

Calendar-Based Curriculum Map: Communication Arts

8th Grade Reading

	August/September	October	November
Essential Question	<p>What reading strategies can be used to comprehend text?</p> <p>How does literature reflect a culture and time period?</p>	<p>What are literary techniques and how are they used to communicate to readers?</p> <p>How can readers learn new words?</p>	<p>What reading strategies can be used to comprehend text?</p> <p>How does literature reflect a culture and time period?</p>
Content	<ul style="list-style-type: none"> • Reading strategies for fiction • Connecting fiction and non-fiction 	<ul style="list-style-type: none"> • Figurative Language: alliteration, simile, metaphor, hyperbole, onomatopoeia, idioms, dialect, jargon, slang, symbolism. • Interpreting characterization • Literary allusions. • Prefixes, base words, suffixes and their meanings. • Types of context clues. 	<ul style="list-style-type: none"> • Literary techniques: flashback, foreshadowing, figurative language, inference, symbolism. • Figurative Language: alliteration, simile, metaphor, hyperbole, onomatopoeia, idioms, dialect, jargon, slang, symbolism. • Interpreting characterization • Literary allusions • Prefixes, base words, suffixes and their meanings. • Types of context clues
Skills	<ul style="list-style-type: none"> • Develop and apply skills and strategies to the reading process in fluency, making adjustments in rate of reading as necessary (GLE: RID) 	<ul style="list-style-type: none"> • Develop and apply skills and strategies to the reading process developing vocabulary through text using roots and affixes, context clues and dictionaries (GLE: R1E) 	<ul style="list-style-type: none"> • Develop and apply skills and strategies to the reading process by using post-reading strategies: answer basic comprehension questions, identify and explain the relationship

	<ul style="list-style-type: none"> • Develop and apply skills and strategies to the reading process developing vocabulary through text using roots and affixes, context clues and dictionaries (GLE: R1E) • Develop and apply skills and strategies to the reading process by using pre-reading strategies: accessing prior knowledge, predicting, previewing and setting a purpose and rate for reading (GLE: R1F) • Develop and apply skills and strategies to the reading process by using during-reading strategies: during reading by determining the meaning of unknown words, self-monitoring for comprehension, inferring, visualizing, paraphrasing, summarizing (GLE: R1G) • Develop and apply skills and strategies to the reading process by using post-reading strategies: answer basic comprehension questions, identify and explain the relationship between the main idea and supporting details, make predictions, question to clarify, reflect, draw conclusions, analyze, paraphrase, summarize (GLE: R1H) • Develop and apply skills and strategies to the reading process by making 	<ul style="list-style-type: none"> • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary techniques (GLE: R2B) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary elements (GLE: R2C) 	<p>between the main idea and supporting details, make predictions, question to clarify, reflect, draw conclusions, analyze, paraphrase, summarize (GLE: R1H)</p> <ul style="list-style-type: none"> • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using text features (GLE: R2A) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary techniques (GLE: R2B) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary elements (GLE: R2C)
--	--	--	--

	<p>connections that compare, contrast and analyze connections to the text such as text to text, text to self, and text to world (GLE: R1I)</p> <ul style="list-style-type: none"> • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using text features (GLE: R2A) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary techniques (GLE: R2B) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary elements (GLE: R2C) • Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction text structures by analyzing and evaluating text features (GLE: R3A) • Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction text structures by analyzing organizational effectiveness. (GLE: R3C) 		
Assessments	<ul style="list-style-type: none"> • Formative assessments are 	<ul style="list-style-type: none"> • Formative assessments are 	<ul style="list-style-type: none"> • Formative assessments used

	<p>included in the curriculum binder for each reading strategy and associated skill.</p> <ul style="list-style-type: none"> • A cumulative summative assessment is included in the curriculum binder with a review using similar text. • Formative and summative assessments are included in the curriculum binder 	<p>included in the curriculum binder for each skill.</p> <ul style="list-style-type: none"> • A summative assessment is included in the curriculum binder. • Summative assessment included in Buckle Down workbook for vocabulary skills. 	<p>come from the questions at the end of each short story in the textbook.</p>
<p>Activities/Resources</p>	<ul style="list-style-type: none"> • Lessons use video and text versions of <u>The Princess Bride</u> to model reading strategies. Lecture is supported with multimedia power point presentations and guided note-taking forms that are keyed with icons. • “The Fallen Angel” by Evan Hunter is used to extend characterization concepts. • “Rikki-Tikki-Tavi” by Rudyard Kipling is used with the Narrative Text Visual Story Mapping Organizer to analyze story grammar. • .Worldbookonline articles about India are used to teach summarization using I-chart graphic organizers. United Streaming Video – Jeff Corwin provides visual support for understanding the setting of “Rikki-Tikki-Tavi”. 	<ul style="list-style-type: none"> • Students will read selected chapters of <u>The Adventures of Tom Sawyer</u> by Mark Twain. • River songs lyrics will be used to practice identifying and understanding dialogue, jargon and slang. • Dialect will be introduced using a multimedia power point presentation. • Notes will be recorded on Frayers. Frayer concept models will be introduced as a method of analyzing conceptual vocabulary. • Jargon , slang, idioms and colloquialisms will be introduced with similar presentations. • Previously introduced figurative language will be reviewed as it appears in the text. • References to other texts (allusions) will be explored. 	<ul style="list-style-type: none"> • Students will read a variety of short story texts from <u>Explorations in Literature</u>, including: “The Ransom of Red Chief” by O, Henry, “The Old Man on the Bridge” by Ernest Hemingway, and “Mr. Mendelson” by Nicholasa Mohr to apply previously discussed literary elements and techniques. • Students will read and analyze public Thanksgiving proclamations to practice paraphrasing. • <u>Words on the Vine – Latin Roots</u> • <u>Buckle Down</u>

		<ul style="list-style-type: none">• “Charles” by Shirley Jackson can be found in the text <u>Explorations in Literature</u>.• <u>Words on the Vine</u> – Latin Roots	
--	--	---	--

Calendar-Based Curriculum Map: Communication Arts

8th Grade Reading

	December	January	February
Essential Question	<p>What reading strategies can be used to comprehend text?</p> <p>How does literature reflect a culture and time period?</p>	<p>How do accuracy, adequacy and importance of information presented influence a reader?</p> <p>What role do non-fiction text features play in a reader's understanding of a passage?</p>	<p>How do word-decoding strategies help comprehension?</p> <p>How do vocabulary-building strategies help comprehension?</p> <p>How does summarizing help comprehension?</p> <p>Which note-taking strategy works best for different tasks?</p>
Content	<ul style="list-style-type: none"> Literary techniques: flashback, foreshadowing, figurative language, inference, symbolism. 	<ul style="list-style-type: none"> Adequacy and accuracy of information. Author's purpose Non-fiction text features Problem-Solving processes and solutions 	<ul style="list-style-type: none"> Double entry journals as an aid for comprehension Note-taking methods Use "chunking" and context strategies for vocabulary. Analyze texts and make connections related to questioning, inferring, visualizing, predicting
Skills	<ul style="list-style-type: none"> Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using text features (GLE: R2A) 	<ul style="list-style-type: none"> Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction text structures by analyzing and evaluating text features (GLE: R3A) Develop and apply skills and 	<ul style="list-style-type: none"> Develop and apply skills and strategies to the reading process by using phonics to apply decoding strategies to "problem-solve" unknown words when reading when needed (GLE: R1C)

	<ul style="list-style-type: none"> • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary techniques (GLE: R2B) • Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times using literary elements (GLE: R2C) 	<p>strategies to comprehend, analyze and evaluate nonfiction text structures by evaluating adequacy of evidence and accuracy of information and determining author’s purpose. (GLE: R3C)</p>	<ul style="list-style-type: none"> • Develop and apply skills and strategies to the reading process developing vocabulary through text using roots and affixes, context clues and dictionaries (GLE: R1E) • Develop and apply skills and strategies to the reading process by using during-reading strategies: during reading by determining the meaning of unknown words, self-monitoring for comprehension, inferring, visualizing, paraphrasing, summarizing (GLE: R1G) • Develop and apply effective research process skills to gather, analyze and evaluate information, recording relevant information using a self-selected note-taking or organizational strategy (GLE’s: ILC)
Assessments	<ul style="list-style-type: none"> • Student products listed below will be used as formative assessments. • Summative assessment will be chosen by students in the form of a culminating activity. 	<ul style="list-style-type: none"> • Formative and summative assessments are included in the curriculum binder. 	<ul style="list-style-type: none"> • Formative and summative assessments are included in the curriculum binder.
Activities/Resources	<ul style="list-style-type: none"> • Student groups will choose from a collection of Christmas-themed literature including: <u>A Christmas Carol</u> by Charles Dickens, <u>The Best, Worst Christmas Pageant Ever</u> by Barbara Robinson, <u>A Season of Gifts</u> 	<ul style="list-style-type: none"> • Non-fiction article that presents a problem and solution. • Non-fiction article that includes text features. • Related non-fiction articles 	<ul style="list-style-type: none"> • “The Cremation of Sam McGee” by Robert Service. • “To Build a Fire” by Jack London • Two - three non-fiction articles related to the

	<p>by Richard Peck, and a variety of picture books with appropriate reading levels.</p> <ul style="list-style-type: none"> • Students will use an inference wheel to make character inferences. • Students will use graphic organizers to collect information from the text to analyze the author's use of sensory language. • Illustration pages and graphic organizers will be used to visualize and develop explanations of symbolism. 	<p>that are written for a variety of purposes.</p> <ul style="list-style-type: none"> • Non-fiction AR books • Graphic organizers <p>MAP Prep: <u>Buckle Down</u> – Lesson 5 Text Features Lesson 6 Author's Purpose</p>	<p>Iditarod.</p> <ul style="list-style-type: none"> • Graphic organizers <p>MAP Prep: <u>Buckle Down</u> – Lesson 7 Responding to Literature Lesson 8 Following Instructions</p>
--	--	---	--

Calendar-Based Curriculum Map: Communication Arts

8th Grade Reading

	March	April	May
Essential Question	How can text be analyzed and evaluated for accuracy?	<p>MAP TESTING</p> <p>What reading strategies can be used to comprehend text?</p> <p>How does literature reflect a culture and time period?</p>	How does literature reflect a culture and time period?
Content	<ul style="list-style-type: none"> Evaluating texts for types of propaganda 	<p>MAP TESTING</p> <ul style="list-style-type: none"> Writing from research that combines a variety of sources. Using non-fiction to understand fiction. 	<ul style="list-style-type: none"> Interpreting Shakespeare Analyzing cultural connections Following multi-step directions
Skills	<ul style="list-style-type: none"> Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction using details from the text to evaluate adequacy of evidence presented by author, determine author's purpose based on text analysis, compare and contrast, determine importance of information, analyze point of view, determine author's viewpoints, identify problem solving processes and explain effectiveness of 	<p>MAP TESTING</p> <ul style="list-style-type: none"> Develop and apply effective research process skills to gather, analyze and evaluate information. (IL) 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 	<ul style="list-style-type: none"> Read aloud for fluency Paraphrase passages into modern English. Memorize a soliloquy

	<p>solutions, determine importance of information, analyze word choice and connotation, analyze organizational effectiveness, analyze accuracy of information (GLE: R3C)</p>	<p>relevant information (GLE: IL1B)</p> <ul style="list-style-type: none"> Record information using a self-selected note-taking organization strategy (GLE III C) Document sources cited using a given citation format (GLE IL1D) 	
Assessments	<ul style="list-style-type: none"> Practice Test for MAP Propaganda project 	<p>MAP TESTING</p> <ul style="list-style-type: none"> Formative assessments and summative assessment are included in the curriculum binder. 	<ul style="list-style-type: none"> Formative assessments and summative assessment are included in the curriculum binder.
Activities/Resources	<ul style="list-style-type: none"> Old magazines and newspapers Propaganda project handout Propaganda power point Scissors, glue sticks, markers, crayons, colored pencils <p>MAP Prep: <u>Buckle Down</u> – Lesson 8 Following Instructions</p>	<p>MAP TESTING</p> <ul style="list-style-type: none"> Research project handout Librarians special collection of resources for the Elizabethan Era Access to encyclopedia resources Access to computer resources for research and word processing 	<ul style="list-style-type: none"> “Merchant of Venice” scripts adapted for eighth grade from Charles Lamb with selections from the original text. United Streaming Video “Introduction to Shakespeare” Costumes and assorted props Power point of Venice Related activities as time permits: making pasta or gelato, Bocce