## 2015-16 SAUSD Curriculum Map: ELA Grade 8 Year at a Glance

Title	Sug. Time	Suggested Big Idea	Suggested Essential Questions	Assessment/ Performance Task	Texts
Unit 1: Text Structures (Fiction & Argumentative)	7-8 wks	<b>Structures</b> have parts that interrelate.	<ul> <li>How do writers of both fiction and non-fiction use structure to guide ideas?</li> <li>How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure?</li> <li>How do different structures allow for different ideas to be tracked and understood?</li> </ul>	Plot dissections using evidence from texts. Write paragraphs for different purposes that reflect unity, clarity, and coherence. (Argumentative, informational)	CORE TEXTS: • "The Treasure of Lemon Brown" (pg. 490-498) (Fiction) • Homelessness articles (non-fiction; compliment to "TLB") <u>http://goo.gl/h5uOsB</u> <u>http://goo.gl/mvx3V</u> • "The Landlady" (p. 62) (Fiction) <b>SUGGESTED TEXTS:</b> • "The Lottery" by Shirley Jackson (fiction) ** <u>http://goo.gl/waHc6j</u> • "The Veldt" by Ray Bradbury (fiction) ** <u>http://goo.gl/B8SVKe</u> • PBS: "A Whale of a Business: Anti-Captivity Views" (argumentative text) <u>http://goo.gl/ppSfNs</u> • <i>Blackfish</i> trailer: (argumentative) http://blackfishmovie.com/ (video) • The New York Times: "Smart, Social, and Erratic in Captivity" (informational) <u>http://goo.gl/z6eVoV</u> ** Highly Challenging
Unit 2: Characters	6 wks	All aspects of one's life <b>contribute</b> to one's character.	<ul> <li>What techniques do authors use to show the unique personality traits of his or her characters?</li> <li>What is the difference between "showing" what a character is like and "telling" what they're like?</li> <li>How does one's background, life experiences, and environment shape who they are?</li> </ul>	Character Analysis Project (various possible projects; optional multi-media) Argumentative Essay (using evidence from the text to support characterization, motivation, etc.)	CORE TEXTS: "Mrs. Flowers" (pg. 129-134) (Fiction) "The Circuit" (pg. 182-189) (Fiction based on a true story) SUGGESTED TEXTS: "When I Was Puerto Rican" by Esmeralda Santiago (autobiography complimentary text to "Mrs. Flowers") <u>http://goo.gl/i6tdRb</u> "Fear" by Gary Soto (fiction) <u>http://goo.gl/jiFku1</u> (scroll down to pg. 25/ 479) "Bullies on Bullying: Why We Do it" <u>http://goo.gl/csW44H</u> (non-fiction) (complimentary to "Fear") "Salvation" by Langston Hughes (fiction) <u>http://goo.gl/GVYGO2</u>
Unit 2: "When is Lying Okay?" *For teachers in the ERWC program	6 wks	Ethical perceptions of lying differ from person to person	<ul> <li>When is lying justified?</li> <li>What are the best arguments for not lying?</li> <li>What are the best arguments for telling lies?</li> <li>How do lies affect our relationships with others?</li> </ul>	Write an argumentative essay in which you answer the question: When is lying OK? Always, sometimes, or never?	CORE TEXTS (Informational/Argumentative): <ul> <li>"The U.S. Political Campaign: Lie, Lies, Lies"</li> <li>"It's the Truth: Americans Conflicted About Lying"</li> <li>"Rejecting All Lies: Emanuel Kant"</li> <li>"Brad Blanton: Honestly, Tell the Truth"</li> <li>"Teens Do their Share of Lying"</li> </ul> SUGGESTED TEXTS: Video on Ethos, Pathos, and Logos <u>http://www.shmoop.com/video/ethos-pathos-logos</u>

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Unit 3: Theme	7 wks	Conflict and the use of power can result in both positive and negative change.	<ul> <li>What are different ways that themes are presented in literature?</li> <li>How does one's attitude towards conflict affect their ability to overcome it?</li> <li>How does power come in many forms?</li> </ul>	Research Project (Holocaust, Japanese Internment, Current Community Issues) Response to Literature Project Diary Entries	<ul> <li>CORE TEXTS:</li> <li>from, "The Diary of Anne Frank" (pg. 213-214) (Excerpt from Autobiography)</li> <li>"Camp Harmony"( pg. 319-323) (Autobiographical Excerpt)</li> <li>"In Response to Executive Order 9066" (pg. 325) (Letter)         "Walking with Living Feet" (pg. 313-315) (Autobiographical Incident)</li> <li>SUGGESTED TEXTS:</li> <li>Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum)</li> <li>Article: "Anne         Frank" <u>http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210</u></li> </ul>
Unit 4: Style: A Writer's Toolbox	6 wks	Style is the convergence of several factors that produce an ultimate outcome.	<ul> <li>What elements converge to form an author's unique style and how does each play a unique role?</li> <li>What are some ways that readers deconstruct literary style?</li> <li>How does an author's background contribute to their literary style?</li> <li>How do authors create mood or tone in their texts?</li> </ul>	Museum Display analyzing a writer's unique literary style using evidence from his/her texts, author's background, etc.	CORE TEXTS: • "The Tell-Tale Heart" (pg. 353-362) (Fiction) • "The Landlady" (pg. 61-70) (Fiction) • Poe Video and Dahl Video SUGGESTED TEXTS: • Any excerpts from Dahl's children's literature ( <i>The Twits, James and the Giant Peach</i> ) and Poe's short stories and poems ("Annabelle Lee," "The Raven," "The Black Cat") • Mood and Tone YouTube Video http://goo.gl/Ahy9zV • "The Landlady" (film) http://goo.gl/KwqDTn • "Psychopath Article" http://goo.gl/udtzwC
Unit 5: Poetry	4 wks	Poetry is the <b>convergence</b> of inspiration, form and structure, language, and meaning.	<ul> <li>How does the form of poetry relate to a poem's meaning?</li> <li>What purposes do the different poetic devices play in constructing meaning?</li> <li>How does poetry differ from prose and how does this difference affect purpose and meaning?</li> </ul>	Write poetry using literary devices. Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.	CORE TEXTS:         • "A Valentine for Ernest Mann" (pg.406) (Lyric)         • "Ode to Thanks" (pg. 437) (Ode)         • "I Hear America Singing" (pg. 451) (Free Verse)         • "I, Too" (pg. 452) (Free Verse)         • "Oh Captain, My Captain" p.447 (Elegy)         SUGGESTED TEXTS:         • Biography texts and videos of poets         http://goo.gl/IVcUV0       http://goo.gl/Cv0JU1         http://goo.gl/NVURUj       http://goo.gl/KjIFzF         • "Rose that Grew from Concrete" by Tupak Shakur         • "I am Nobody, Who are You?" Emily Dickinson         • "Four Skinny Trees" by Sandra Cisneros         • "Caged Bird" by Maya Angelou         • Oh Me, Oh Life" by Walt Whitman

# 2015-16 SAUSD Curriculum Map: ELA Grade 8 Year at a Glance

Unit 6: Novel (Cumulative Lit Elements)	4-6 Wks	Will Vary depending on novel chosen.	Will vary depending on novel chosen.	Will vary depending on novel chosen.	CORE TEXTS: Choose one: The Giver by Lois Lowry Roll of Thunder, Hear My Cry by Mildred D. Taylor SUGGESTED TEXTS: The Pigman by Paul Zindel That Was Then, This is Now by S.E. Hinton A Monster Calls by Patrick Ness (pending approval) Appropriate Informational and Argumentative Texts for selected novel
Unit 6: "The Construction of a College Experience"	2 Wks For ERWC and 4 weeks for Novel	It is easiest to reach your final destination if you have a map to where you are going.	<ul> <li>What are the various requirements for college admission</li> <li>Will my desired profession job require college or technical training?</li> <li>How does my secondary education prepare me for my future?</li> </ul>	Write a position paper on whether or not college is right for you. Describe your point of view, use evidence from the articles read in this unit and bring in additional research pertinent to your personal aspirations in order to determine whether or not a college degree is required for your future career goals.	CORE TEXTS (Informational): "Middle Schoolers: Why College?" "Facing the Culture Shock of College" "College is Worth the Cost" "Getting Ready For College Early: Steps 1,2,3, and 4 "College Preparation in Middle School" "A Letter to a Future College Student" "What's College Like?" <u>SUGGESTED TEXTS:</u> The Importance of a College Education Video <u>http://yhoo.it/1A0Xwqo</u>

## SAUSD ELA Grade 8 Curriculum Maps 2015-16 Unit 1 "Text Structures" (Fiction and Argumentation) (7-8 Weeks)

Suggested Big Idea	Structures have parts that i	nterrelate.	/		
Suggested Essential Questions	How do writers of bot	h fiction and non-fiction use structure to guide idea			
		ovide a framework for ideas to be clearly communi		there is an absence	of structure?
		ctures allow for different ideas to be tracked and un	derstood?		
Assessments/ Performance Task	Plot dissections using	evidence from texts.			
	• Write paragraphs for c	lifferent purposes that reflect unity, clarity, and coh	erence.		
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence	P.I: I.6 Reading Closely;	Core Texts	L8.1 Conventions	Science:	<b>W.8.1</b> Write
<b>RL.8.3</b> Analyze lines of dialogue	Explicit and implicit	• "The Treasure of Lemon Brown" (pg. 490-	a. Explain the	Biology	arguments
or incidents	word meanings	498)(Fiction)	function of verbals		<b>W.8.2</b> Write
RL.8.4 Word analysis and effect	P.I:I.7 Evaluate how	• Homelessness articles (non-fiction; compliment	(gerunds,	History:	informative/
RL.8.5 Compare and contrast	well writers and speakers	to "TLB") http://goo.gl/h5uOsB	participles,	"Valley Forge:	explanatory texts (a-
structure of texts	use language	http://goo.gl/myx3V	Infinitives)	Would You	f)
RL.8.10 Read and comprehend	P.I:I.8 Analyze how	• "The Landlady" (p. 62) (Fiction)	L.8.2. a. Use	Have Quit?"	
literature	writers and speakers use		punctuation		TEPAC Academic
<b>RI.8.1</b> Cite evidence	vocabulary	Suggested Texts	(comma, ellipsis,	(argumentative)	Summary Template
<b>RI.8.2</b> Determine central idea of	P.II: SCT.1	• "The Lottery" by Shirley Jackson (fiction)	dash) to indicate a		
text; write summary	Understanding Text	http://goo.gl/waHc6j	pause or break.		W.8.4 Produce
<b>RI.8.3</b> Analyze how a text makes	Structure	• "The Veldt" by Ray Bradbury (fiction)	<b>L.8.3</b> Use		coherent writing W.8.5 Plan and
connections <b>DI 8 4</b> Word analysis and affect	<b>P.I:C.1</b> Exchange Info and Ideas through		knowledge of		
<b>RI.8.4</b> Word analysis and effect <b>RI.8.5</b> Analyze in detail the	Collaborative	http://goo.gl/B8SVKe	language its conventions		revise writing <b>W.8.9</b> Draw
structure of a specific paragraph in	discussions	• PBS: "A Whale of a Business: Anti-	<b>L.8.4</b> Determine or		evidence from texts
a text	<b>P.I: Pro.11</b> Justify own	Captivity Views" (argumentative text)	clarify meaning of		W.8.10 Write
<b>a</b> . Analyze the use of text features	arguments and evaluate	http://goo.gl/ppSfNs	words (a-d)		routinely
(e.g., graphics, headers, captions)	other's arguments in	• Blackfish trailer: <u>http://blackfishmovie.com/</u>	inorab (a a)		routinory
<b>RI.8.6</b> Determine author's point of	writing	(video)			Sample Prompts:
view or purpose in a text	<b>P.I:Pro.10</b> Write literary				• Does "The
<b>RI.8.8</b> Evaluate the argument and	and informational texts	• The New York Times: "Smart, Social, and			Landlady" follow
evidence	using technology	Erratic in Captivity" (informational text)			a traditional plot
<b>RI.8.9</b> Analyze texts presenting	P.I:Pro.12 Selecting	http://goo.gl/z6eVoV			structure? Explain
conflicting information	and applying vocabulary				your answer using
<b>SL.8.1</b> Engage effectively in a	and language structures				evidence from the
range of collaborative discussions	P.II:SCT.1				text.
(a-d)	Understanding cohesion				• Summarize the
<b>SL.8.2</b> Analyze information from	P.IICCI.6 and 7-				debate over
media	Connecting and				keeping whales in
<b>SL.8.3</b> Evaluate the speaker's	condensing ideas				captivity.
argument					

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003. *Holt Handbook*, Introductory Course. Holt, Rinehart and Winston, 2003.

## Unit 2 "Characters" (6 Weeks)

Suggested Big Idea	Contribution: All aspects of one's life of	Contribution: All aspects of one's life contribute to one's character.				
Suggested Essential Questions Assessments/ Performance Task	<ul> <li>What is the difference between "sh How does one's background, life e</li> <li>Character Analysis Project (variou</li> <li>Argumentative Essay (using evide</li> </ul>	<ul> <li>How does one's background, life experiences, and environment shape who they are?</li> <li>Character Analysis Project (various possible projects; optional multi-media)</li> </ul>				
CCS Standards RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.6 Analyze differences in point of view of characters and audience RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.5 Analyze structure a. Analyze the use of text features RI.8.8 Evaluate the argument and evidence RI.8.9 Analyze two or more texts providing conflicting information SL.8.1 Engage effectively in a range of collaborative discussions	ELD Standards P.I: I.6. Reading Closely; Explicit and implicit word meanings P.I: Pro.10 Writing Literary and Informational texts using technology P.I: Pro.11 Justify own arguments and evaluate other's arguments in writing P.I:C.3 Justifying opinions, negotiating with and persuading others in communicative exchange P.II. SCT.1 Understanding Text Structure P.IISCT.2 Understanding Cohesion P.II.CCI.6 Connecting ideas P.II.SCT.1 Understanding Text Structure P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding Text Structure P.II:SCT.2 Understanding cohesion P.I.CCI.6 Connecting ideas P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding cohesion P.I:C.1 Exchange Info and Ideas through Collaborative discussions	Complex Texts Core Texts "Mrs. Flowers" p. 129-134 (Fiction) "The Circuit" p. 182-189 (Fiction) Suggested Texts "When I Was Puerto Rican" by Esmeralda Santiago (autobiocomplimentary text to "Mrs. Flowers") <u>http://goo.gl/i6tdRb</u> "Fear" by Gary Soto (fiction) <u>http://goo.gl/jjFku1</u> (scroll down to pg. 25/ 479) "Bullies on Bullying: Why We Do it" <u>http://goo.gl/csW44H</u> (non-fiction) (complimentary to "Fear") "Salvation" by Langston Hughes (fiction)	Language L.8.1. b. Form and use verbs in the active and passive voice. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Cross-Content Connections Science: Psychology/ Neuroscience (effects of childhood trauma) Social Science: The changing Economy	Writing Focus W.8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely	

### SAUSD ELA Grade 8 Curriculum Maps 2015-16 Unit 2- "When is Lying Okay?" \*For teachers in the ERWC program

Suggested Big Idea	Ethical perceptions of lying	differ from person to person			
Suggested Essential Questions Assessments/ Performance Task	-	ents for not lying? ents for telling lies? elationships with others? essay in which you answer the que			
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<ul> <li>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>RI.8.2. 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</li> <li>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>RI.8.9 Analyze two or more texts providing conflicting information</li> <li>SI.8.1 Engage effectively in a range of collaborative discussions</li> </ul>	<ul> <li>P.I: I.6. Reading Closely; Explicit and implicit word meanings</li> <li>P.I: Pro.10 Writing Literary and Informational texts using technology</li> <li>P.I: Pro.11 Justify own arguments and evaluate other's arguments in writing</li> <li>P.I:C.3 Justifying opinions, negotiating with and persuading others in communicative exchange</li> <li>P.II. SCT.1 Understanding Text Structure</li> <li>P.II.SCT.2 Understanding Cohesion</li> <li>P.II.CCI.6 Connecting ideas</li> <li>P.II.SCT.1 Understanding Text Structure</li> <li>P.II.SCT.2 Understanding ideas</li> <li>P.II.SCT.1 Understanding rext Structure</li> <li>P.II.SCT.2 Understanding cohesion</li> <li>P.II.SCT.2 Understanding Text Structure</li> <li>P.II.SCT.1 Understanding Text Structure</li> <li>P.II.SCT.2 Understanding Collaborative discussions</li> </ul>	Core Texts <ul> <li>The U.S. Political Campaign: Lie, Lies, Lies"</li> <li>"It's the Truth: Americans Conflicted About Lying"</li> <li>"Rejecting All Lies: Emanuel Kant"</li> <li>"Brad Blanton: Honestly, Tell the Truth"</li> <li>"Teens Do their Share of Lying"</li> </ul> Suggested Texts Video on Ethos, Pathos, and Logos http://www.shmoop.com/video/et hos-pathos-logos	<ul> <li>L.8.1. b. Form and use verbs in the active and passive voice.</li> <li>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>L.8.3 Use knowledge of language its conventions</li> <li>L.8.4 Determine or clarify meaning of words (a-d)</li> <li>L.8.5 Demonstrate understanding of figurative language and nuances in meaning</li> <li>L.8.6. 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.</li> </ul>	Social Science: The changing Economy	<ul> <li>W.8.1 Write arguments (a-e)</li> <li>W.8.2 Write informative/explanatory texts, including career development documents to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>W.8.4 Produce coherent writing</li> <li>W.8.5 Plan and revise writing</li> <li>W.8.7 Conduct short research projects to answer a question (</li> <li>W.8.8 Gather relevant information from multiple print and digital sources</li> <li>W.8.10 Write routinely over extended time frames</li> </ul>

## Unit 3 Theme (5 Weeks)

Suggested Big Idea	Conflict and the use of power c	an result in both positive and 1	negative change.		
Suggested Essential Questions Assessments/ Performance Task	<ul> <li>What are different ways that themes are presented in literature?</li> <li>How does one's attitude towards conflict affect their ability to overcome it?</li> <li>How does power come in many forms?</li> <li>Research Project (Holocaust, Japanese Internment, Current Community Issues)</li> <li>Response to Literature Project</li> <li>Diary Entries</li> </ul>				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
<ul> <li>RL.8.1 Cite evidence</li> <li>RL.8.3 Analyze lines of dialogue or incidents</li> <li>RL.8.4 Word analysis and effect</li> <li>RL.8.4 Word analysis and effect</li> <li>RL.8.6 Analyze differences in point of view of characters and audience</li> <li>RL.8.10 Read and comprehend literature</li> <li>RI.8.1 Cite evidence</li> <li>RI.8.2 Determine central idea of text; write summary</li> <li>RI.8.3 Analyze how a text makes connections</li> <li>RI.8.4 Word analysis and effect</li> <li>RI.8.5 Analyze in detail the structure of a specific paragraph in a text</li> <li>a. Analyze the use of text features (e.g., graphics, headers, captions)</li> <li>RI.8.8 Evaluate the argument and evidence</li> <li>SL.8.2 Analyze information from media</li> <li>SL.8.4 Present findings</li> <li>SL.8.5 Integrate multimedia into presentations</li> </ul>	<ul> <li>P.I:I.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>P.I: Int.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</li> <li>P.I: C.2 Interacting with others in written English</li> <li>P.I: Pro.10 Writing literary and informational texts, using appropriate technology</li> </ul>	Core Texts • from, "The Diary of Anne Frank" (pg. 213-214) (Excerpt from Autobiography) • "Camp Harmony"(pg. 319-323) (Autobiographical Excerpt) • "In Response to Executive Order 9066" (pg. 325) (Letter) "Walking with Living Feet" (pg. 313-315) (Autobiographical Incident) Suggested Texts • Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum) • Article: "Anne Frank" http://www.ushmm.org/ wlc/en/article.php?Mod uleId=10005210	<ul> <li>L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> <li>L.8.3 Use knowledge of language its conventions</li> <li>L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action</li> <li>L.8.5 Demonstrate understanding of figurative language and nuances in meaning</li> </ul>	Social Science: WWII	W8.1 Write arguments (a-e) W.8.2 Write informative/explan atory texts (a-f) W.8.3 Write narratives (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.6 Use technology to produce and publish writing W.8.7 Conduct short research projects W.8.8 Gather relevant information from multiple sources W.8.10 Write routinely

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003. *Holt Handbook*, Introductory Course. Holt, Rinehart and Winston, 2003.

#### **Unit 4** Style: "A Writer's Toolbox" (6 Weeks) "Style" is the convergence of several factors producing an ultimate outcome. Suggested Big Idea Suggested Essential Questions What elements converge to form an author's unique style and how does each play a unique role? What are some ways that readers deconstruct literary style? • How does an author's background contribute to their literary style? • How do authors create mood or tone in their texts? • Assessments/ Performance Task Museum Display analyzing a writer's unique literary style using evidence from his/her texts, author's background, etc. Writing Focus CCS Standards **ELD** Standards Complex Texts Cross-Content Language Connections **P.I:C.1** Exchange Info and Ideas **RL 8.1**. Cite evidence Core Texts L.8.1 Demonstrate Science: **W.8.1** Write RL.8.3 Analyze lines of dialogue or through Collaborative discussions command of the arguments (a-e) • "The Tell-Tale Heart" Psychology **P.I:I.8** Analyze how writers and **W.8.2** Write incidents conventions of standard (p 353-362) (Fiction) **RL.8.4** Word analysis and effect speakers use vocabulary English grammar and informative/explan • "The Landlady" (p 61-Taxidermv usage when writing or RL.8.5 Compare and contrast P.I: I.6 Reading Closely; Explicit atory texts (a-f) 70) (Fiction) and implicit word meanings structure of texts speaking. W.8.4 Produce • Poe Video and Dahl **P.I:C.2** Interacting with others in **d**. Recognize and correct RL.8.6 Analyze differences in point coherent writing Video of view of characters and audience writing in various communicative inappropriate shifts in verb W.8.5 Plan and http://www.sausd.us/Pa RL.8.7 Analyze film production of voice and mood.\* forms revise writing ge/22743 story as it compares to text **W.8.9** Draw **P.I: C.4** Adapting language choices L8.2 Demonstrate RL.8.10 Read and comprehend to various formats command of the evidence from texts Suggested Texts P.I: Pro.10 Writing Literary and **W.8.10** Write literature conventions of standard • Any excerpts from **RI.8.1** Cite evidence Informational texts using technology English capitalization, routinely Dahl's children's punctuation, and spelling **RI.8.2** Determine central idea of text; **P.I: Pro.11** Justify own arguments literature (The Twits. and evaluate other's arguments in when writing. write summary James and the Giant **RI.8.3** Analyze how a text makes L.8.3 Use knowledge of writing *Peach*) and Poe's short **P.I:C.3** Justifying opinions, language its conventions connections stories and poems negotiating with and persuading **L.8.3.a** Use verbs in the **RI.8.4** Word analysis and effect ("Annabelle Lee," **RI.8.5** Analyze in detail the structure others in communicative exchange active and passive voice "The Raven," "The of a specific paragraph in a text P.II:SCT.1 Understanding Text that emphasize the actor or Black Cat") **RI.8.6** Determine author's point of Structure the action • "The Landlady" (film) view or purpose in a text **P.II:SCT.2** Understanding Cohesion **L.8.4** Determine or clarify http://goo.gl/KwqDTn **RI.8.7** Evaluate different presentation meaning of words (a-d) • Mood and Tone Video mediums P.II: EEI.3 Using verbs and verb **L.8.5** Demonstrate https://www.voutube.com understanding of figurative RI.8.8 Evaluate the argument and phrases P.II: EEI.4 Using nouns and noun /watch?v=3SmN9v6AcJo language and nuances in evidence **SL.8.2** Analyze the purpose of meaning phrases • "Psychopath Article" L.8.5 Demonstrate information presented in diverse P.II:EEI.5 Modifying to add details http://goo.gl/udtzwC P.II:CCI.6 Connecting Ideas media and formats and evaluate the understanding of figurative motives behind its presentation. P.II:CCI.7 Condensing ideas language and nuances in meaning

SAUSD ELA Grade 8 Curriculum Maps 2015-16

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003. *Holt Handbook*, Introductory Course. Holt, Rinehart and Winston, 2003.

## Unit 5 Poetry (4 Weeks)

Suggested Big Idea	Convergence: Poetry is the convergen	ce of inspiration, form and structure, languag	ge, and meaning.		
Suggested Essential Questions Assessments/ Performance Task	<ul> <li>How does the form of poetry relate to a poem's meaning?</li> <li>What purposes do the different poetic devices play in constructing meaning?</li> <li>How does poetry differ from prose and how does this difference affect purpose and meaning?</li> <li>Write poetry using literary devices.</li> <li>Research Project on a poet</li> <li>Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.</li> </ul>				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.9 Analyze texts presenting conflicting information SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), orally	<ul> <li>P.I:I.8 Analyze how writers and speakers use vocabulary</li> <li>P.I:I.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>P.I: C.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>P.II:SCT.1 Understanding Text Structure</li> <li>P.II:SCT.2 Understanding Cohesion</li> <li>P.II: EEI.3 Using verbs and verb phrases</li> <li>P.II:EEI.5 Modifying to add details</li> <li>P.II:CCI.6 Connecting Ideas</li> <li>P.II:CCI.7 Condensing ideas</li> </ul>	Core Texts: • "A Valentine for Ernest Mann" (pg.406) (Lyric) • "Ode to Thanks" (pg. 437) (Ode) • "I Hear America Singing" (pg. 451) (Free Verse) • "I, Too" (pg. 452) (Free Verse) • "Oh Captain, My Captain" p.447 (Elegy) Suggested Texts: • Biography texts and videos of poets http://goo.gl/lVcUV0 http://goo.gl/VVURUj http://goo.gl/NVURUj http://goo.gl/NVURUj http://goo.gl/NVURUj http://goo.gl/KjIFzF • "Rose that Grew from Concrete" by Tupak Shakur • "Identity" by Julio Noboa • "I am Nobody, Who are You?" Emily Dickinson • "Four Skinny Trees" by Sandra Cisneros • "Caged Bird" by Maya Angelou • "Oh Me, Oh Life" by Walt Whitman	L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Studies: Civil War Inequality Slavery Segregation	W8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

## Unit 6 Novel (4-6 Weeks)

Suggested Big Idea (Will Vary Depending on Book Chosen)	<ul> <li>The Giver:</li> <li>Power is the ability to influence and promote ideology.</li> <li>Power may be used or abused.</li> <li>Order is promoted through an acceptance of rules.</li> <li>Structure has the power to promote or reject freedom, choice, and desire.</li> <li>Roll of Thunder, Hear My Cry:</li> <li>Power is the ability to influence.</li> <li>Individuals are motivated by their beliefs</li> <li>Individuals value different things in life.</li> </ul>
Suggested Essential Questions (Will Vary Depending on Book Chosen)	<ul> <li>The Giver:</li> <li>How equal is too equal?</li> <li>How much of oneself is shaped by society?</li> <li>How does the idea of individuality differ from culture to culture?</li> <li>How does the idea of individuality differ from culture to culture?</li> <li>How does isolation change us?</li> <li>How does societal rules help or hurt us?</li> <li>How does the past shape or influence the present?</li> <li>Roll of Thunder, Hear My Cry:</li> <li>In what ways can power be used or abused?</li> <li>To what extent does power or the lack of power affect individuals?</li> <li>How does power provide the opportunity for change or status quo?</li> <li>What shapes an individual's beliefs?</li> <li>In what ways can an individual's beliefs create conflict?</li> <li>What motivates an individual to do the right thing or the wrong thing?</li> <li>How do an individual to determine what is of value?</li> <li>What complications may arise when individuals value different things?</li> </ul>
Assessments/ Performance Task (Will Vary Depending on Book Chosen)	<ul> <li>The Giver:</li> <li>Response to Lit Essay</li> <li>Debate (Topics: euthanasia, genetic engineering, population control, etc.)</li> <li>Thematic literature collection</li> <li>Mock Trial of Jonas's father for murder of the smaller twin</li> <li>Present a history of the community (inferences between the memories and what readers see "today") (multi-media)</li> <li>Research Project on utopian communities <i>Roll of Thunder, Hear My Cry:</i></li> <li>Research Project on historical context/ social inequality/ accuracy of "fiction"</li> <li>Response to Lit essay</li> </ul>

## Unit 6 Novel (4-6 Weeks)

CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.2 Determine a theme or central idea of a text and analyze its development RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.6 Determine author's point of view or purpose in a text RI.8.8 Evaluate the argument and evidence SL.8.1 Engage effectively in a range of collaborative discussions SL.8.2 Analyze information from media SL.8.3 Evaluate the speaker's argument	<ul> <li>P.I:C.1 Exchange Info and Ideas through Collaborative discussions</li> <li>P.I: I.6 Reading Closely; Explicit and implicit word meanings</li> <li>P.I:C.2 Interacting with others in writing in various communicative forms</li> <li>P.I: Int.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</li> <li>P.I:C.1 Exchange Info and Ideas through Collaborative discussions</li> <li>P.I: Pro.10 Writing literary and informational texts, using appropriate technology</li> <li>P.I:Pro.12 Selecting and applying vocabulary and language structures</li> <li>P.II:SCT.1 Understanding Text Structure</li> <li>P.II:SCT.2 Understanding Cohesion</li> <li>P.II: EEI.3 Using verbs and verb phrases</li> <li>P.II: EEI.5 Modifying to add details</li> <li>P.II:CCI.6 Connecting Ideas</li> <li>P.II:CCI.7 Condensing ideas</li> </ul>	Core Texts Choose one: The Giver by Lois Lowry Roll of Thunder, Hear My Cry by Mildred D. Taylor Suggested Texts The Pigman by Paul Zindel That Was Then, This is Now by S.E. Hinton A Monster Calls by Patrick Ness (pending approval) Appropriate Informational and Argumentative Texts for selected novel	L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5-Demonstrate Understanding of Figurative Language, Word Relationships and Nuances in Word Meanings L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Science: The Giver: Community; Order vs Freedom Roll of Thunder: 1930s; Inequality and Discrimination Jim Crow Laws	W8.1 Write arguments (a-e) W.8.2 Write informative/ explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

#### Unit 6: "The Construction of a College Experience" (2 wks) \*For teachers in the ERWC program

Suggested Big Idea		inal destination if you have a map to whe			grum
Suggested Essential Questions Assessments/ Performance Task	<ul> <li>What are the various requirements for college admission?</li> <li>Will my desired profession job require college or technical training?</li> <li>How does my secondary education prepare me for my future?</li> <li>Write a position paper on whether or not college is right for you. Describe your point of view, use evidence from the articles read in this unit and bring in additional research pertinent to your personal aspirations in order to determine whether or not a</li> </ul>				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
<ul> <li>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>RI.8.2. 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</li> <li>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>RI.8.8 Evaluate the argument and evidence</li> <li>RI.8.9 Analyze two or more texts providing conflicting information</li> <li>SL.8.1 Engage effectively in a range of collaborative discussions</li> <li>SL.8.4 Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details</li> </ul>	<ul> <li>P.I:I.8 Analyze how writers and speakers use vocabulary</li> <li>P.I:I.6 Reading closely to determine how meaning is conveyed explicitly and implicitly through language</li> <li>P.I: C.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>P.II:SCT.1 Understanding Text Structure</li> <li>P.II:EEI.3 Using verbs and verb phrases</li> <li>P.II:EEI.5 Modifying to add details</li> <li>P.II:CCI.6 Connecting Ideas</li> <li>P.II:CCI.7 Condensing ideas</li> </ul>	<ul> <li>Core Texts:</li> <li>"Middle Schoolers: Why College?"</li> <li>"Facing the Culture Shock of College"</li> <li>"College is Worth the Cost"</li> <li>"Getting Ready For College Early: Steps 1,2,3, and 4</li> <li>"College Preparation in Middle School"</li> <li>"A Letter to a Future College Student"</li> <li>"What's College Like?" Suggested Texts:</li> <li>The Importance of a College Education Video</li> <li>http://yhoo.it/1A0Xwqp</li> </ul>	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Studies: Social and Cultural Norms	<ul> <li>W8.1 Write arguments (a-e)</li> <li>W.8.2 Write informative/ explanatory texts, including career development documents</li> <li>W.8.4 Produce coherent writing</li> <li>W.8.5 Plan and revise writing</li> <li>W.8.7 Conduct short research projects to answer a question</li> <li>W.8.8 Gather relevant information from multiple print and digital sources</li> <li>W.8.9 Draw evidence from texts</li> <li>W.8.10 Write routinely</li> </ul>

Textbooks: *Holt Literature and Language Arts*, Introductory Course. Holt, Rinehart and Winston, 2003. *Holt Handbook*, Introductory Course. Holt, Rinehart and Winston, 2003.

#### **Best Practices for Novel Units**

Preparing the Learner         Reading without a purpose           KWL         No collaborative activities           Gallery Walk         No introductory/background information           Preview and Predict         No big ideas or essential ques.           Big Ideas and Essential Questions         Mult. Choice ques. only           Author bio and historical background         Novel is the focus instead of the standards           Book Trailers         Lack of planning (winging it)           Anticipation Guides         No accountability           Book Reviews         Random quizzes and assessments with no regard to the novel           Focusing only on plot         Interacting w/ the Text           Teacher not pre-reading the novel         Vocabulary Notebook           Double-entry journal         Not Reading           Text-dependent ques. w/ annotations         Collaborative annotation chart           Socratic seminar         Paired Reading           Thinking maps         Interaction (withing)           Collaborative conversations (Placemat)         Grammar in Context           Character analysis         Interactic seminar           Paired Reading         Interaction seminar           Pairing current/ historical events with the themes of the novel         Interactic seminar           Pairing current/ historical events with the themes of the	What Good Instruction Looks Like	What Good Instruction Does Not Look Like
Gallery Walk     No introductory/background information       Preview and Predict     No big ideas or essential ques.       Big Ideas and Essential Questions     Mult. Choice ques. only       Author bio and historical background     Novel is the focus instead of the standards       Book Trailers     Lack of planning (winging it)       Anticipation Guides     No accountability       Book Reviews     Random quizzes and assessments with no regard to the novel       Interacting w/ the Text     Teacher not pre-reading the novel       Vocabulary Notebook     No summative task       Double-entry journal     Not Reading       Text-dependent ques. w/ annotations     Interacting with annotation chart       Socratic seminar     Paired Reading       Thinking maps     Collaborative conversations (Placemat)       Grammar in Context     Character analysis       Text-based prompts (writing)     Pairing current/ historical events with the themes of the novel       Pairing current / historical events with the themes of the novel     Pairon Reading       Pairong Reading     Pairong Reading       Pairong Reading     Pairong Reading       Text-based prompts (writing)     Pairing current / historical events with the themes of the novel       Pairing current / historical events with the themes of the novel     Pairing current / historical events with the themes of the novel       Performance     Pair	Preparing the Learner	Reading without a purpose
Preview and Predict       No big ideas or essential ques.         Big Ideas and Essential Questions       Mult. Choice ques. only         Author bio and historical background       Novel is the focus instead of the standards         Book Trailers       Lack of planning (winging it)         Anticipation Guides       No accountability         Book Reviews       Random quizzes and assessments with no regard to the novel         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Image: Collaborative annotation chart         Socratic seminar       Image: Collaborative annotations (Placemat)         Collaborative conversations (Placemat)       Image: Collaborative conversations (Placemat)         Character analysis       Image: Collaborative conversations (Placemat)         Pairing current/ historical events with the themes of the novel       Image: Collaborative conversations (Placemat)         Pairing current/ historical events with the themes of the novel       Image: Collaborative conversations (Placemat)         Fextending Understanding       Image: Collaborative converse converse with the themes of the novel         Pairing current/ historical events with the themes of the novel       Image: Collaborative converse converse with the themes of the novel <td>KWL</td> <td>No collaborative activities</td>	KWL	No collaborative activities
Big Ideas and Essential Questions       Mult. Choice ques. only         Author bio and historical background       Novel is the focus instead of the standards         Book Trailers       Lack of planning (winging it)         Anticipation Guides       No accountability         Book Reviews       Random quizzes and assessments with no regard to the novel         Focusing only on plot       Focusing only on plot         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Interactic seminar         Collaborative annotation chart       Socraft seminar         Socraft seminar       Interacter analysis         Paired Reading       Interacter analysis         Text-dependent ques. with the themes of the novel       Interacter analysis         Pairing current/ historical events with the themes of the novel       Interacter analysis         Socraft Seminar       Interacter analysis         Pairong current / historical events with the themes of the novel       Interacter analysis         Pairong current / historical events with the themes of the novel       Interacter analysis         Pairong current / historical events with the themes of the novel       Interacter analysis	Gallery Walk	No introductory/background information
Author bio and historical backgroundNovel is the focus instead of the standardsBook TrailersLack of planning (winging it)Anticipation GuidesNo accountabilityBook ReviewsRandom quizzes and assessments with no regard to the novelFocusing only on plotFocusing only on plotInteracting w/ the TextTeacher not pre-reading the novelVocabulary NotebookNo summative taskDouble-entry journalNot ReadingText-dependent ques. w/ annotationsInteracting w/ the TextCollaborative annotation chartSocratic seminarSocratic seminarInteracter analysisPaired ReadingInteracter analysisText-dependent ques. (virting)Interacter analysisPaired prompts (writing)Interacter analysisSocratic seminarInteracter analysisPairing current / historical events with the themes of the novelInteracter analysisSocratic SeminarInteracter analysisPaireng current / historical events with the themes of the novelInteracter analysisPaireng current / historical events with the themes of the novelInteracter analysisSocratic SeminarInteracter analysisPaireng current / historical events with the themes of the novelInteracter analysisPreformance Tasks (PSA, Digital presentation, brochures, Sound track for the novel, etc.)Interacter analysis	Preview and Predict	No big ideas or essential ques.
Book Trailers       Lack of planning (winging it)         Anticipation Guides       No accountability         Book Reviews       Random quizzes and assessments with no regard to the novel         Focusing only on plot       Focusing only on plot         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Paired Reading         Collaborative annotation chart       Socratic seminar         Paired Reading       Interacting w/ the text         Collaborative conversations (Placemat)       Grammar in Context         Character analysis       Interacting with the themes of the novel         Paired Reading       Paired Reading         Text-based prompts (writing)       Pairel Reading         Pairel Reading       Pairel Reading         Character analysis       Interaction Context         Character analysis       Pairel Reading         Response to Literature       Pairel Reading         Pairel Reading       Pairel Reading         Socratic Seminar       Pairel Reading         Socratic Seminar       Pairel Reading         Pairel Reading       Pairel Reading         Pairel Reading<	Big Ideas and Essential Questions	Mult. Choice ques. only
Anticipation Guides       No accountability         Book Reviews       Random quizzes and assessments with no regard to the novel         Focusing only on plot       Focusing only on plot         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Collaborative annotation chart         Socratic seminar       Paired Reading         Thinking maps       Collaborative conversations (Placemat)         Grammar in Context       Character analysis         Paired Reading       Paired Reading         Text-based prompts (writing)       Pairent historical events with the themes of the novel         Faxt-based prompts (writing)       Pairing current/ historical events with the themes of the novel         Faxtening Understanding       Socratic Seminar         Socratic Seminar       Pairong Carbox (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)       Socratic Semina	Author bio and historical background	Novel is the focus instead of the standards
Book Reviews       Random quizzes and assessments with no regard to the novel         Interacting w/ the Text       Focusing only on plot         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Collaborative annotation chart         Socratic seminar       Paired Reading         Thinking maps       Collaborative conversations (Placemat)         Grammar in Context       Character analysis         Text-based prompts (writing)       Pairing current/ historical events with the themes of the novel         Extending Understanding       Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,       Sound track for the novel, etc.)	Book Trailers	Lack of planning (winging it)
Focusing only on plot         Interacting w/ the Text       Teacher not pre-reading the novel         Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Collaborative annotation chart         Socratic seminar	Anticipation Guides	No accountability
Interacting w/ the TextTeacher not pre-reading the novelVocabulary NotebookNo summative taskDouble-entry journalNot ReadingText-dependent ques. w/ annotationsImage: Construct and the second	Book Reviews	Random quizzes and assessments with no regard to the novel
Vocabulary Notebook       No summative task         Double-entry journal       Not Reading         Text-dependent ques. w/ annotations       Image: Collaborative annotation chart         Collaborative annotation chart       Image: Collaborative annotation chart         Socratic seminar       Image: Collaborative annotation (Placemat)         Paired Reading       Image: Collaborative conversations (Placemat)         Collaborative conversations (Placemat)       Image: Collaborative conversations (Placemat)         Grammar in Context       Image: Collaborative conversations (Placemat)         Character analysis       Image: Collaborative conversations (Placemat)         Text-based prompts (writing)       Image: Collaborative conversation (Placemat)         Pairing current/ historical events with the themes of the novel       Image: Collaborative conversation         Extending Understanding       Image: Collaborative conversation         Socratic Seminar       Image: Collaborative conversation         Response to Literature       Image: Collaborative conversation, brochures, Sound track for the novel, etc.)		Focusing only on plot
Double-entry journalNot ReadingText-dependent ques. w/ annotationsCollaborative annotation chartCollaborative annotation chartSocratic seminarPaired ReadingIninking mapsCollaborative conversations (Placemat)Collaborative conversations (Placemat)Grammar in ContextContextCharacter analysisIninking mapsPairing current/ historical events with the themes of the novelIninkingExtending UnderstandingIninkingSocratic SeminarResponse to LiteraturePerformance Tasks (PSA, Digital presentation, brochures, Sound track for the novel, etc.)Ininking maps	Interacting w/ the Text	Teacher not pre-reading the novel
Text-dependent ques. w/ annotations	Vocabulary Notebook	No summative task
Collaborative annotation chart         Socratic seminar         Paired Reading         Thinking maps         Collaborative conversations (Placemat)         Grammar in Context         Character analysis         Text-based prompts (writing)         Pairing current/ historical events with the themes of the novel         Extending Understanding         Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Double-entry journal	Not Reading
Socratic seminar Paired Reading Thinking maps Collaborative conversations (Placemat) Grammar in Context Character analysis Text-based prompts (writing) Pairing current/ historical events with the themes of the novel Extending Understanding Socratic Seminar Response to Literature Performance Tasks (PSA, Digital presentation, brochures, Sound track for the novel, etc.)	Text-dependent ques. w/ annotations	
Paired ReadingImageThinking mapsCollaborative conversations (Placemat)Grammar in ContextImage: Conversations (Placemat)Character analysisImage: Conversations (Placemat)Text-based prompts (writing)Image: Conversations (Placemat)Pairing current/ historical events with the themes of the novelImage: Conversations (Placemat)Extending UnderstandingSocratic SeminarImage: Conversation (Placemat)Response to LiteratureImage: Conversation (Placemat)Performance Tasks (PSA, Digital presentation, brochures, Sound track for the novel, etc.)Image: Conversation (Placemat)	Collaborative annotation chart	
Thinking maps       Collaborative conversations (Placemat)         Grammar in Context       Character analysis         Character analysis       Text-based prompts (writing)         Pairing current/ historical events with the themes of the novel       Extending Understanding         Socratic Seminar       Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,       Sound track for the novel, etc.)	Socratic seminar	
Collaborative conversations (Placemat)         Grammar in Context         Character analysis         Text-based prompts (writing)         Pairing current/ historical events with the themes of the novel         Extending Understanding         Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Paired Reading	
Grammar in Context	Thinking maps	
Character analysis       Character analysis         Text-based prompts (writing)       Pairing current/ historical events with the themes of the novel         Pairing current/ historical events with the themes of the novel       Extending Understanding         Extending Understanding       Extending Current         Socratic Seminar       Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,       Sound track for the novel, etc.)	Collaborative conversations (Placemat)	
Text-based prompts (writing)       Pairing current/ historical events with the themes of the novel         Pairing current/ historical events with the themes of the novel       Pairing Current/ historical events with the themes of the novel         Extending Understanding       Extending Current/ historical events         Socratic Seminar       Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,       Sound track for the novel, etc.)	Grammar in Context	
Pairing current/ historical events with the themes of the novel         Extending Understanding         Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Character analysis	
Extending Understanding         Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Text-based prompts (writing)	
Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Pairing current/ historical events with the themes of the novel	
Socratic Seminar         Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)	Extending Understanding	
Response to Literature         Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)		
Performance Tasks (PSA, Digital presentation, brochures,         Sound track for the novel, etc.)		
Sound track for the novel, etc.)		
	Selected Response (Exams, quizzes, chapter tests)	