improve our independent reading skills?</i></p> <p><i>How does the reader perceive the universal idea conveyed by the author in a prose fiction?</i></p> | <p>Elements of Literature Second Course (suggested stories to teach skills)</p> <p>“From Harriet Tubman Conductor of the Underground Railroad” TE p. 143-155</p> <p>“Mrs. Flowers” TE p. 185-192</p> <p>“The Tell Tale Heart” TE p. 536-542</p> <p>“The Gettysburg Address” TE p. 479-481</p> <p>“I Have a Dream” TE p. 482-486</p> <p>Identifying and Connecting Main Ideas</p> | <p>Thesaurus www.wordsmyth.net</p> <p>www.voycabulary.com/</p> <p>Word Pronunciation http://forvo.com/</p> <p>County Funded Resources Brainpop United Streaming Nettrekker Thinkfinity ThinkLink</p> <p>Reading Comprehension http://www.readingquest.org/strat/</p> <p>http://www.literacy.uconn.edu/78less.htm</p> | <p>✓ 0801.6.5 Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.</p> <p>✓ 0801.6.6 Summarize, paraphrase, and critique texts (informational and literary).</p> <p>✓ 0801.6.7 Synthesize information across two or more informational texts and technical sources.</p> <p>✓ 0801.6.15 Recognize and analyze written techniques such as understatement, overstatement, and irony.</p> <p>✓ 0801.7.6 Consider the potential audience reaction</p> | <p>Social Studies:</p> <ul style="list-style-type: none"> • History • Governance & Civics • Culture • Individuals, groups, & interactions <p>Science:</p> <ul style="list-style-type: none"> • Physical • Earth & Space |

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| <p>0701.8.3Recognize the conventions of various literary genres.</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.</p> <p>GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p> | | <p>TE p. 800-834</p> <p>“Computers” TE p. 828</p> <p>“Software User’s Agreement” TE p. 826</p> <p>“Sweet Player: The Best Free MP3 Player in Town” TE p. 825</p> <p>“Limited Warranty” TE p. 826</p> <p>“Tools of the Trade” TE p. 828</p> | <p>http://www.rhlschool.com/reading.htm</p> <p><u>Reading PowerPoints</u> http://languagearts.ppps.com/readingcomprehension.html</p> <p><u>Airliner/Notebook Activities</u> Smart Language Arts</p> <p>Smart Lessons</p> | <p>(e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.</p> <p>✓ 0801.8.15 Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.</p> <p>✓ 0801.8.19 Identify the historical period in which a literary text was written and explain the text in light of this understanding.</p> <p>✓ 0801.8.20 Recognize that the author’s viewpoint may or may not reflect the culture or mores of the time in which the author lives.</p> <p>✓ 0801.8.21 Recognize and analyze biblical, classical, cultural, historical, and literary allusions.</p> <p>✓ 0801.8.22 Explore the concept of allegory.</p> | |
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