

Calendar-Based Curriculum Map: Communication Arts

8th Grade Language Arts

| | August/September | October | November |
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| Essential Question | <p>What are the characteristics of effective written communication?</p> <p>How do writers find and develop ideas for stories?</p> <p>How can a group work as a writing community?</p> | <p>What are the characteristics of effective written communication?</p> <p>What tools do writers use to develop characters?</p> <p>How does figurative language enhance effective communication?</p> | <p>What are the characteristics of effective written communication?</p> <p>How can writers reliably research topics and organize information for writing?</p> |
| Content | <ul style="list-style-type: none"> Idea Trait Point of view and one strong controlling idea (narrow focus) | <ul style="list-style-type: none"> Organization Trait Planning and writing a story with a well-developed plot and characters Punctuation and capitalization in dialogue | <ul style="list-style-type: none"> Ideas and Organization Traits Using research from a variety of sources to produce an expository writing |
| Skills | <ul style="list-style-type: none"> Plan a story with dynamic characters. Composing text with a strong controlling idea (GLE: W2B) Include accurate and logical details (GLE: W2B) Compose text with an effective beginning, middle and end (GLE: W2C) Share writing ideas with | <ul style="list-style-type: none"> Planning a story with a conflict, climax, and resolution (GLE: W2B) Apply a writing process in composing text (GLE: W1A) Write logically from one point of view (GLE: W2A) Compose well-developed text with an effective beginning, middle, and end (GLE: W2C) | <ul style="list-style-type: none"> Apply a writing process in composing text (GLE: W1A) Include accurate and logical details (GLE: W2B) Compose well-developed text with an effective beginning, middle, and end, a logical order, and effective paragraphing with effective transitions (GLE: W2C) Develop and apply effective research process skills to |

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| | peers (GLE: W1A) | <ul style="list-style-type: none"> • Writing purposeful dialogue with correct capitalization and punctuation (GLE: W2E) | gather, analyze and evaluate information. (IL) <ul style="list-style-type: none"> • Develop a research plan to guide investigation and research focus questions (GLE: IL1A) • Acquire reliable information using primary and secondary sources to investigate research topics and acquire relevant information (GLE: IL1B) • Record information using a self-selected note-taking organization strategy (GLE: IL1C) • Document sources cited using a given citation format (GLE: IL1D) |
| Assessments | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed Intersecting Story • Student reflections • 6+1 Scoring Guide | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed animal story and poem • Student reflections • 6+1 Scoring Guide | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed expository writing explaining a complex process • Student reflections • 6+1 Scoring Guide |
| Activities/Resources | <ul style="list-style-type: none"> • Intersecting Stories • Model texts: <u>Seed Folks</u>, <u>Bridge of San Luis Rey</u> • Character Study note-taking pages • Group planning pages • Non-fiction resources for | <ul style="list-style-type: none"> • Animal Stories introduced by poems • Model text: “Rikki-Tikki-Tavi” and related note-taking sheet • Model text: “Ribbajack” and related note-taking sheet • Power point for dialogue | <ul style="list-style-type: none"> • Research & Planning Guide • Transition words power point • Access to print and electronic research resources • <u>Elements of Language</u>, Chapter 4 Writing About a Complex Process |

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| | <p>setting research</p> <ul style="list-style-type: none">• Individual story planning pages• Student reflection pages• Idea 6+1 scoring guide• Sample papers for practice in scoring the Idea trait. | <p>examples and rules</p> <ul style="list-style-type: none">• Chart paper for displaying color-coded examples• Dialogue sentence puzzles• United Streaming Video Tom Sawyer dialogue review of basic concepts.• <u>Elements of Language</u>, Chapter 24 Punctuation | |
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8th Grade Language Arts

| | December | January | February |
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| Essential Question | <p>What are the characteristics of effective written communication?</p> <p>How are effective sentences organized?</p> | <p>What are the characteristics of effective written communication?</p> <p>How are effective sentences organized?</p> | <p>What are the characteristics of effective written communication?</p> <p>How does word choice shape meaning?</p> |
| Content | <ul style="list-style-type: none"> • Organization and sentence structure -Parts of speech • Writing a response to literature | <ul style="list-style-type: none"> • Organization and sentence structure –positional patterns • Recognizing parallel structure • Phrases and clauses • Subject/Verb agreement | <ul style="list-style-type: none"> • Writing a persuasive essay • Connotation and Denotation • Using parallel structure as a cohesive device |
| Skills | <ul style="list-style-type: none"> • Identify subjects and the words associated with them: common and proper nouns, adjectives • Identify verbs and the words associated with them: verb tenses and adverbs • Apply a writing process in composing text (GLE: W1A) • Compose well-developed text choosing a form and point of view appropriate to purpose and audience (GLE: | <ul style="list-style-type: none"> • Compose well-developed text with a variety of sentence structures (GLE: W2C) • Compose well developed text using conventions to write pronouns correctly— both antecedent and case (GLE: W2E) | <ul style="list-style-type: none"> • Follow a writing process (GLE: W1A) • Compose well-developed text for a particular audience and purpose (GLE: W2A) • Composing text with a strong controlling idea and accurate, logical details (GLE: W2B) • Compose text with an effectively organized text and sentence structures, including cohesive devices |

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| | <p>W2A)</p> <ul style="list-style-type: none"> • Compose well-developed text with strong controlling idea, relevant, specific details, complex thought, and freshness of thought (GLE: W2B) • Compose well-developed text with a variety of sentence structures (GLE: W2C) • Write effectively in various forms and types of writing ...literature response (GLE:W3A) | | <p>(with a focus on parallelism) (GLE: W2C)</p> <ul style="list-style-type: none"> • Compose well-developed text with precise and vivid language, figurative language, sensory detail, and purposeful dialogue (GLE: W2D) • Compose well-developed text using appropriate conventions (GLE: W2E) |
| Assessments | <ul style="list-style-type: none"> • Idea 6+1 scoring guide • Response to literature | | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed persuasive essay • Student reflections • 6+1 Scoring Guide |
| Activities/Resources | <ul style="list-style-type: none"> • Lego word soup • Write response to literature at selected intervals during shared group reading. • Models of responses and shared writings | <ul style="list-style-type: none"> • Diagramming sentences • Model text: I Have a Dream • <u>Elements of Language</u>, Chapter 11 Parts of Speech Overview and Chapter 17 Agreement | <ul style="list-style-type: none"> • Examples of parallel structure • <u>Figuratively Speaking</u> • <u>Elements of Language</u>, Chapter 8 Writing Effective Sentences and Chapter 6 Persuasion: Sharing an Opinion |

Calendar-Based Curriculum Map: Communication Arts

8th Grade Language Arts

| | March | April | May |
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| Essential Question | What are the characteristics of effective written communication in a business setting? | What are the characteristics of effective oral communication? | What are the characteristics of effective written communication? |
| Content | <ul style="list-style-type: none"> • Writing business letters. • Writing business e-mail. | <ul style="list-style-type: none"> • Presenting a prepared presentation with visual aids | <ul style="list-style-type: none"> • Demonstration of writing skills practiced this year |
| Skills | <ul style="list-style-type: none"> • Compose well-developed text using appropriate conventions (GLE: W2E) • Writing effectively in various forms and types of writing, specifically a business letter with a correctly formatted envelope and an e-mail (GLE's: W3A) | <ul style="list-style-type: none"> • Develop and apply effective speaking skills and strategies for various audiences and purposes incorporating media or technology (GLE: LS2A) | <ul style="list-style-type: none"> • Personal reflection piece written for portfolio • Follow a writing process (GLE: W1A) • Compose well-developed text for a particular audience and purpose (GLE: W2A) • Composing text with a strong controlling idea and accurate, logical details (GLE: W2B) • Compose text with an effectively organized text and sentence structures, including cohesive devices (with a focus on parallelism) (GLE: W2C) • Compose well-developed text with precise and vivid language, figurative |

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| | | | <p>language, sensory detail, and purposeful dialogue (GLE: W2D)</p> <ul style="list-style-type: none"> • Compose well-developed text using appropriate conventions (GLE: W2E) |
| Assessments | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed business communications • Student reflections • 6+1 Scoring Guide | <ul style="list-style-type: none"> • MAP TESTING • Completed documentation of presentations • Student reflections • 6+1 Scoring Guide modified to include oral presentation skills | <ul style="list-style-type: none"> • Planning pages • Rough drafts • Completed Intersecting Story • Student reflections • 6+1 Scoring Guide |
| Activities/Resources | <ul style="list-style-type: none"> • Students will write a business letter. • Students will write a business appropriate e-mail. | <ul style="list-style-type: none"> • Students will create a presentation of previously taught Communication Arts concepts as a review for MAP testing. • Notes from Communication Arts notes binder | <ul style="list-style-type: none"> • Personal Literacy Narrative project • Computer resources for research and word processing |