

**Teacher: Core Lit Grade 6**  
**Year: 2007-2008**  
**Course: Literature Grade 6**

<b>Johnny Tremain</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>Elements &amp; devices of the novel            Setting, characterization, plot, theme, climax, rising action, falling action, and resolution</p> <p>vocabulary study for each chapter</p> <p>Terms &amp; devices - symbolism, foreshadowing, inference, and prediction</p>	<p>Read &amp; comprehend the novel Johnny Tremain</p> <p>Define historical fiction</p> <p>Analyze literary devices &amp; terms</p> <p>Define &amp; apply vocabulary words</p> <p>Engage in effective discussion of literary devices</p> <p>Apply knowledge of author to time period &amp; novel</p>	<p>6.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>6.R.1.1 ~ Students are able to use context to understand words with multiple meanings.</p> <p>6.R.1.2 ~ Students are able to use direct and implied meaning to understand text.</p> <p>6.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>6.R.2.1 ~ Students are able to use the text structures and patterns in various literary texts to create meaning.</p> <p>6.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>6.R.3.1 ~ Students are able to explain how literature can be used to better understand other time periods and events</p> <p>6.R.4.1 ~ Students are able to use reference sources to retrieve information.</p>

## Where the Red Fern Grows

Content	Skills	Standards
Read the novel Where the Red Fern Grows	Read & comprehend the novel	6.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.
Vocabulary Study	Identify & define foreshadowing Define fiction	6.R.1.1 ~ Students are able to use context to understand words with multiple meanings.
Elements of the novel The Witch of Blackbird Pond	Sequence events within a story	6.R.1.2 ~ Students are able to use direct and implied meaning to understand text.
Terms & devices	Understand cause and effect relationships	6.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
Essay writing - three prong essay	Determine character motivation	6.R.3.1 ~ Students are able to explain how literature can be used to better understand other time periods and events
	Analyze characters	6.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.
	Develop & explore inferences	6.R.4.2 ~ Students are able to compare and contrast information on one topic contained in several sources
	Analyze the characters, plot, setting, & theme	6.R.4.3 ~ Students are able to determine the quality of material in informational texts.
	Engage in effective discussion	
	Conduct research of time period & apply to the novel	
	Identify character traits & explore characterization	
	Discuss, learn about, and then write a three prong essay	

## Short Story

Content	Skills	Standards
Literary devices - plot, setting, characterization, dialogue, conflict, theme, and point of view	Define the elements of a short story	6.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.
Figurative language	Diagram the plot of short story (plot chart)	6.R.1.1 ~ Students are able to use context to understand words with multiple meanings.
Vocabulary Study	Identify, discuss, and analyze conflict	6.R.1.2 ~ Students are able to use direct and implied meaning to understand text.
Author study	Use the ten methods to analyze character	6.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
	Write character sketches	6.R.2.2 ~ Students are able to describe types of figurative language.
	Write compare and contrast essay	6.R.3.1 ~ Students are able to explain how literature can be used to better understand other time periods and events
	Note taking	6.R.4.2 ~ Students are able to compare and contrast information on one topic contained in several sources
		6.R.4.3 ~ Students are able to determine the quality of material in informational texts.

## The Adventures of Tom Sawyer

Content	Skills	Standards
Read The Adventures of Tom	Reading and interpreting the	6.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.

Sawyer	language of Mark Twain	
Exploration of Literary Devices	Discovering the use of various literary element/devices in the novel	6.R.1.1 ~ Students are able to use context to understand words with multiple meanings.
Exploration of Mark Twain's amazing life		6.R.1.2 ~ Students are able to use direct and implied meaning to understand text.
Vocabulary Study	To articulate and analyze the theme of a piece of literature	6.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
Figurative language	To make a connection between fiction and our lives	6.R.2.1 ~ Students are able to use the text structures and patterns in various literary texts to create meaning.
	To participate in and make a meaningful contribution to small group and large group discussions of Tom Sawyer	6.R.2.2 ~ Students are able to describe types of figurative language.
	To expand personal vocabulary comprehension	6.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.
	To learn about Mark Twain the man and the author	6.R.3.1 ~ Students are able to explain how literature can be used to better understand other time periods and events
	To learn about the time period of Tom Sawyer	6.R.4.3 ~ Students are able to determine the quality of material in informational texts.
	women's role, clothing of the time period, etc.)	

### The Witch of Blackbird Pond

Content	Skills	Standards
Elements of the novel - The Witch	Read & comprehend the novel The	6.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.

<p>of Blackbird Pond</p> <p>Vocabulary study for the novel</p> <p>Literary terms &amp; devices</p> <p>Socratic Seminar</p> <p>Mock Trial acted out by the class</p> <p>Study of the Puritans and the Quakers</p>	<p>Witch of Blackbird Pond</p> <p>Analyze the characters, plot, setting, theme, rising action, and resolution</p> <p>Define &amp; apply vocabulary words</p> <p>Identify &amp; define literary terms and devices</p> <p>Engage in effective discussion</p> <p>Engage in a Socratic Seminar</p> <p>Conduct research on author &amp; time period &amp; apply this information to the novel</p>	<p>6.R.1.1 ~ Students are able to use context to understand words with multiple meanings.</p> <p>6.R.1.2 ~ Students are able to use direct and implied meaning to understand text.</p> <p>6.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>6.R.2.2 ~ Students are able to describe types of figurative language.</p> <p>6.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>6.R.3.1 ~ Students are able to explain how literature can be used to better understand other time periods and events</p> <p>6.R.4.1 ~ Students are able to use reference sources to retrieve information.</p> <p>6.R.4.2 ~ Students are able to compare and contrast information on one topic contained in several sources</p> <p>6.R.4.3 ~ Students are able to determine the quality of material in informational texts.</p>
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**Teacher: Core Gram/Comp6**

**Year: 2007-2008**

**Course: Grammar/Comp Grade 6**

### Nouns and Pronouns

Content	Skills	Standards
Common and proper nouns Personal pronouns Antecedents of personal pronouns Vocabulary study unit 1 Writing labs to support noun and pronoun study	Read and discuss rules used for nouns and pronouns  Apply knowledge of rules for practice sentences  Write sentences with nouns and pronouns used correctly  Introduce 4- square graphic organizer and make a 4- square to prewrite  Write a paragraph on favorite food  Introduce vocabulary study - word definition / practice	6.W.1.1 ~ Create narrative and descriptive texts of more than one paragraph.  6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience.  6.W.2.2 ~ Revise writing to improve organization and support of ideas.

### Verbs

Content	Skills	Standards
Action verbs Helping verbs Direct verbs	Read and discuss rules using verbs  Apply knowledge of rules to practice sentences	6.W.1.2 ~ Use an organizational pattern that includes an effective introduction, body, and conclusion.  6.W.2.1 ~ Model a range of strategies authors use in narration and description.

Indirect verbs	Write sentences with verbs and complements used correctly	
Linking verbs		
Predicate nominatives	Revise organization in 4-square and paragraph	
Diagramming Compliments	Work on vocabulary study	
Vocabulary study		
Writing labs to support verb study		

## Adjectives and Adverbs

Content	Skills	Standards
Adjectives	Read and discuss rules used for adjectives and adverbs	6.W.2.1 ~ Model a range of strategies authors use in narration and description.
Proper adjectives		
Adjective or noun?	Apply knowledge of rules to practice sentences	6.W.2.2 ~ Revise writing to improve organization and support of ideas.
This, that, these, those	Write sentences with adjectives and adverbs used correctly	
Predicate adjectives		
Adverbs	Introduce and write parody writing labs - adjectives and adverbs emphasis	
Adverbs describe verbs	Write Halloween parodies	
Adverbs describe adjectives and other adverbs	Work on vocabulary study	
Vocabulary study		
Writing labs to support adjective		

and adverb study		
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### Conjunctions, Prepositions, Interjections

Content	Skills	Standards
Prepositions Conjunctions and Interjections Vocabulary study Writing labs to support conjunctions, prepositions and interjections	<p>Read and discuss rules used for conjunctions, prepositions and interjections</p> <p>Apply knowledge of rules to practice</p> <p>Write sentences with conjunctions, prepositions, and interjections and used correctly</p> <p>Write a prepositional phrase poem to apply prepositional phrases, conjunctions and interjections (submit to contest)</p> <p>Engage in discussion of purpose and content of presentation - presentation of poems</p>	<p>6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience.</p> <p>6.W.2.1 ~ Model a range of strategies authors use in narration and description.</p>

### Parts of Speech Review

Content	Skills	Standards
Parts of speech review Vocabulary study	<p>Review rules for parts of speech</p> <p>Apply knowledge while picking out parts of speech used in a sentence</p>	<p>6.W.2.1 ~ Model a range of strategies authors use in narration and description.</p> <p>6.W.2.2 ~ Revise writing to improve organization and support of ideas.</p>

	Write sentences and identify parts of speech  Work on vocabulary study	
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## The Sentence

Content	Skills	Standards
Sentence: declarative, interrogative, imperative, exclamatory	Read and discuss rules used for "the sentence"	6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience.
Subject and predicates	Apply knowledge of rules to practice writing sentences	6.W.2.1 ~ Model a range of strategies authors use in narration and description.
Simple subjects	Identify subject and predicate parts of a sentence	6.W.2.2 ~ Revise writing to improve organization and support of ideas.
Simple predicates	Introduce and write compare and contrast writing lab	
Position of subjects	Develop 4-square graphic organizer	
Compound subjects and verbs	Write compare/contrast essay	
Sentence fragments	Work on vocabulary study	
Vocabulary study		
Writing labs to support sentence unit		

## Simple Compound Complex Compound/Complex Sentences

Content	Skills	Standards
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Simple sentences	Read and discuss rules use for sentence types	6.W.1.0 ~ Students are able to use appropriate content, organization, form and style in technical, business creative, and personal writing.
Compound sentences	Apply formulas for sentences to write different sentence types	6.W.1.2 ~ Use an organizational pattern that includes an effective introduction, body, and conclusion.
Complex sentences	Identify and define sentence types	6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience.
Compound complex sentences	Apply knowledge to write 3 prong essay - Little Miss/Mr.	6.W.2.1 ~ Model a range of strategies authors use in narration and description.
Vocabulary study	Work on vocabulary study	6.W.2.2 ~ Revise writing to improve organization and support of ideas.
Writing lab to support sentence types		

### Subject/Verb Agreement

Content	Skills	Standards
Agreement of subjects and verbs	Read and discuss rules used for subject/verb agreement	6.W.1.1 ~ Create narrative and descriptive texts of more than one paragraph.
Singular and plural subjects	Apply knowledge of rules to practice sentences	6.W.1.2 ~ Use an organizational pattern that includes an effective introduction, body, and conclusion.
Common agreement problems	Write sentences with proper subject/verb agreement	6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience.
Vocabulary study	Introduce and write descriptive 3 paragraph writing labs	6.W.2.1 ~ Model a range of strategies authors use in narration and description.
Writing labs	Work on vocabulary study	6.W.2.2 ~ Revise writing to improve organization and support of ideas.

### Capital Letters, End Marks and Commas

Content	Skills	Standards
First words and pronouns Proper nouns, proper adjectives, and titles End Marks: period with abbreviations, Commas: dates and addresses, items in a series, introductory elements, direct address, compound sentences Writing lab Vocabulary study	Read and discuss rules used for capital letters, end marks and commas Apply knowledge of rules to practice sentences Write sentences using capitals, end marks and commas correctly Introduce and write narrative lab - 3 paragraphs Work on vocabulary study	6.W.1.1 ~ Create narrative and descriptive texts of more than one paragraph. 6.W.1.2 ~ Use an organizational pattern that includes an effective introduction, body, and conclusion. 6.W.1.3 ~ Use the appropriate form of writing to address purpose and audience. 6.W.2.1 ~ Model a range of strategies authors use in narration and description. 6.W.2.2 ~ Revise writing to improve organization and support of ideas.

**Teacher:** Core Lit Grade 7

**Year:** 2007-2008

**Course:** Literature Grade 7

### Summer Reading

Content	Skills	Standards
Freak the Mighty by Rodman Philbrick	Note Issues of Adolescence: the search for identity and self-esteem; the need for trust, love,	7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.

<p>The Westing Game by Ellen Raskin</p>	<p>and friendship</p> <p>Note Issues of Situational Ethics: characters must decide whether to lie or tell the truth; whether to share information or hide it; whether to work as a team or as an individual</p> <p>Identify and explore 5 story elements: plot, setting, character, theme, and point of view</p> <p>Apply literature to personal and prior literary experiences</p>	<p>7.R.1.1 ~ Students are able to understand how word choice affects meaning.</p> <p>7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.</p> <p>7.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.</p> <p>7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.</p> <p>7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.</p>
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### Analyzing Plot

Content	Skills	Standards
<p>Elements of Literature - Collection 1</p> <ul style="list-style-type: none"> <li>- Duffy's Jacket (short story by Bruce Coville)</li> <li>- Rikki-tikki-tavi (short story by Rudyard Kipling)</li> <li>- Three Skeleton Key (short story by George G. Toudouze)</li> <li>- The Monsters Are Due on Maple</li> </ul>	<p>Summarize the plot by retelling</p> <p>Identify the main conflict of the plot and how is it resolved</p> <p>Identify events that advance the plot and determine how each event explains past or present actions and creates suspense and</p>	<p>7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>7.R.1.1 ~ Students are able to understand how word choice affects meaning.</p> <p>7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.</p> <p>7.R.2.0 ~ Students are able to evaluate text structures, literary</p>

Street (teleplay by Rod Serling)	<p>foreshadows future actions</p> <p>Evaluate the plot's structure and development, and the way conflicts are resolved</p> <p>Make predictions</p> <p>Make inferences</p> <p>Clarify word meanings by using definitions, examples, contrasts, and context clues</p>	<p>elements and literary devices within various genres to develop interpretations and form responses.</p> <p>7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.</p> <p>7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.</p> <p>7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.</p> <p>7.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>7.R.4.2 ~ Students are able to analyze and organize information from various sources.</p> <p>7.R.4.3 ~ Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.</p>
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### Analyzing Plot

Content	Skills	Standards
Elements of Literature "Zoo" - Edward D. Hoch "The Ruum" - Arthur Porges	Compare and contrast two different science fiction stories	

<p>Novel - Holes by Louis Sacher</p>	<p>Identify and explore 5 story elements: plot, setting character, theme, and point of view</p>	
	<p>Apply literature to personal and prior literary experiences</p>	

**Analyzing Character**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>The World Anthology "The Bet" - Anton Chekov "The Pit and the Pendulum" - Edgar Allan Poe</p>	<p>Make inferences</p> <p>Make predictions</p> <p>Analyze the ways writers use a narrator to reveal character</p> <p>Identify and recognize first-person, third-person, and omniscient narrators</p> <p>Clarify word meaning by using definitions, examples, contrast, and context clues</p> <p>Identify and explore 5 story elements: plot, setting character, theme, and point of view</p> <p>Apply literature to personal and prior literary experiences</p>	

The Magician's Nephew - C. S. Lewis

### Analyzing Theme

Content	Skills	Standards
<p>Elements of Literature - Collection 3</p> <p>"Hearts and Hands" (short story by O. Henry);            "The Highwayman" (narrative poem by Alfred Noyes);            "Annabel Lee" (lyric poem by Edgar Allan Poe);            "Echo and Narcissus" (Greek myth retold by Lancelyn Green);</p> <p>The World Anthology</p> <p>"My Father and the Hippopotamus" (nonfiction essay by Leon Hugo);            "The Hitchhiker" (short story by Roald Dahl)</p>	<p>Understand and analyze theme and recurring themes</p> <p>Analyze topic and theme</p> <p>Analyze narrative poems</p> <p>Analyze texts that show cause-and-effect relationships</p> <p>Analyze lyric poems</p> <p>Understand how tone or meaning is conveyed in poetry through repetition</p> <p>Compare and contrast similar themes across genres and across traditional and contemporary works</p> <p>Identify and understand figurative language (idioms, analogies, metaphors, similes) and analyze to infer both the literal and the</p>	<p>7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>7.R.1.1 ~ Students are able to understand how word choice affects meaning.</p> <p>7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.</p> <p>7.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.</p> <p>7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.</p> <p>7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.</p>

	figurative meanings of a text	<p>7.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>7.R.4.1 ~ Students are able to distinguish which reference sources will provide the best information for the assigned task.</p> <p>7.R.4.2 ~ Students are able to analyze and organize information from various sources.</p> <p>7.R.4.3 ~ Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.</p>
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### Analyzing Theme

Content	Skills	Standards
The World Anthology "My Father and the Hippopotamus" - Leon Hugo "The Hitchhiker" - Roald Dahl  "The Only Girl in the World for Me" - Bill Cosby	Create a personal narrative by arranging events in a clear order, adding sensory details, and concluding with a statement explaining why the experience was important	

### Analyzing Point of View

Content	Skills	Standards
Elements of Literature: Collection 4 "Canines to the Rescue" - Jonah Goldberg "After Twenty Years" - O. Henry	Understand point of view  Identify the speaker, and recognize the differences between	<p>7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>7.R.1.1 ~ Students are able to understand how word choice affects meaning.</p>

<p>"Names/Nombres" - Julia Alvarez "Exile Eyes" - Agate Nesaule</p>	<p>first- and third-person narration</p> <p>Analyze an author's perspective</p> <p>Analyze omniscient point of view</p> <p>Understand and analyze an author's purpose and perspective</p> <p>Clarify word meaning by using definitions, examples, contrasts, and context clues</p> <p>Identify and explore 5 story elements: plot, setting, character, theme, and point of view</p> <p>Apply literature to personal and prior literary experiences</p>	<p>7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.</p> <p>7.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.</p> <p>7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.</p> <p>7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.</p>
<p>The Devil's Arithmetic - Jane Yolen</p>		<p>7.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>7.R.4.1 ~ Students are able to distinguish which reference sources will provide the best information for the assigned task.</p> <p>7.R.4.2 ~ Students are able to analyze and organize information from various sources.</p> <p>7.R.4.3 ~ Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.</p>
<p><b>Analyzing Prose and Poetry</b></p>		
<p><b>Content</b></p>	<p><b>Skills</b></p>	<p><b>Standards</b></p>

<p>Elements of Literature: Collection 5</p> <p>"A Good Reason to Look Up" - Shaquille O'Neal</p> <p>"Amigo Brothers" - Piri Thomas</p> <p>"A Mason-Dixon Memory" - Clifton Davis</p> <p>"I'm Nobody!"; I Like to See It Lap the Miles" - Emily Dickinson</p> <p>"I Am the Earth" - Anna Lee Walters</p> <p>"Early Song" - Gogisigi</p> <p>"Madam and the Rent Man"; "Harlem Night Song"; "Winter Moon" - Langston Hughes</p> <p>"I Ask My Mother to Sing" - Li-Young Lee</p> <p>"Father William" - Lewis Carroll</p> <p>"Sarah Cynthia Sylicia Stout Would Not Take the Garbage Out" - Shel Silverstein</p> <p>"The Runaway"; "The Pasture"; "A Minor Bird" - Robert Frost</p> <p>"maggie and milly and molly and may"; "All in green went my love riding" - e.e. cummings</p> <p>"Arithmetic" - Carl Sandburg</p>	<p>Understand the characteristics of different forms of prose, including novels, novellas, short stories, and essays</p> <p>Analyze characteristics of different forms of prose, including autobiography and biography</p> <p>Understand figures of speech, images, sounds, and forms of poetry</p> <p>Analyze figures of speech in poetry, such as simile, metaphor, and extended metaphor</p> <p>Analyze how tone is conveyed through word choice and rhythm</p> <p>Analyze imagery in poetry</p> <p>Analyze characteristics of different forms of poetry, including lyric poems and sonnets</p> <p>Understand sounds of poetry, such as rhythm, rhymes, alliteration, and onomatopoeia</p> <p>Analyze humorous poems and exaggeration</p> <p>Analyze forms of poetry, such as stanzas, couplets, free verse</p>	<p>7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>7.R.1.1 ~ Students are able to understand how word choice affects meaning.</p> <p>7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.</p> <p>7.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.</p> <p>7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.</p> <p>7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.</p>
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## Literary Criticism Using Arthurian Legends

Content	Skills	Standards
Elements of Literature: Collection 7 "King Arthur: The Sword in the Stone" - Hudson Talbott "Merlin and the Dragons" - Jane Yolen "Sir Gawain and the Loathly Lady" - retold by Betsy Hearne from "Long Walk to Freedom" - Nelson Mandela "Rosa Parks" - Rita Dove	Understand literary criticism  Evaluate the quality of the author's evidence to support claims  Analyze legends  Analyze responses to a literary work  Evaluate the quality of an author's evidence, noting instances of stereotype and bias  Analyze the qualities of a hero  Analyze a quest story  Analyze and compare and contrast heroes	7.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.  7.R.1.1 ~ Students are able to understand how word choice affects meaning.  7.R.1.2 ~ Students are able to use inferences to extend meaning beyond literal understanding of text.  7.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.  7.R.2.1 ~ Students are able to describe how authors use literary elements to create meaning.  7.R.2.2 ~ Students are able to describe how authors use literary devices to create meaning.  7.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.  7.R.3.1 ~ Students are able to connect historical and cultural influences in literary selections to construct meaning.  7.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.  7.R.4.2 ~ Students are able to analyze and organize information from various sources.  7.R.4.3 ~ Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.

**Teacher:** Core Gram/Comp 7  
**Year:** 2007-2008  
**Course:** Grammar/Comp Grade 7

<b>Grammar</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Grammar Section of Elements of Language chapter 11		7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.  7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.
<b>Vocabulary</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Oxford-Saddler vocabulary unit 1		7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.  7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.  7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.  7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.

		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Bookend Essay**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
	Write a simple one paragraph essay, which answers a given question about an excerpt, essay, article or other given material.	<p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p> <p>7.W.4.0 ~ Students are able to write across content areas to clarify and enhance understanding of information</p> <p>7.W.4.1 ~ Write to synthesize information from various subject areas.</p>

**Grammar: Agreement**

Content	Skills	Standards
Usage section of Elements of Language Chapter 17		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

**Vocabulary**

Content	Skills	Standards
Oxford-Saddler vocabulary units 2-3		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.</p> <p>7.L.2.2 ~ Distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

### Writing: VFW's Patriot's Pen

Content	Skills	Standards
500 word or less essay on given prompt	Development of multiple prewriting techniques.	7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.  7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.  7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.  7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.  7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.  7.W.2.0 ~ Students are able to use various strategies and techniques to improve writing quality.  7.W.2.2 ~ Revise writing to improve clarity.

### Vocabulary

Content	Skills	Standards
Oxford-Saddler vocabulary units 4-5		7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.  7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.  7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

		<p>7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Grammar: Understanding Sentences**

Content	Skills	Standards
Parts of a sentence, simple subject & predicate, finding the verb, main & helping verbs, compound subjects & verbs, kinds of sentences, subjects in unusual order fragments , run-ons and sentences that begin with there		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

**Vocabulary**

Content	Skills	Standards
Oxford-Saddler vocabulary units 6-7		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and</p>

		<p>evaluate ideas/information from various auditory/visual sources.</p> <p>7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Writing: Holes**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Compare/contrast literary works to confirm interpretations.	<p>Identify plot, setting and characteristics of the story Holes.</p> <p>Describe how the authors use of point of view to create meaning.</p>	<p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.</p> <p>7.S.2.0 ~ Students are able to use appropriate language and presentation style for formal and informal situations.</p> <p>7.S.2.1 ~ Choose language and style appropriate to purpose and topic of the presentation.</p> <p>7.S.2.2 ~ Choose presentation strategies to match audience and purpose.</p> <p>7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.</p> <p>7.W.1.2 ~ Create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion.</p>

		<p>7.W.1.3 ~ Choose appropriate language and style for writing purpose and audience.</p> <p>7.W.2.0 ~ Students are able to use various strategies and techniques to improve writing quality.</p> <p>7.W.2.1 ~ Model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion.</p> <p>7.W.2.2 ~ Revise writing to improve clarity.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p> <p>7.W.3.2. ~ Edit final copy for correctness.</p>
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**Grammar: Understanding Verbs**

Content	Skills	Standards
Verbs and direct objects, transitive/intransitive verbs, linking verbs & predicate words, verb phrases, tenses of verbs, principle parts of verbs, choosing the right verb.		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

**Vocabulary**

Content	Skills	Standards
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Oxford-Saddler vocabulary units 8		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Writing: Santa's Legal Trouble**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>Fundamentals of a persuasive essay.</p> <p>Writing: 6+1 Word Choice trait (Lesson 13-16)</p>		<p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.</p> <p>7.S.2.0 ~ Students are able to use appropriate language and presentation style for formal and informal situations.</p> <p>7.S.2.1 ~ Choose language and style appropriate to purpose and topic of the presentation.</p> <p>7.S.2.2 ~ Choose presentation strategies to match audience and purpose.</p>

		<p>7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.</p> <p>7.W.1.2 ~ Create an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.2. ~ Edit final copy for correctness.</p>
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**Grammar: Using modifiers adjectives and adverbs**

Content	Skills	Standards
Gain understanding of adjectives and adverbs and how they are used in written work.		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

**Vocabulary**

Content	Skills	Standards
Oxford-Saddler vocabulary units 9-10		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p>

		<p>7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Writing: 5 paragraph essay**

Content	Skills	Standards
5 paragraph essay on a given class topic. Ordinal then topic-by-topic	Development of multiple prewriting techniques.	<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.</p> <p>7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.</p> <p>7.W.2.0 ~ Students are able to use various strategies and techniques to improve writing quality.</p> <p>7.W.2.2 ~ Revise writing to improve clarity.</p>

## Grammar: Understanding Subject/Verb agreement

Content	Skills	Standards
Gain understanding to what subject/verb agreement is and how it relates to written work.		7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.  7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.

## Vocabulary

Content	Skills	Standards
Oxford-Saddler vocabulary units 11		7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.  7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.  7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.  7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.  7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.  7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.

## Grammar: Overview of the verb, adverb, preposition

Content	Skills	Standards
Gain understanding on how and why do verbs, adverbs, prepositions, conjunctions and interjections work?		7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.  7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.

## Vocabulary

Content	Skills	Standards
Oxford-Saddler vocabulary units 12-13		7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.  7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.  7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.  7.L.2.1 ~ Use specific strategies to clarify interpretation or understanding.  7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.  7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.

## Writing: 5 paragraph essay

Content	Skills	Standards
<p>5 paragraph essay on a given class topic. Cause and effect then classification</p> <p>Writing: 6+1 Conventions trait (Lesson 21-24)</p>	<p>Development of multiple prewriting techniques.</p>	<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.</p> <p>7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.</p> <p>7.W.2.0 ~ Students are able to use various strategies and techniques to improve writing quality.</p> <p>7.W.2.2 ~ Revise writing to improve clarity.</p>

## Vocabulary

Content	Skills	Standards
<p>Oxford-Saddler vocabulary units 14-15</p>		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.L.2.1 ~ Use specific strategies to clarify interpretation or</p>

		<p>understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Grammar: The phrase and clause**

Content	Skills	Standards
Gain understanding to what a phrase and a clause is and how they are used in writing.		<p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>

**Vocabulary**

Content	Skills	Standards
Oxford-Saddler vocabulary Review units		<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.1.1 ~ Demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.L.2.1 ~ Use specific strategies to clarify interpretation or</p>

		<p>understanding.</p> <p>7.W.3.0 ~ Students are able to use appropriate mechanics, usage, and conventions of language.</p> <p>7.W.3.1 ~ Apply knowledge of standard language usage, including phrases and agreement.</p>
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**Writing: Review of the 6 different Essay formats**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>Review of the 5 paragraph essay. 1 different prompt until the final. This includes the use of the 5 sentence Bookend essay.</p> <p>Writing: 6+1 Conventions traits (Lesson 21-24)</p>	<p>Development and reinforce writing skills.</p>	<p>7.L.1.0 ~ Students are able to demonstrate specific strategies for listening and viewing in various situations.</p> <p>7.L.2.0 ~ Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p> <p>7.S.1.0 ~ Students are able to use appropriate structure and sequence to express ideas and convey information.</p> <p>7.S.1.1 ~ Recognize that audience and purpose influence speech format in exposition and persuasion.</p> <p>7.W.1.1 ~ Create expository and persuasive texts of more than one paragraph.</p> <p>7.W.2.0 ~ Students are able to use various strategies and techniques to improve writing quality.</p> <p>7.W.2.2 ~ Revise writing to improve clarity.</p>

**Teacher: Core Lit Grade 8**  
**Year: 2007-2008**  
**Course: Literature Grade 8**

<b>The Lottery by Shirley Jackson</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Allegory Prose - Short Story Elements of Short Story - Setting, Characters, Plot, Theme, Mood, Point of View The Lottery by Shirley Jackson Characterization Vocabulary Terms and Devices - word choice, local color, connotation/denotation, allusion, symbolism, foreshadow, situational irony, inference Literature Circles Study of time period and Shirley Jackson's biography Biblical Ties to Jesus writing in the sand at the attempted stoning of the woman (John 8:1-11), and the prefiguring of Jesus as the	Read and comprehend the short story, The Lottery, as a moral allegory  Analyze the characters, plot, setting, theme, mood, and point of view  Define and apply vocabulary words - bring the words alive  Identify and define literary terms and devices. Explore alternative meanings to words, especially character names, and how these choices affect the tone, mood, and theme.  Engage in effective discussion - allegory, characterization, use of literary devices, symbolism  Conduct independent research on author and time period and apply this information to the short story  Apply knowledge of author and	8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.  8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.  8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.  8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.  8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.  8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.  8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.  8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.  8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

<p>scapegoat in Lev. 16</p> <p>Transition from this unit to next unit on Folklore. Parable of the Lost Sheep Matthew 18:10. Reveals connection between allegory and parable. Discussion of tradition in The Lottery and the oral tradition that transcends all cultures.</p>	<p>time period to short story</p> <p>Compare and contrast scene in story to scene in Bible</p>	<p>8.R.4.1 ~ Students are able to determine the appropriate strategy to gather and organize information.</p> <p>8.R.4.2 ~ Students are able to evaluate information about a topic gathered from a variety of sources.</p> <p>8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.</p>
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### The Last Battle by CS Lewis

Content	Skills	Standards
<p>Prose - Fantasy</p> <p>Elements of a novel</p> <p>The Last Battle by CS Lewis</p> <p>Vocabulary</p> <p>Terms and Devices - allusion, alliteration, direct characterization, indirect characterization, connotation, hyperbole, idiom, imagery, personification, inference, denotation, irony, metaphor, flashback, foreshadow</p> <p>Literature circle discussion</p> <p>Study of the time period and CS Lewis's biography</p> <p>Informational speech</p>	<p>Define fantasy</p> <p>Read and comprehend the novel, The Last Battle</p> <p>Analyze the characters, plot, setting, theme, mood, and point of view</p> <p>Define and apply vocabulary words - bring the words alive</p> <p>Identify and define literary terms and devices and how they affect tone, mood, and theme.</p> <p>Engage in effective discussion.</p> <p>Conduct research on author and time period and apply this information to the novel.</p> <p>Compare and contrast this story to</p>	<p>8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.</p> <p>8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.</p> <p>8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.</p> <p>8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.</p> <p>8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p>

<p>The Hand of God</p> <p>Father Corapi CD</p> <p>Connection to the next unit on Folklore - CS Lewis' attraction to folklore.</p>	<p>the prediction of Jesus' second coming in the Bible.</p> <p>Investigate the theme of Good vs Evil in the story as well as in our lives today. Connect to discussion of evil in Religion class.</p> <p>Incorporate use of the book, The Hand of God, and include space presentation by Tom Durkin.</p> <p>Research, compose, and present an informational speech.</p>	<p>8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.</p> <p>8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>8.R.4.1 ~ Students are able to determine the appropriate strategy to gather and organize information.</p> <p>8.R.4.2 ~ Students are able to evaluate information about a topic gathered from a variety of sources.</p> <p>8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.</p>
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<b>Folklore</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>Elements of folklore</p> <p>Levels of understanding - physical, mental, spiritual/emotional</p> <p>Terms - internal rhyme, alliteration, foreshadow, inference, connotation/denotation, symbolism, allusion, protagonist/antagonist</p> <p>Ballad</p> <p>The Souls in Purgatory, East of the Sun, Aunty Misery, Cremation of Sam McGee, Tiger and Brahman, Strawberries, Spotted Eagle</p>	<p>Read and comprehend folklore.</p> <p>Analyze elements of folklore.</p> <p>Compare and contrast forms of folklore.</p> <p>Engage in discussion</p> <p>Research origins of folklore and argue your opinion through a persuasive speech</p> <p>Participate in dramatic storytelling</p> <p>Identify and define literary terms and devices and how they affect</p>	<p>8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.</p> <p>8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.</p> <p>8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.</p> <p>8.R.2.2 ~ Students are able to describe the effect of the author's use of</p>

<p>Persuasive speech</p> <p>Literature circle discussion</p> <p>Storytelling</p> <p>Martyr Video</p>	<p>the mood and theme of the folklore</p>	<p>literary devices.</p> <p>8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.</p> <p>8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>8.R.4.1 ~ Students are able to determine the appropriate strategy to gather and organize information.</p> <p>8.R.4.2 ~ Students are able to evaluate information about a topic gathered from a variety of sources.</p> <p>8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.</p>
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### The Old Man and the Sea

Content	Skills	Standards
<p><i>The Old Man and the Sea</i> by Ernest Hemingway</p> <p>Biographical information on Hemingway</p> <p>Cuban culture</p> <p>Literary elements, devices and vocab alive</p> <p>Reading and literature circle</p>	<p>Reading - Reading, comprehension, and analysis of plot and characters. Understanding of how Hemingway's background, purpose, culture, and style (especially the use of symbolism) bring this story to life.</p> <p>Writing - Written interpretation of the allegorical meaning of the story.</p>	<p>8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.</p> <p>8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.</p> <p>8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.</p>

discussion of the text	Speaking - Participation in class discussions. Oral presentation of allegorical interpretation.	8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.
Allegorical interpretation		
View the movie	Listening/Viewing - Listening during discussions, oral reading, and oral presentations. Viewing of the movie.	8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.

### All Quiet on the Western Front

Content	Skills	Standards
<i>All Quiet on the Western Front</i> by Erich Maria Remarque;	Reading - Reading, comprehension, and analysis of plot and characters. Reading, comprehension, analysis, comparison/contrast, and interpretation of outside sources. Internet and library research.	8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.
WWI history and events, art, literature, science, technology, and propaganda	Understanding of how Remarque's background, purpose, and use of literary devices, figurative language, and word choice bring the story alive.	8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.
Literary elements, literary devices and vocab alive		8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
Reading and literature circle discussion of the text		8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.
WWI informational articles, excerpts from the book <i>Company K</i>	Writing - Journaling, note taking, compilation and display of information, interpretive and analytical writing, glossary of terms and vocabulary.	8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.
Interpretation of the poem "In Flanders Fields"	Listening/Viewing - Viewing and comparing/contrasting The Colt and All Quiet on the Western Front to the written texts. Listening during discussions. Listening to	8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.
View The Colt and All Quiet on the		8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.

<p>Western Front</p> <p>Trench journaling, trench meal, mess hall chatter</p> <p>Look at characterization and plot development in My Papa's Waltz, The Unicorn in the Garden, Too Soon a Woman and The Treasure of Lemon Brown</p>	<p>oral readings of the text or other texts.</p> <p>Speaking - Literature circle discussions, large/small group discussions, oral analysis and interpretation, oral presentation, and dramatic interpretation.</p>	<p>8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>8.R.4.1 ~ Students are able to determine the appropriate strategy to gather and organize information.</p> <p>8.R.4.2 ~ Students are able to evaluate information about a topic gathered from a variety of sources.</p> <p>8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.</p>
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### King Arthur and His Knights of the Round Table

Content	Skills	Standards
<p>Prose - fiction</p> <p>Elements of a novel</p> <p>King Arthur and His Knights of the Round Table by Roger Lanclyn Green</p> <p>Vocabulary</p> <p>Topics - Arthurian legend, Crusades, Monmouth, Tintangle, Camelot, Round Table, Quest, Knighthood</p> <p>Literature Circles</p> <p>Journals</p> <p>Dramatic interpretation</p>	<p>Read and comprehend King Arthur by Roger Lanclyn Green</p> <p>Analyze the characters, plot, setting, theme, mood, and point of view</p> <p>Define and apply vocabulary words - bring the words alive</p> <p>Engage in effective discussion</p> <p>Introduce related topics</p> <p>Compare and contrast "the road not taken/the road less traveled" as defined by Frost, Melyas and Galahad, and by your faith</p> <p>Journal on your road to</p>	<p>8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.</p> <p>8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.</p> <p>8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.</p> <p>8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.</p> <p>8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.</p> <p>8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</p> <p>8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.</p>

Personal narrative	knighthood, to becoming a cavalier	
The Road Not Take by Robert Frost	Create and present a dramatic interpretation of a scene	
Father Corapi - arming self for spiritual battle	Compose a personal narrative based on journey to knighthood	
	Evaluate the relevance of Father Corapi's speech on spiritual warfare to life	

## Romeo and Juliet

Content	Skills	Standards
Drama	Define tragedy and the elements of tragedy	8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.
Elements of a Tragedy	Define, read, comprehend, analyze, and interpret Sonnet 18 and prologue. Write and present own Sonnet	8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.
Romeo and Juliet	Read and comprehend Romeo and Juliet	8.R.1.2 ~ Students are able to use reading strategies to comprehend the meaning of words and text.
Vocabulary	Analyze the elements of a tragedy	8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
Literary terms and devices - pun, personification, hyperbole, soliloquy, simile, metaphor, stereotypical characters	Define and apply vocabulary words	8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.
Literature circle discussion	Research, compare and contrast feud and argument on a Venn diagram	8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.
Study of time period and Shakespeare's biography	Hurl Shakespearean insults	8.R.3.0 ~ Students are able to interpret and respond to diverse works
Petrarch		

Sonnet	Identify and define literary terms and devices and how they affect the tone, mood, and theme	from various cultures and time periods.
Feud vs argument		8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.
Shakespearean insults	Engage in effective class discussion	8.R.4.0 ~ Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.
artistic interpretations - tableaux	Conduct research on Shakespeare and time period and apply to play	8.R.4.1 ~ Students are able to determine the appropriate strategy to gather and organize information.
dramatic interpretations	Discuss love as sacrifice and look for evidence of that in Romeo and Juliet. Apply to life	8.R.4.2 ~ Students are able to evaluate information about a topic gathered from a variety of sources.
Short Story	Create artistic interpretations of scenes	8.R.4.3 ~ Students are able to combine new information with existing knowledge to form interpretations.
	Engage in dramatic interpretations of scenes	
	Compose an original short story	
	Determine which characters are stereotypes and how they enrich the story	

### To Kill A Mockingbird

Content	Skills	Standards
Prose - novel	Read and comprehend the novel To Kill A Mocking Bird	8.R.1.0 ~ Students are able to apply various reading strategies to comprehend and interpret text.
Elements of a novel	Analyze the characters, plot, setting, theme, mood, and point of view	8.R.1.1 ~ Students are able to apply knowledge of word origins and derivations to extend vocabulary development.
To Kill a Mocking Bird by Harper Lee		8.R.1.2 ~ Students are able to use reading strategies to comprehend

Vocabulary	Define and apply vocab words	the meaning of words and text.
Literary terms and devices	Identify and define literary terms and devices and how they affect tone, mood, and theme	8.R.2.0 ~ Students are able to evaluate text structures, literary elements and literary devices within various genres to develop interpretations and form responses.
Literature circle discussion		
Study of the time period and of author's biography	Engage in effective discussion	8.R.2.1 ~ Students are able to analyze and explain the author's use of literary elements.
Short Story	Conduct research on author and time period and apply this information to novel.	8.R.2.2 ~ Students are able to describe the effect of the author's use of literary devices.
Movie	Compose short story - Love as sacrifice and putting it into action	8.R.3.0 ~ Students are able to interpret and respond to diverse works from various cultures and time periods.
	Watch movie	8.R.3.1 ~ Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.