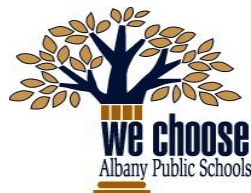




English Language Arts

Curriculum Pacing Map
Grades 6-8

City School District of Albany



**City School District of Albany
ELA Curriculum Pacing Map
Grades 6 - 8 (Revised 2007)**

CONTENT

- I. Curriculum Pacing Map Overview**
- II. Curriculum Pacing Map – Grade 6**
- III. ELA Grade 5 and Grade 6 State Standards**
- IV. Curriculum Pacing Map – Grade 7**
- V. Curriculum Pacing Map – Grade 8**
- VI. ELA Grade 7 and Grade 8 State Standards**
- VII. CSDA ELA 5 - 6 Reading List**
- VIII. CSDA ELA 7 – 8 Reading List**

Overview

The **Core Curriculum for English Language Arts** is a document that outlines the competencies that students must demonstrate in order to successfully achieve the New York State Learning Standards, thus, becoming literate students and literate citizens. The Mission Statement for English Language arts states our collective goal, at all levels of instruction – elementary, intermediate and commencement – as not only having students meet the NYS Standards, but with support and daily exposure to good literature, narrative and non-narrative writing, speaking and listening opportunities, exceed them.

The **English Language Arts Standards** each begin with the words: **The student will read, write, listen and speak** for four connected, yet separate and distinct purposes:

- 1. Information and understanding**
- 2. Literary response and expression**
- 3. Critical analysis and evaluation and**
- 4. Social interaction**

Each Standard has a **Performance Indicator – a general statement**, which identifies what students should be able to do receptively as listeners and readers and demonstratively, as speakers and writers. Here is an example for Standard 1:

As **Listeners and Readers**, students will collect data, facts, and ideas, discover relationships, concepts, generalizations, and use knowledge generated from oral, written, and electronically produced texts. As **Speakers and Writers**, they will use oral and written language to acquire, interpret, apply and transmit information.

Specific Literacy Outcomes are the learning goals that students must achieve in order to successfully meet the Standard, and in this document are identified both by number and name descriptor, as follows in this example under Standard 1:

Students will read, write, listen and speak for information and understanding.

Literacy Outcomes:

- 1.1 Constructing Meaning**
- 1.2 Text Understanding**
- 1.3 Interpreting and Analyzing Information, etc.**

The **Literacy Outcomes**, which are the identified goals, have implication for both the learner and the instructor. To that end, it was necessary to create a **Curriculum Pacing Map**, which outlines specifically the role of the student and the teacher in the process of literacy acquisition. The Curriculum Pacing Map identifies the literacy **skills – what the**

student will be doing in order to be actively involved and engaged in the learning, moving toward mastery (Identify all uppercase letters, describe the setting of the story; summarize the main idea of a story), etc. On the ELA Curriculum Pacing MAP, this is worded:

Readers and writers will:

The Curriculum Pacing Map will identify through the “**Skills**” column both the reading and writing tasks students will be asked to perform throughout the year. Teachers will use the “**Skills**” column to develop lessons that focus on strategies to master the skills necessary for academic achievement. Using the “**Resources**” column will provide teachers with a list of reading and writing materials to be used for instruction.

In addition to the skills and strategies that are the foundation of all learning – curriculum (**what** we teach) and instruction (**how** we teach it), it is equally important that we always remain mindful of the assessments – how we measure student learning. Keeping in mind that the New York State Comprehensive Regents Exam assesses student competency of reading, listening and writing, it is important that students are familiar with the kinds of questions that are reflected and tasks that are required on these assessments, both from the standpoint of content and language.

The final component of the Curriculum Pacing Map, therefore, is **Assessments** which will provide teachers with the language of the assessments and the core tasks students will be asked to perform on the standardized tests. Embedding these questions in general literacy practice routinely will better prepare students for academic excellence.

The revised Curriculum Pacing Map reflects the efforts of a small group of dedicated and committed high school teachers. Their hard work will provide you with an easily accessible guide and structure for implementing our new literacy collaborative.

What is a Curriculum Pacing Map and how does it inform instruction:

A Curriculum Pacing Map in the English Language Arts differs from a map in other core content areas, by virtue of the spiral nature of the ELA curriculum. By way of example, a skill such as teaching students how to locate the main idea or to identify a theme that runs through a work of literature or to define and describe the function of text features in a non-narrative work is not a skill that is taught once and not taught again. Rather, the ELA curricular structure is graduated; students are introduced to, practice and are assessed on a skill, only to have the teacher re-teach or move the students forward to another, more sophisticated variant of the same skill.

In the case of main idea, for example, students are taught the skills of summarizing, identifying plot and subplots, extrapolating key ideas and discarding insignificant information that the author provides, locating a controlling thread and looking at a literary work through a critical lens. This is why the New York State Learning Standards for the subject remain constant from early literacy through accelerated honors coursework in the field through grade 12.

A Curricular Pacing Map cannot, therefore, be written according to a timeline. It can, however, be written according to the skills and strategies that students must have under control at pivotal points in their elementary, middle school, and high school careers – during the elementary level, Pre-Kindergarten through Grade 4, and at the intermediate level, Grade 5 through Grade 8, and Grade 9 through Grade 12 according to the State Education Department instructional framework. It must be Standards-driven and reflect the key ideas or learning goals that students must achieve along with continuum. It is designed to inform teachers to determine what needs to be taught and provides ideas and strategies for teaching the required content.

The design of the document allows for teachers to move forward and backward – to accelerate those students who clearly have requisite skills and to fill-gap information for those who have literacy deficits. It is a fluid document that can be used as a checklist to ensure that students are given the instruction necessary for them to meet and exceed the New York State Learning Standards in the English Language Arts.

The ELA Curriculum Pacing Map does, however, have implication for subjects other than English. The need for students to **read for information and understanding**, for example, is both a need and an expectation for all students in all subject areas – Math, Science and Social Studies as well as the fine arts. As teachers look at the first pages of the CPM and see the Literacy Outcomes of Constructing Meaning or Analyzing Text or Summarizing, it is clear to see that the suggested strategies are important for all subject area teachers to teach as they involve student into subject or content area learning. This is why, English Language Arts is often referred to as the “umbrella discipline” – as without the ability to read proficiently, write competently, speak effectively and listen critically, and students will struggle with content in all subject areas across the curriculum.

Glossary for ELA Core Curriculum Pacing Map

In writing the strategies that the teacher must use in teaching students the skills necessary to ensure that skills are mastered, it occurred to the curricular writing team that due to the fact that:

- Different resources are used in teaching literacy in our schools
- Different programs govern the way that literacy is taught
- Different programs use terminology that is unique to that program but has synonymous meaning with terms used in other programs

And because of the middle schools, which house some grade six students, have a different timeframe and timetable for literacy learning than do elementary teachers teaching the same grade level, it was important to create a glossary of terms that are used in the document that will inform the reader of their meaning in the delivery of literacy instruction. Some of the frequently used terms appear in the document are as follows:

All about books	These are texts that can be found in the classroom, school or public library that are “all about” one topic – volcanoes or whales or Spain; generally used for research and content extension.
Alphabox strategy	This strategy is used in note taking; students list the letters of the alphabet or place them in a chart that looks like a large bingo card. Students, when reading or listening, write key words from the text next to the letter ie. <i>Cinderella – Prince, Stepsisters, Glass slipper, etc.</i>
Authentic assessments	These are assessments that teachers conduct daily in observation, in conferencing with students, in teacher-made testing, in the administration of running Records or Informal Reading Inventories, by way of example.
Author studies	Focused study on one author to better understand craft – how does an author write in a particular genre.
Automacity	Without hesitation – words that students should know immediately how to recognize in reading and eventually in writing.
Book talks	Conversations with large or small groups of students on all kinds of text; literature circles.
Book baskets or Browsing boxes	Books that can be used for independent reading that are leveled for readability or organized by content.
Brainstorming	Opportunity to share information prior to reading and or writing; generate ideas.
Circle time	Time when teachers do focused concentrated study, primarily in the early grades, in a small space or on a carpet.

Choral reading	Reading in unison; to build fluency; to practice on familiar or unfamiliar text; to actively engage all students in reading.
Comprehension	Sense making; understanding as demonstrated by students' ability to respond to prompts, retell, make connections – text to text, text to text, text to world.
Conferences	One to one sessions, teacher to student or student to student to learn of a student's demonstrated strengths in reading and or writing and to address the next steps – issues, confusions, etc.
Double entry journal	A double-entry journal allows students to record predictions against fact revealed in the text; to write a story question and then find the answer in a text.
Elkonin boxes	Sound boxes used for word sounding and stretching; a spelling aid.
Echo reading	Different from choral or together reading – the teacher or student model reads and the class or small group mimics or echoes the reader; assists with fluency and stimulates how “good reading” sounds.
Fluency and phrasing	Reading rate, reading accuracy; reading inflection and intonation.
Genre	A kind or type of reading or writing – poetry, mystery, realistic fiction, non-fiction or non-narrative are samples of reading and writing genre.
Guided reading	Teacher directed, generally small group reading. Students are clustered to work under the guidance and direction of a teacher who will teach skills and strategies in a focused, timed session. At times, students are grouped by ability in guided reading groups.
High frequency sight words	Words that appear frequently in the text; words that should be recognized automatically and without hesitation.
Informal Reading Inventory (IRI)	Instruments that can be used to assess student fluency, reading rate and comprehension; oral comprehension, silent comprehension and listening comprehension; should be administered individually to assess student reading level.
Interactive read aloud	Opportunity for teacher to read text and engage student in the reading by stopping to assess or monitor comprehension and ask for student input, perception, reaction.
Interactive writing	Collaborative text writing; decision about story writing is cooperatively decided; teacher and student compose text.
K-W-L	Chart that outlines what students know about a topic, what they want to learn and what they have learned for having read. The caution with the strategy is that what students “know” is not always accurate – a suggestion...column one

	would read “What we think we know...”
Leveled readers	Texts that have been sorted based on difficulty or readability
Leveled libraries	Collections of texts that contain books that have been labeled A, B, C, etc or 1.1; 1.5; 1.9 according to a Guided Reading chart or Lexile leveling system.
Literature circles	Teacher and or student led book discussion groups; at times, students are assigned roles to look at text features, new vocabulary, recurring themes, etc.
Make and break strategies	Word work, generally done with manipulatives such as letter tiles or magnetic letters in the primary grades – based on word patterns, onsets and rimes, prefixes or suffixes, etc.
Mentor texts	Texts that students would assess in order to better understand how to write in a particular genre, using the author as a “mentor”; a style to emulate in one’s own writing
Mini-lessons	Lessons in writing that are conducted by the teacher at the onset or Writing Workshop in which the teacher, in 10 minutes, presents a skill or strategy that can help to lift or improve
Observation strategy	Marie Clay’s battery of subsets for early literacy, including letter and word work as well as <i>Concepts About Print</i> .
Paired reading or partner reading or writing	Student pairs with a reading or writing buddy, who serves as a partner for conversation, shared reading, text interpretation; generally teacher designated.
Paired texts	Texts on the same topic by two or more different authors.
Peer conferencing	Opportunity for students to use a classmate as a sounding board for writing; advice on writing pieces can be content or convention driven.
Peer editing	The result of student (peer) conferences; instruments such as editing checklists can help to scaffold and support the writing pairs.
Phonemic awareness	The articulation of sounds within the speech stream – how text sounds – rhyme, rhythm, cadence, repeated lines. Word segmentation, blending, stretching.
Phonics	Letter-sound association and correspondence.
Problem-solution charts	Graphic organizers based on an if-then situation; this is the problem in the story; this is the resolution or solution to the problem.
Portfolios	Collections of student writing that should be saved and collected by the teacher in each writing genre studied during any given year.
Read alouds	Books selected by the teacher to read to the student for enjoyment; sometimes used to teach readers an effective strategy.

Reciprocal questioning	A comprehension monitoring strategy; the teacher poses a question that the student addresses; the student poses a question that further delves into the content studied and discussed. This works as a student to student strategy as well.
Response journals	Different from Writing notebooks, Response Journals are kept by students as a tool to record their reactions and responses to discussion questions or prompts, as a means to record questions or statements that occur to the reader as he/she reads or a place to record new vocabulary.
Rubrics	Rating scales that are used to assess student progress toward mastery. There are a variety of rubrics that can be used to assess student reading and writing; the SED rubric is based on five categories – meaning, development, organization, language use and conventions – content and use of Standard English.
Running records	Oral analysis of student reading; interpretation leads the teacher to understand what cues students use to interpret and articulate text – visual, meaning or structural/syntactic.
Shared reading	Teacher and student engage in reading of text; opportunity for teacher to expose students to text as well as to have gain experience with text.
Story elements	Story frame or story grammar in narrative text – plot, characters, problem, events, solution, theme.
Sound spelling	Application of the alphabetic principle to spell unfamiliar words by their primary sounds.
Story frames	Graphic organizer to record story elements.
Tell ideas across fingers	This is a pre-writing strategy for young children; students use their fingers as a guide to help them tell what happened first in their story, next, then and finally.
Text to self; text to text; text to world	This is a philosophy espoused by Stephanie Harvey in her book <i>Non-fiction Matters</i> and also by ellin Keene in <i>Mosaic of Thought</i> . Simply put, when students read text, they should connect their reading to what they have experienced or what they know about the topic. They should also be able to relate new learning to what they might have read about by another author. They finally should be able to articulate what impact their learning will have to them in their future – as they encounter similar situations in the real world.
Think alouds; think alongs	These are often used by the teacher and by the student as a comprehension monitoring strategy. As a portion of the text is read aloud silently or orally, the pause is provided for student to summarize, assess, question, wonder, clarify, predict. It keeps students engaged and the text a “living document” for them.

Think-pair-share	A three-step process. Read and think about what you have just read. Share that thinking with your partner. Share with the group.
Touchstone texts	See mentor texts
Turn and talk	During reading and writing mini-lessons and at times, during class literacy work, students are given the opportunity to share and learn from a partner.
Two minute edits	Teacher provides students, using the board, a chart, an overhead, a text that has been whited-out a text that has no punctuation, misspellings, words that need to be capitalized for editing practice. Text can come from a current reading passage or other.
T-chart	Graphic organizer to separate, sort, or classify information
Venn diagrams	Graphic organizers primarily used for comparative contrast work; the center space of the overlapping circle is used for commonality.
Word walls	Walls that are arranged alphabetically, generally, that contain common words that students encounter in reading and writing; serves as a visual referent in the classroom. Rule generally stated “If the word appears on the wall, it must be spelled correctly in writing”. Other configurations include words-by-analogy (word families); sound-alikes (homonym and homographs); overused words, etc.
Writing Workshop	Opportunity for protected writing instruction, craft and sharing. One hour daily in all elementary classrooms. Per literacy period schedule in middle-level classrooms.
Writer’s Notebook	Notebooks used by writers from third grade (at times, late second) to record stories, quotes, research facts, ideas for story development. Notebooks are personalized and contain student choice topics; entries are used as a catalyst for story through to publication.

English Language Arts
Curriculum Pacing Map
and
Core Curriculum

Grade 6

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
S E P T E M B E R	<p>Reading/ Writing Assessment</p> <p>Who am I as a literacy learner?</p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students use the process of prewriting, drafting revising, and proofreading (the “writing process”) to produce well constructed informational texts. <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. 	<p><i>Elements of Literature:</i> Holt Assessment Writing, Listening, Speaking</p> <p><i>Elements of Literature:</i> Holt Assessment Literature, Reading, and Vocabulary</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> • Use reading and writing resources • Determine personal strengths and weaknesses • Develop reading comprehension strategies • Collect, draft, and revise • Use the writing process • Keep a Writer’s Notebook • Work independently and constructively during Writing Workshop 	<p>Holt Entry Level Diagnostic Tests</p> <p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 3: Narrative Writing: Personal Narrative Pages 292-297</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
O C T O B E R / N O V E M B E R	Genre Study	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students compare and synthesize information from different sources. • Students use a wide variety of strategies for selecting, organizing, and categorizing information. • Students distinguish between relevant and irrelevant information and between fact and opinion. • Students produce oral and written reports on topics related to all school subjects. • Students establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented. • Students organize information according to an identifiable structure, such as compare/contrast or general to specific. 	<p><i>Elements of Literature:</i> <u>Drama</u> “In the Fog” pages 74-85 “The Hitchhiker” pages 86-102</p> <p><u>Short Story</u> “Dragon, Dragon” pages 5-14 “All Summer in a Day” pages 42-49</p> <p><u>Poetry</u> “Ode to Mi Gato” page 637 “Earth” page 106</p> <p><u>Article</u> “What Will Our Towns Look Like?” pages 54-55 “Solar System Bodies: Venus” pages 58-59</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify structure and main elements of various genre <p><u>Drama</u></p> <ul style="list-style-type: none"> • Interpret stage directions • Identify and understand characterization and setting <p><u>Short Story</u></p> <ul style="list-style-type: none"> • Identify and understand plot, setting, and theme <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Define and use simile and metaphor. • Determine rhyme scheme. <p><u>Article</u></p> <ul style="list-style-type: none"> • 5W How? <p>Writers will:</p> <ul style="list-style-type: none"> • Develop a seed idea. • Write within the given genres, using the structure and elements studied 	<p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 5: Expository Writing: Writing an Informative Report: pages 518-523</p> <p><i>Elements of Literature:</i> Collection 1: Narrative Writing: Writing Short Story: pages 108-113</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
D E C E M B E R	Test Prep	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students produce oral and written reports on topics related to all school subjects. • Students use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations. • Students present clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments. 	<p><i>Elements of Literature</i> “Test Smarts” pages 778-789</p> <p>Teacher selected materials</p> <p>Practice Tests</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Talk about themselves as test-takers and will identify individual strengths and weaknesses • Take sample tests and analyze test construction • Develop strategies for test taking • Develop listening strategies <p>Writers will:</p> <ul style="list-style-type: none"> • Talk about themselves as test-takers • Take a sample test (short answer and extended response) and will analyze test construction • Develop strategies for test taking 	NYS ELA 6

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
<p style="text-align: center;">J A N U A R Y / F E B R U A R Y</p>	<p style="text-align: center;">Historical Fiction</p>	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect. • Students use standard English effectively. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students evaluate their own and other's work based on a variety of criteria and recognize the varying effectiveness of different approaches. <p>NYS Standard 4: Language for Social Interaction</p> <ul style="list-style-type: none"> • Students listen attentively to others and build on others' ideas in conversations with peers and adults. 	<p><i>Elements of Literature</i></p> <p>Teacher selected novel from <i>ACSD Middle Level Book List</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Use story elements to make sense of a historical fiction text • Actively participate in a book talk. • Understand and reference related vocabulary, people and events. <p>Writers will:</p> <ul style="list-style-type: none"> • Discuss at least two similarities and differences and provide details and examples to support statements in their writing. • Use transitions to signal comparisons. 	<p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature: Collection 4: Expository Writing: Comparison-Contrast Essay:</i> pages 404-409</p> <p>Teacher Generated Assessment</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
M A R C H	Non-Narrative Non-Fiction	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students interpret and analyze information from textbooks and nonfiction. • Students compare and synthesize information from different sources. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students evaluate their own and other’s work based on a variety of criteria and recognize the varying effectiveness of different approaches. • Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience. 	<p><i>Elements of Literature:</i> Comparing Literature: Character Development Pages 184-197</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify structures and features of non-narrative, non-fiction pieces. • Select and read several non-narrative, non-fiction pieces. • Identify relevant information • Use organizational tools to make sense of reading. <p>Writers will:</p> <ul style="list-style-type: none"> • Clearly define the problem to be solved • Propose one or more solutions to the problem • Discuss the benefits and objections to each solution. 	<p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 2: Persuasive Writing: Problem-Solution Essay Pages 206-211</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
A P R I L	Poetry	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. • Students use standard English effectively. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students evaluate their own and other’s work based on a variety of criteria and recognize the varying effectiveness of different approaches. 	<p><i>Elements of Literature</i> Selections from text:</p> <p>“The Sneetches” page 626</p> <p>“Poem” page 646</p> <p>“Steam Shovel” page 663</p> <p><i>A Nash Menagerie</i> page 668</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify and analyze various forms of poetry • Read poetry aloud with fluency and expression • Identify literary devices used in poetry <p>Writers will:</p> <ul style="list-style-type: none"> • Clearly indentify the subject, set the scene, and hook the reader. • Includes a variety of sensory details and uses at least one of the literary devices studied. • Incorporate their personal thoughts and feeling about a subject into their writing. 	<p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 6: Descriptive Writing: Descriptive Essay Pages 606-611</p>

Grades:
5-6 ELA

Standard 1
Information and Understanding

As **listeners and readers**, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As **speakers and writers**, they will use oral and written language to acquire, interpret, apply, and transmit information.

Grade 5: Strategies	Grade 6: Strategies
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • Follow guided instructions which provide information about a task or assignment. • Identify essential details for note taking using strategies such as graphic organizers, Cornell note taking, Harvard outline or other. • Locate and use school, public library and electronic resources to acquire information. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • Independently follow instructions which provide information about a task or assignment. • Use essential details for note taking such as bulleting. • Use school, public library and electronic resources to acquire information.
Grade 5: Fact and Opinion	Grade 6: Fact and Opinion
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • Distinguish from fact and opinion. • Identify missing information. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • Identify irrelevant information.

<p>Grade 5: Interpreting and Analyzing Information <i>The learner will...</i></p>	<p>Grade 6: Interpreting and Analyzing Information <i>The learner will...</i></p>
<ul style="list-style-type: none"> • Read, collect and interpret data, facts and ideas. • Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software. 	<ul style="list-style-type: none"> • Identify implicit information rather than stated. • Read and follow the steps of a procedure in order to accomplish a task. • Identify information that is implied rather than stated.
<p>Grade 5: Constructing Meaning <i>The learner will...</i></p>	<p>Grade 6: Constructing Meaning <i>The learner will...</i></p>
<ul style="list-style-type: none"> • Connect new information to prior knowledge or experience. 	<ul style="list-style-type: none"> • Understand and recognize multiple meanings of individual words and phrases.
<p>Grade 5: Text Features <i>The learner will...</i></p>	<p>Grade 6: Text Features <i>The learner will...</i></p>
<ul style="list-style-type: none"> • Use table of contents and indexes to locate information. • Skim materials to gain an overview of content or locate specific information. • Use text features, such as headings, captions, and titles, to understand and interpret information. 	<ul style="list-style-type: none"> • Recognize differing organizational formats to assist in comprehension of informational texts.
<p>Grade 5: Synthesizing Information <i>The learner will...</i></p>	<p>Grade 6: Synthesizing Information <i>The learner will...</i></p>
<ul style="list-style-type: none"> • Compare and contrast information about one topic from two different sources. 	<ul style="list-style-type: none"> • Compare and contrast information about one or more topics from more than two sources.
<p>Grade 5: Conventions <i>The learner will...</i></p>	<p>Grade 6: Conventions <i>The learner will...</i></p>
<ul style="list-style-type: none"> • Observe rules of punctuation, capitalization and spelling. • Use correct grammatical construction, especially the eight parts of speech and sentencng. 	<ul style="list-style-type: none"> • Observe rules of punctuation, capitalization and spelling. • Use correct grammatical instruction, focusing on parts of speech and sentence structure. • Use signal words to provide clues to the organizational format (for example, in addition, etc.)

<p style="text-align: center;">Grade 5: Point of View</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Point of View</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Ask probing questions. • Share information from personal experience. 	<ul style="list-style-type: none"> • Summarize main points as part of a conclusion.
<p style="text-align: center;">Grade 5: Reports</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Reports</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Interview peers and adults, in order to develop an informational presentation. • Synthesize and paraphrase information. • Present reports of three to five minutes for teachers and peers on a variety of topics. • Develop and use notes or outlines appropriate to a presentation. 	<ul style="list-style-type: none"> • Synthesize and paraphrase information. • Present reports of five to seven minutes for teachers and peers on a variety of topics.
<p style="text-align: center;">Grade 5: Supporting Evidence</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Supporting Evidence</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Share information from a variety of texts. • State a main idea and support it with facts, details and examples. 	<ul style="list-style-type: none"> • Make connections between sources of information. • Use at least three sources of information, and cite appropriately to develop reports.
<p style="text-align: center;">Grade 5: Text Structure</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Text Structure</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Compare and contrast information among two sources. • Adopt an organizational format such as chronological order that is appropriate for the writing. • Use paragraphing to organize ideas and information. • Compare and contrast text information. 	<ul style="list-style-type: none"> • Compare and contrast ideas and information among three or more sources. • Adopt an organizational format appropriate to the informational writing. • Use paragraphing to organize ideas and information.

<p style="text-align: center;">Grade 5: Process Writing</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Process Writing</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts and ideas. • Write labels or captions for graphics such as charts, maps, graphs and diagrams. • Maintain a portfolio that includes informational writing. 	<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts and ideas. • Maintain a portfolio that includes informational writing.

<p style="text-align: center;">Grade 5: Test Preparation</p> <p>Assessment Task - Listening Passage: Multiple-choice questions, Extended response, Essay</p> <p><i>The learner will:</i></p>	<p style="text-align: center;">Grade 6: Test Preparation</p> <p>Assessment Task - Reading for Information: non-fiction paired stimuli (text and graphics)</p> <p><i>The learner will:</i></p>
<p>Listening skills</p> <ul style="list-style-type: none"> • listen for information • identify topic, main idea, controlling idea • identify relevant information • take accurate and appropriate notes from non-fiction text • use organizational tools (graphic organizers, concept webs) 	<p>Reading skills</p> <ul style="list-style-type: none"> • identify information from non-fiction text <ul style="list-style-type: none"> • read “outside the box” - gain information from non-textual materials • identify topic, main idea, controlling idea • identify relevant information • identify fact and opinion
<p>Writing skills</p> <ul style="list-style-type: none"> • use pre-writing activities to gather ideas, information • develop written response from notes • draft and revise non-fiction, non-narrative responses • edit • revise & edit written responses: use conventions of standard English; include relevant information 	<p>All objectives and assessment tasks for Grade 5</p> <p>Listening Unit as outlined in Grade 5</p> <p>Note-taking techniques (e.g. Cornell method)</p> <p>Writing</p> <ul style="list-style-type: none"> • use pre-writing activities to gather ideas, information • develop written response from notes • draft and revise non-fiction, non-narrative responses • edit

Grades:
5-6 ELA

Standard 2
Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. **As speakers and writers**, students will oral and written language for self-expression and artistic creation.

Grade 5: Literary Elements	Grade 6: Literary Elements
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> recognize and state flashback, foreshadowing, and dialect in a variety of literary works. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> recognize and state climax and distinguish between simile and metaphor in a variety of literary works.
Grade 5: Variety of Genre	Grade 6: Variety of Genre
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> identify elements of narrative: character, plot, movement through time read and view books and magazines from a wide range of authors and subjects. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> read and view books and magazines from a wide range of authors and subjects.
Grade 5: Features of Genre	Grade 6: Features of Genre
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> review and explore the differences between works of fiction and non-fiction that are age-appropriate. define the characteristics of different genres. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> recognize and discuss the basic elements and formats of magazines and various types of books. recognize and discuss the basic elements and differences between historical and scientific essays.

<p style="text-align: center;">Grade 5: Inference and Deduction</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Inference and Deduction</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use signal words and a knowledge of punctuation to assist in comprehension. • recognize the same story can be told in different genres, i.e., novel, poem, play. <ul style="list-style-type: none"> • identify literary elements (setting, plot, character, rhythm and rhyme) of different genres. • compare characters in literature to people in their own lives. • determine the meaning of unfamiliar words by using context clues, a dictionary, or glossary. • identify character motivation. • <i>identify own purpose for listening.</i> 	<ul style="list-style-type: none"> • interpret imaginative texts from a variety of genres. • recognize how the author uses devices such as simile, metaphor, and personality to create meaning. • recognize how authors treat themes similarly. • identify the ways in which characters change and develop throughout the story. • use personal experience and prior knowledge to interpret and respond to imaginative texts and performances. • identify cultural and historical influences in texts and performances.
<p style="text-align: center;">Grade 5: Reading Fluently</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Reading Fluently</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers or parents/care-givers). • read aloud using inflection and intonation appropriate to text read and audiences. 	<ul style="list-style-type: none"> • apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers or parents/care-givers). • read aloud using inflection and intonation appropriate to text read and audiences.
<p style="text-align: center;">Grade 5: Literary Merit</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Literary Merit</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods. • maintain a personal reading list that incorporates quality works of literature. • listen and judge the qualities of different genres of literature such as story, biography, poem or play. 	<ul style="list-style-type: none"> • evaluate how literary elements (setting, plot, character, rhythm, and rhyme) affect the quality of a literary work. • evaluate how the author uses devices such as simile, metaphor, and personification to create a work of value. • evaluate how a fully developed character enhances a work of quality of literature. • identify cultural and historical aspects of a work which enhance its literary value. • recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of imaginative texts and determine their impact on quality.

<p style="text-align: center;">Grade 5: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • observe the rules of punctuation, capitalization, and spelling: punctuation of simple and compound sentences, punctuation of titles of articles, spelling of commonly misspelled words, of homonyms, of content - area vocabulary. Capitalize titles, proper adjectives. • use correct grammatical construction - parts of speech: nouns, adjectives and adverbs. use word processing skills. 	<ul style="list-style-type: none"> • use signal words to provide clues to the organizational format: for example, in addition, finally, as a result, similarly, on the other hand. • use dictionaries, thesauruses and style manuals. • use signal words to provide clues to the organizational format: for example, in addition, finally, as a result, similarly, on the other hand. • use correct grammatical construction: comparative and superlative forms of adjectives, prepositions, and conjunctions
<p style="text-align: center;">Grade 5: Creating Literary Works</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Creating Literary Works</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • write original imaginative work, providing a title and a lead that attracts the readers' interest. • write original imaginative work and determine the intended audience and use tone and language appropriate for the audience. • understand the purpose for writing; for example, explain, describe, narrate, persuade and express feeling. • use prewriting activities (i.e., brainstorming, free writing, notetaking, outlining) and the writing process (prewriting, drafting, revising, proofreading, editing) along with dictionaries, thesauruses, style manuals and word processing skills. • observe rules of punctuation, capitalization and spelling such as, punctuation of simple and compound sentences, of dialogue, of titles of articles, spelling of commonly misspelled words, homonyms and content vocabulary. • speak in order to present original works such as stories, poems and plays. • use notes or outlines appropriately in presentations. 	<ul style="list-style-type: none"> • use organizing structures such as stanzas, chapters, scenes and verses and vocabulary to create a desired effect. • use examples of literary devices such as rhythm, rhyme, simile and personification and establish a consistent point of view (i.e., first or third person). • use correct grammatical construction (i.e., parts of speech, simple, compound and complex sentences, correct subject/verb agreement, verb tense and pronoun/antecedent clarity). • use tone, volume and body language (i.e., gestures, facial (expressions) to enhance performance/presentation.

Grade 5: Personal Response	Grade 6: Personal Response
<i>The learner will...</i>	<i>The learner will...</i>
<ul style="list-style-type: none"> • speak in order to relate a personal response to literature to prior experience or knowledge. 	<ul style="list-style-type: none"> • speak in order to share book reviews. • speak in order to relate personal experience to enhance oral performances/presentations.
Grade 5: Meaning of Literary Works	Grade 6: Meaning of Literary Works
<i>The learner will...</i>	<i>The learner will...</i>
<ul style="list-style-type: none"> • speak in order to ask questions and respond to questions for clarification. • write interpretive essays in order to summarize the plot and draw a conclusion about the work. 	<ul style="list-style-type: none"> • write interpretive essays in order to describe the characters and how they change. • write interpretive essays in order to describe the setting and recognize its importance to the story. • write interpretive essays in order to interpret the impact of literary devices such as simile, personification, rhythm and rhyme. • speak in order to summarize the plot, describe motivation of characters and explain the importance of setting. • speak in order to recognize the importance of cultural, ethnic and historical characteristics in texts and performances.

Grade 5: Test Preparation	Grade 6: Test Preparation
Assessment Task - Listening Passage: Multiple-choice questions, Extended response, Essay	Assessment Task - Reading for Information: non-fiction paired stimuli (text and graphics)
<i>The learner will:</i>	<i>The learner will:</i>
Listening skills	Reading skills
<ul style="list-style-type: none"> • listen for information • identify topic, main idea, controlling idea • identify relevant information • take accurate and appropriate notes from non-fiction text • use organizational tools (graphic organizers, concept webs) 	<ul style="list-style-type: none"> • read “outside the box” - gain information from non-textual materials • identify information from non-fiction text • identify topic, main idea, controlling idea • identify relevant information • identify fact and opinion

Writing skills

- use pre-writing activities to gather ideas, information
- develop written response from notes
- draft and revise non-fiction, non-narrative responses
- edit
- revise & edit written responses: use conventions of standard English; include relevant information

All objectives and assessment tasks for Grade 5

Listening Unit as outlined in Grade 5

Note-taking techniques (e.g. Cornell method)

Writing

- use pre-writing activities to gather ideas, information
- develop written response from notes
- draft and revise non-fiction, non-narrative responses
- edit

Grades:
5-6 ELA

Standard 3
Critical Analysis and Evaluation

As **listeners and readers**, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As **speakers and writers**, they will present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues.

Grade 5: Evaluating Text	Grade 6: Evaluating Text
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • evaluate information, ideas, opinions and themes in text by identifying statements of fact and opinion. • evaluate information, ideas, opinions and themes in text by identifying a central idea and supporting details. • listen in order to form an opinion about a subject based on information expressed in presentations. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • evaluate information, ideas, opinions, and themes in text by identifying precise and vague language and exaggeration. • evaluate information, ideas, opinions and themes in text by identifying details that are primary and those that are less important. • evaluate information, ideas, opinions and themes in text by identifying missing or unclear information. • listen in order to form an opinion based on ideas and themes expressed in presentations.
Grade 5: Evaluation Criteria	Grade 6: Evaluation Criteria
<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • use one's prior knowledge in order to more fully evaluate content of presentations. • recognize persuasive presentations. • evaluate the quality of the speaker's presentation by using criteria such as eye contact, posture, and poise. 	<p><i>The learner will...</i></p> <ul style="list-style-type: none"> • use experiences in order to more fully analyze content of presentations. • evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, rate and inflection.

<p style="text-align: center;">Grade 5: Point of View</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Point of View</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening. • recognize the perspectives of others, including teachers and peers, to analyze and evaluate a presentation. • recognize how one's own point of view contributes to forming an opinion about information. 	<ul style="list-style-type: none"> • recognize how one's own point of view contributes to forming an opinion about ideas and information. • recognize and employ one's point of view to evaluate and analyze presentations. • recognize the perspectives of experts or other outside sources to analyze and evaluate a presentation.
<p style="text-align: center;">Grade 5: Strategies for Critical Analysis</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Strategies for Critical Analysis</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • listen respectfully and responsively. • identify own purpose for listening. • recognize the techniques used to persuade. • recognize the organization of presentations. • evaluate presentations for logic, clarity, and conventionality. • enumerate reading goals and accomplishments. 	<ul style="list-style-type: none"> • listen respectfully and responsively. • identify own purpose for listening. • identify the techniques used to persuade, such as word choice and sound effects. • evaluate presentations using the evaluate of comprehensiveness, conciseness, and originality. • evaluate the effectiveness of different approaches. • reflect on reading goals and accomplishments. • identify purpose for reading. • determine meaning of unfamiliar words by using context clues, a dictionary or a glossary.

<p style="text-align: center;">Grade 5: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use correct grammatical construction: complete simple and compound sentences using correct subject/verb agreement and verb tense; parts of speech: nouns, adjectives, adverbs, pronouns, conjunctions (coordinating) prepositions and prepositional phrases, and interjections. • use word processing skills. • use precise language. • use the writing process (prewriting, drafting, revising, proofreading and editing) to write expository essays and book reviews. • observe rules of punctuation, capitalization, and spelling: punctuation of simple and compound sentences; correct spelling of commonly misspelled words. • respond respectfully. • use language and grammar appropriate to the purpose for speaking. • use facial expressions and gestures to enhance communicability. • establish eye contact during presentations and group <i>discussions</i>. • audible voice and pacing appropriate to content and audience. • use visual aids to support the presentation. 	<ul style="list-style-type: none"> • use correct grammatical construction: complete simple and compound sentences using correct subject/verb agreement and verb tense; parts of speech: nouns, adjectives, adverbs, pronouns, conjunctions (coordinating) prepositions and prepositional phrases, and interjections. • use word processing skills. • use the writing process (prewriting, drafting, revising, proofreading, editing) to write persuasive texts, movie reviews and advertisements. • observe rules of punctuation, capitalization, and spelling: punctuation of dialogue and titles of articles; correct spelling of content area vocabulary. • use correct grammatical constructions: complete simple, compound and complex sentences using correct subject/verb agreement, verb-tense and pronouns with clear antecedents; parts of speech: adverbs (comparative & superlative), pronouns (nominative and objective), conjunctions (subordinating). • respond respectfully. • use language and grammar appropriate to the purpose for speaking. • use facial expressions and gestures to enhance communication. • establish eye contact during presentations and group discussions. • use audible voice and pacing appropriate to content and audience. • use visual aids to support the presentation.

<p style="text-align: center;">Grade 5: Meeting Criteria</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Meeting Criteria</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use note taking, semantic webbing or mapping to organize writing. • use teaching conferences and peer reviews to revise written work. • maintain a writing portfolio that includes writing for critical analysis and evaluation. • ask questions and respond to questions for clarification. • use role play as a strategy to analyze or evaluate an event. • use notes appropriately for presentation. 	<ul style="list-style-type: none"> • ask questions and respond to questions for clarification. • use role play as a strategy to analyze or evaluate an issue. • use notes and outlines appropriately for presentation. • use note taking, semantic webbing or mapping to organize writing. • use teaching conferences and peer reviews to revise written work. • maintain a writing portfolio that includes writing for critical analysis and evaluation.
<p style="text-align: center;">Grade 5: Presenting Arguments</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Presenting Arguments</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use information from other content areas and personal experiences to form and express opinions. • use organizational formats appropriate for critical analysis such as compare and contrast. • use specific vocabulary in writing analysis and evaluation. • persuade using volume and gestures. • articulate a "controlling idea" and support it with details. 	<ul style="list-style-type: none"> • use information and ideas from other content areas and personal experiences to form and express opinions and judgments. • use organizational formats appropriate for critical analysis • use precise vocabulary in writing analysis and evaluation. • articulate a "controlling idea" and support it with examples, and reasons. • persuade using appropriate language and tone.
<p style="text-align: center;">Grade 5: Standards for a Genre</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Standards for a Genre</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use supporting evidence of text(facts) to evaluate information and experiences. • analyze literary elements such as plot, character, conflict and setting in order to evaluate the quality of text. • analyze the impact of an event from personal, peer group, and school and community perspectives. • use information and ideas from personal experience to form and express opinions. 	<ul style="list-style-type: none"> • use supporting evidence(facts, examples, illustrations) to evaluate ideas and themes. • analyze literary elements such as theme, conflict, author's style to evaluate the quality of ideas. • analyze the impact of an issue from personal, peer group, and school community perspectives. <ul style="list-style-type: none"> • use information and ideas from other subject areas to form and express opinions and judgments.

Grades:
5-6 ELA

Standard 4
Social Interaction

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Grade 5: Attentive Listening	Grade 6: Attentive Listening
<i>The learner will...</i>	<i>The learner will...</i>
<ul style="list-style-type: none"> • interpret tone of voice and non-verbal cues while listening to a speaker. • use prior knowledge to participate in large and small group discussion. 	<ul style="list-style-type: none"> • use prior knowledge and experiences to interpret presented information.
Grade 5: Conversation	Grade 6: Conversation
<i>The learner will...</i>	<i>The learner will...</i>
<ul style="list-style-type: none"> • apply formal and informal language in social situations. • initiate communication with peers, teachers, and others in the school community. 	<ul style="list-style-type: none"> • use facial expressions, gestures and eye contact during presentations and group discussions. • use language and grammar appropriate to the purpose.
Grade 5: Audience	Grade 6: Audience
<i>The learner will...</i>	<i>The learner will...</i>
<ul style="list-style-type: none"> • use appropriate visual aids to support a presentation. • recognize the impact that the pace of the speaker has on the audience. • determine the intended audience and adjust vocabulary, pace and tone, before writing; for example, when peer teaching a skill. 	<ul style="list-style-type: none"> • learn some words and expressions in another language to communicate with others • competently address the work of others through peer editing in a constructive manner

<p style="text-align: center;">Grade 5: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • consider the contributions of peers to the "writing process". • gather and coordinate reference sources to improve social correspondence; for example, dictionaries, thesauruses, etc. 	<ul style="list-style-type: none"> • refine use of punctuation, capitalization, spelling and grammatical construction. • gather and coordinate reference sources to improve social correspondence; for example, dictionaries, thesauruses, etc.
<p style="text-align: center;">Grade 5: <i>Social Correspondence</i></p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 6: Social Correspondence</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • establish and maintain a focused awareness of topic when writing about experiences, events, and observations; for example, thank you note to PTA regarding a field trip and what the writer enjoyed about it. 	<ul style="list-style-type: none"> • enhance social correspondence through use of the "writing process", including pre-writing, drafting, revising, proof reading and editing. • develop and maintain a portfolio that includes social correspondence.

English Language Arts
Curriculum Pacing Map
and
Core Curriculum

Grade 7

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
S E P T E M B E R	<p style="text-align: center;">Reading/ Diagnostic Assessment</p> <p style="text-align: center;">Who am I as a literacy learner?</p>	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students use the process of prewriting, drafting, revising, and proofreading (“the writing process”) to produce well constructed informational texts. <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. 	<p><i>Elements of Literature:</i> Holt Assessment Writing, Listening, Speaking</p> <p><i>Elements of Literature:</i> Holt Assessment Literature, Reading, and Vocabulary</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Students will analyze and develop their own literary techniques and strategies.</p> <ul style="list-style-type: none"> • Readers have a history. • Readers choose books that are “just right.” • Readers demonstrate active reading <p>Writer’s Workshop Participants will:</p> <ul style="list-style-type: none"> • Maintain a Writer’s Notebook • Have a history as writers. • Have particular writing habits. 	<p><i>Holt Reading Solutions (1st Course) pp10 – 26</i> Holt Pre Diagnostic Test</p> <p><i>Elements of Literature</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 3: Narrative Writing/Personal Narrative Pages 330-335</p> <p>Summer Reading Project</p> <p>Readers to Leaders Program</p> <p>NYS ELA Practice Exams</p> <p>Reading Interest Inventory</p> <p>“I am a reader/writer who…”</p> <p>Aquity</p> <p>ACSD ELA Interval Assessment #1</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
O C T O B E R	Intro to Short Story	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students interpret and analyzing information from textbooks and nonfiction books for young adults. • Relate new information to prior knowledge and experience. <p>NYS Standard 2: Language for Literary Response and Understanding</p> <ul style="list-style-type: none"> • Students read and review text and performances from a wide range of authors, subjects, and genres. • Identify significant literary elements and use those elements to interpret. 	<p><i>Elements of Literature:</i></p> <p>“Charles” Pages 297-303</p> <p>“Amigo Brothers” Pages 484-492</p> <p>“Mother and Daughter” Pages 136-142</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Analyze the main conflict of the plot and the way it is resolved. • Examine internal and external conflict. • Understand comparison and contrast. • Analyze characters, characterization, setting, conflict, resolution and point of view. <p>Writers will:</p> <ul style="list-style-type: none"> • Use graphic organizers for pre-writing. • Use story elements 	<p>One-Stop Planner CD-ROM with ExamView Test Generator.</p> <p><i>Elements of Literature:</i> Collection 1: Narrative Writing: Story Pages 112-117</p> <p>Story Mapping – Graphic Organizers</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
N O V E M B E R	Non Fiction	<p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches. • Students present in essays clear analyses of issues, ideas, texts, and experiences, supporting their positions with well developed arguments. • Students use standards English, precise vocabulary, and presentational strategies effectively to influence an audience. 	<p><i>Elements of Literature: Holt 7th Grade Text (Collection 8 – Reading for Life pg. 879)</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>Newspapers</p> <p>Magazines</p> <p><u>Biography</u> "Rosa Parks" Pages 853-858</p> <p><u>Magazine Article</u> "From Page to Film" Pages 883-886</p> <p><u>Essays</u> "Names" Pages 394-97</p> <p>"A Good Reason to Look Up" Pages 481-482</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify structure and text features of, nonfiction. • Use specific strategies for reading nonfiction. • Be able to select and read several nonfiction selections. • Identify nonfiction text features: <ul style="list-style-type: none"> - bullets - bold - italics - numbers - photos - captions <p>Writers will:</p> <ul style="list-style-type: none"> • Use proper COPS (Capitalization, Organization, Punctuation and Spelling) 	<p><i>Elements of Literature: Collection 2: Persuasive Writing: Problem Solution Essay Pages 222-227</i></p> <p>Collection 6: Expository Writing: Compare and Contrast Essay Pages 772-777</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
D E C E M B E R	Poetry	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> Students identify literary elements (including, metaphor, symbolism, dialect, rhyme, meter, irony, simile, alliteration) and use those elements to interpret the work. 	<p><i>Elements of Literature: Holt</i></p> <p>“Harlem Night Song” Page 563</p> <p>“Gold” Page 338</p> <p>“I Was Sleeping Where the Black Oaks Move” Page 440-441</p> <p>“Jabberwocky” Page 577</p> <p>“Abuelito Who” Page 623</p> <p>“The Pasture” Page 589</p> <p>Teacher Selected Poems</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> Identify the speaker of a poem. Understand and interpret the author’s message. Identify literary elements of poetry. Understand the role of structure in poetry. <p>Writer’s will:</p> <ul style="list-style-type: none"> Choose a topic for their book of poetry. Utilize the writing process. Understand the importance of revision. Publish their works. 	Publish a book of Poetry

MONTH	CONTENT	NYS STANDARD/KEY INDEA/PERFORMANE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
J A N U A R Y	Test Prep	<p>NYS Standard 1: Language for Information and Understanding</p> <p>NYS Standard 2: Language for Literary Response and Expression</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p>	<p><i>Elements of Literature: Holt Test Smarts</i> Pages 920-927</p> <p>Teacher Selected Materials</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>CSDA Test Prep Binder</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify individual strengths and weaknesses. • Take sample test and will analyze test. • Develop strategies for test-taking. • Process of elimination • Note taking • Identify key words/main idea • Using context clues • Making inferences • Develop listening • Paraphrasing <p>Writers Workshop Participants will:</p> <ul style="list-style-type: none"> • Talk about themselves as test-takers • Take sample test (short answer and extended response) and will analyze test construction. • Develop strategies for test-taking. • Identify task • Utilize pre-writing strategies • Pacing/time management • Editing/Revision 	<p>NYS Testing Program</p> <p>Previous ELA Exams</p> <p><i>NYS ELA 7</i></p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
F E B R U A R Y / M A R C H	Novel	<p>NYS Standard 1: Language for Information and Understanding</p> <p>NYS Standard 2: Language for Literary Response and Expression</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <p>NYS Standard 4 Language for Social Interaction</p>	<p>Teacher Selected Novel from District Reading List</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>Summer Reading Project List</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Use story elements to make sense of longer texts. • Select a “just-right” novel. • Choose a big idea from a book. • Actively participate in a book talk. <p>Writer’s Workshop participants will:</p> <ul style="list-style-type: none"> • Write long. • Use story elements. • Develop their story through characterization. • Use specific literary devices to control time in their stories. • Plan and participate in a celebration of their writing. 	<p>Teacher Generated Assessment</p> <p>Practice of summer reading projects – choose one and use as novel assessment</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
A P R I L	Drama	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Relate new information to prior knowledge and experience. <p>NYS Standard 2: Language for Literary Response and Understanding</p> <ul style="list-style-type: none"> • Identify significant literary elements and use those elements to interpret. • Read aloud with expression, conveying the meaning and mood of a work. 	<p><i>Elements of Literature:</i></p> <p>Drama Section - <i>Teleplay: Monsters Are Due on Maple Street</i> (pg. 57)</p> <p><i>Diary of Anne Frank</i></p> <p>Teacher Selected Play</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Analyze the main conflict of the plot and the way it is resolved. • Examine internal and external conflict. • Understand comparison and contrast. • Analyze characters, setting and theme. <p>Writers will:</p> <ul style="list-style-type: none"> • Use graphic organizers for pre-writing. • Use story elements. 	<p>One-Stop Planner CD-ROM with ExamView Test Generator.</p> <p>CSDA Interval Assessment #2</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
M A Y	Extended Short Story	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students interpret and analyzing information from textbooks and nonfiction books for young adults. • Relate new information to prior knowledge and experience. <p>NYS Standard 2: Language for Literary Response and Understanding</p> <ul style="list-style-type: none"> • Students read and review text and performances from a wide range of authors, subjects, and genres. • Identify significant literary elements and use those elements to interpret. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience 	<p><i>Elements of Literature: Teacher Selected Short Stories</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Analyze the main conflict of the plot and the way it is resolved. • Examine internal and external conflict. • Understand comparison and contrast. • Analyze characters, setting and theme. <p>Writers will:</p> <ul style="list-style-type: none"> • Use graphic organizers for pre-writing. • Use story elements 	<p>One-Stop Planner CD-ROM with Exam View Test Generator.</p> <p>Teacher Generated Assessment</p>

MONTH	CONTENT	NYS STANDARD/KEY IDEA/PERFORMANCE INDICATOR	RESOURCES	SKILLS	ASSESSMENTS
J U N E	Final Assessments	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> • Students interpret and analyze information from textbooks and nonfiction books for young adults. • Students relate new information to prior knowledge. <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students read and view text and performances from a wide range of authors, subjects, and genres. 	<p><i>Elements of Literature:</i> Holt</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>Aquity</p> <p>Teacher Selected Materials</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Read “outside the box” • Understand and interpret the author’s message. • Identify literary elements. • Use organizational tools to make sense of reading <p>Writers will:</p> <ul style="list-style-type: none"> • Develop written response from notes. • Utilize the writing process. • Understand the importance of revision. • Use conventions of standard English 	<p><i>Holt Reading Solutions (1st Course)</i> Holt Post Diagnostic Test</p> <p style="text-align: center;">Final Exam</p>

English Language Arts
Curriculum Pacing Map
and
Core Curriculum

Grade 8

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
S E P T E M B E R	Reading/ Writing Assessment Who am I as a literacy learner?	<p>NYS Standard 1: Language for Information and Understanding</p> <ul style="list-style-type: none"> Students use the process of prewriting, drafting revising, and proofreading (the “writing process”) to produce well constructed informational texts. <p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. 	<p><i>Elements of Literature:</i> Holt Assessment Writing, Listening, Speaking</p> <p><i>Elements of Literature:</i> Holt Assessment Literature, Reading, and Vocabulary</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers and writers will:</p> <ul style="list-style-type: none"> Use reading and writing resources Determine personal strengths and weaknesses Develop reading comprehension strategies Collect, draft, and revise Use the writing process Keep a Writer’s Notebook Work independently and constructively during Writing Workshop <p>Readers will:</p> <ul style="list-style-type: none"> Establish routines that will support our reading work throughout the year Demonstrate strategies for comprehension Demonstrate skills to become successful readers Learn to make appropriate book choices <p>Writers will:</p> <ul style="list-style-type: none"> Familiarize themselves with the writing process Understand the format of and how to keep a Writer’s Notebook Learn how to work independently and constructively during workshop time. 	<p><i>Holt Reading Solutions (2nd Course) pp.10 – 26</i> Holt Pre Diagnostic Test</p> <p>Elements of Literature Test Bank</p> <p><i>Elements of Literature:</i> Collection 1: Narrative Writing: Personal Narrative Pages 116-121</p> <p>Reading Interest Inventory</p> <p>Readers to Leaders Program</p> <p>Independent Book Report Project</p> <p>Summer Reading Project</p> <p>CSDA Interval Assessment #1</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
O C T O B E R	Intro to Short Story	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. • Students evaluate literary merit based on an understanding of the genre and the literary elements. • Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. 	<p><i>Elements of Literature</i></p> <p>“The Open Window” pages 110-115</p> <p>“Raymond’s Run” pages 546-555</p> <p>ACSD Writing Instruction Manual</p> <p>ACSD Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Study elements of a short story • Distinguish between main characters and minor characters • Identify and define protagonist and antagonist • Identify character, plot, setting, conflict, resolution, movement through time, mood, and theme 	<p><i>Elements of Literature:</i> Collection 7: Narrative Writing: Short Story Pages 784-789</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
N O V E M B E R	Nonfiction	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students read and view text and performances from a wide range of authors, subjects, and genres. • Students identify significant literary elements and use those elements to interpret the work. • Students present response to and interpretations of literature, making reference to the literary elements found in the text, and connections with their personal knowledge and experience. • Students produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect. <p>NYS Standard 3: Language for Critical Analysis and Evaluation Students evaluate their own and other's work based on a variety of criteria and recognize the varying effectiveness of different approaches.</p>	<p><i>Elements of Literature:</i> Collection 4 (3 fiction, 3 non-fiction)</p> <p><i>Nonfiction Title</i></p> <p><i>Holt Reading Solutions:</i> Pages 358-363</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • identify structure and text features of non-narrative, nonfiction. • use specific strategies for reading non-narrative nonfiction. <p>Writers will:</p> <ul style="list-style-type: none"> • identify a non-narrative structure and textual features. • identify audience and purpose. • identify the elements of a comparison-contrast essay. • clearly state main idea. • identify and discuss at least one similarity and one difference, using details and examples to support statements. • use transitional phrases for comparing and contrasting. 	<p><i>Elements of Literature:</i> Collection 4: Expository Writing Pages 516-521</p> <p><i>Elements of Literature:</i> Collection 8: Persuasive Writing: Problem-Solution Essay Pages 835-840</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
D E C E M B E R	Poetry	<p>NYS Standard 2: Language for Literary Response and Expression</p> <p>•Students identify literary elements (including, metaphor, symbolism, dialect, rhyme, meter, irony, simile, alliteration) and use those elements to interpret the work.</p>	<p><i>Elements of Literature</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify and analyze various forms of poetry • Read poetry aloud with fluency and expression • Identify literary devices used in poetry <p>Writers will:</p> <ul style="list-style-type: none"> • Identify the poetic styles of various authors • Research the life and influence of a specific poet • Develop a thesis and support with appropriate details 	<p><i>Elements of Literature:</i> Test Bank</p> <p><i>Elements of Literature:</i> Collection 2: Informative Report: Biography of a Poet Pages 218-223</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
J A N U A R Y	Test Prep	<p>NYS Standard 1: Language for Information and Understanding</p> <p>NYS Standard 2: Language for Literary Response and Expression</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p>	<p><i>Elements of Literature</i> “Test Smarts” pages 847-858</p> <p>Teacher Selected Materials</p> <p>Practice Tests</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p> <p>CSDA Test Prep Binder</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • talk about themselves as test-takers and identify individual strengths and weaknesses. • take sample test and will analyze test construction. • develop strategies for test-taking. • Use process of elimination • Complete timed tasks • Note take • Identify key words/main idea • Highlight • Use context clues • Make inferences • Develop listening strategies. • Develop “shorthand” <p>Writers will:</p> <ul style="list-style-type: none"> • talk about themselves as test-takers • take sample test (short answer and extended response) and will analyze test construction. • develop strategies for test-taking. • Identify task • Utilize pre-writing strategies • Practice pacing and time management • Edit • Revise 	<p>NYS ELA 8</p> <p><i>Elements of Literature:</i> Collection 3: Persuasive Writing: Supporting a Position Pages 338-343</p> <p>Previous years exams</p> <p>NYSED website</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
F E B R U A R Y	Novel	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. • Students produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect. • Students use standard English effectively. <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students evaluate their own and other's work based on a variety of criteria and recognize the varying effectiveness of different approaches. 	<p>Teacher selection from <i>CSDA Middle Level Book List</i></p> <p><i>Elements of Literature</i> Pages 602-607</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • use story elements to make sense of longer text • identify the theme of a novel • actively participate in a book talk • identify traits of a character <p>Writers will:</p> <ul style="list-style-type: none"> • select an idea from the novel • identify and mirror author's style • analyze story elements • use text as springboard for their own writing 	<p><i>Teacher Generated Assessment</i></p> <p><i>Elements of Literature:</i> Collection 5 Expository Writing: Character Analysis Pages 602-607</p> <p>Practice of summer reading projects – choose one and use as novel assessment</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
M A R C H	Extended Short Story	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. • Students evaluate literary merit based on an understanding of the genre and the literary elements. • Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. 	<p>Elements of Literature: Selections from text:</p> <p>“Broken Chain” Pages 16-24</p> <p>“Too Soon a Woman” Pages 169-174</p> <p>“The Circuit” Pages 280-285</p> <p>“Ribbons” Pages 711-720</p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers’ College Resources</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Study in depth elements of a short story • Distinguish between main characters and minor characters • Identify and define protagonist and antagonist • Identify and distinguish between internal and external conflicts • Understand and identify point of view • Understand author’s use of time • Understand resolution <p>Writers will:</p> <ul style="list-style-type: none"> • Develop an idea for a short story • Write a short story incorporating all of the elements studied. 	<p><i>Elements of Literature</i>: Test Bank</p> <p>Students will develop an idea and write a short story, incorporating all of the elements studied.</p> <p>Students will rewrite the story utilizing a different point of view.</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
A P R I L	Full Length Non-Fiction	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students recognize different levels of meaning • Students evaluate literary merit based on an understanding of the genre and the literary elements. • Students read and view text and performances from a wide range of authors, subjects, and genres. • Students identify significant literary elements and use those elements to interpret the work. • Students present response to and interpretations of literature, making reference to the literary elements found in the text, and connections with their lives. 	<p><i>Elements of Literature</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>Teacher's choice from <i>ACSD Middle Level Book List</i></p>	<p>Readers will:</p> <ul style="list-style-type: none"> • Identify structure and text features of non-narrative, nonfiction. • Use specific strategies for reading nonfiction. • Evaluate the quality of the content • Understand the purpose for writing • Identify the social context in order to enhance understanding and appreciation of the text 	<p><i>Teacher Generated Assessment</i></p> <p>CSDA Interval Assessment #2</p>

Month	Content	NYS Standard/Key Idea/Performance Indicator	Resources	Skills	Assessments
M A Y / J U N E	Historical Fiction ***** Final Assessments	<p>NYS Standard 2: Language for Literary Response and Expression</p> <ul style="list-style-type: none"> • Students present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. • Students produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect. <p>NYS Standard 1: Language for Information and Understanding</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p>	<p>Teacher's choice from <i>CSDA Middle Level Book List</i></p> <p>CSDA Writing Instruction Manual</p> <p>CSDA Humanities Curriculum</p> <p>Teachers' College Resources</p> <p>Summer Reading Book</p>	<p>Readers will:</p> <ul style="list-style-type: none"> • use story elements to make sense of longer text • identify the theme of a novel • actively participate in a book talk • identify traits of a character • recognize historical features in presentations of works of fiction • identify the social context and other characteristics of the time period in order to enhance understanding and appreciation of the text <p>Writers will:</p> <ul style="list-style-type: none"> • self-evaluate year's writing pieces • reevaluate their skills as a writer • identify their particular writing habits 	<p><i>Holt Reading Solutions (2nd Course)</i> Holt Post Diagnostic Test</p> <p>Teacher Generated Exams</p> <p>Final Assessments</p>

Grades:
7-8 ELA

Standard 1
Information and Understanding

As **listeners and readers**, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As **speakers and writers**, they will use oral and written language to acquire, interpret, apply, and transmit information.

<p>Grade 7 Strategies</p> <p><i>The learner will...</i></p>	<p>Grade 8 Strategies</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Locate and use school and public library resources independently to acquire information. • Read and listen in order to follow multi-step directions or procedures to accomplish a task or complete an assignment. • Make, confirm or revise predictions. • Identify essential information for note taking. • Listen during planning or brainstorming sessions with peers. 	<ul style="list-style-type: none"> • Execute personal interviews to gather information. • Use essential information for note taking. • Recognize that the speaker’s voice quality and delivery impact communication.
<p>Grade 7: Fact and Opinion</p> <p><i>The learner will...</i></p>	<p>Grade 8: Fact and Opinion</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Summarize ideas, opinions and facts delivered by a speaker. 	<ul style="list-style-type: none"> • Distinguish between literal and figurative language.
<p>Grade 7: Interpreting and Analyzing Information</p> <p><i>The learner will...</i></p>	<p>Grade 8: Interpreting and Analyzing Information</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Compare and contrast information from a variety of different resources. • Draw conclusions based on explicit and implied information. • Identify missing, conflicting or unclear information. 	<ul style="list-style-type: none"> • Draw conclusions and make inferences based on explicit and implied information.

<p style="text-align: center;">Grade 7: Constructing Meaning</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Constructing Meaning</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Recall significant ideas and details and relationships in an informational text. • Apply thinking skills such as define and classify to interpret data, facts and ideas from informational texts. • Use knowledge of vocabulary to understand informational texts and/or literary selections. • Construct meaning from a descriptive, narrative short story.. 	<ul style="list-style-type: none"> • Use knowledge of structure and content to understand informational text. • Infer to interpret data, facts and ideas from informational text.
<p style="text-align: center;">Grade 7: Text Features</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Text Features</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Identify author’s purpose • Preview informational texts to assess content and organization, and select texts useful for the task. • Use indexes to locate information and glossaries to define terms. • Acknowledge and use “outside the test” information (charts, graphs, captions, etc.) to assist in comprehension of non-fiction text 	<ul style="list-style-type: none"> • Identify author’s purpose • Preview informational texts to assess content and organization, and select texts useful for the task. • Use indexes to locate information and glossaries to define terms. • Identify story elements such as irony, satire and theme. • Acknowledge and use “outside the test” information (charts, graphs, captions, etc.) to assist in comprehension of non-fiction text
<p style="text-align: center;">Grade 7: Synthesizing Information</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Synthesizing Information</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Formulate questions to be answered by reading and listening to informational texts. • Condense, combine, or categorize information from one or more sources. • Relate new information to prior reading and experience. 	<ul style="list-style-type: none"> • Contribute to group discussions by offering comments to clarify and interpret ideas and information. • Ask and respond to questions to clarify information. • Write accurate and complete responses to questions about informational material.

<p style="text-align: center;">Grade 7: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Use paraphrase and quotation correctly. • Observe rules of punctuation, capitalization and spelling. • Use correct grammatical instruction, with a focus on verb usage, pronoun with clear antecedents, correct subject/verb agreement, sentence structure and parts of speech. • Cite sources in bibliography, using correct form. • Demonstrate awareness of conventions of the English language through writing samples and responses to the writing of others. 	<ul style="list-style-type: none"> • Use grammatical constructions: comparative and superlative adjectives and adverbs, nominative and objective pronouns, coordinating, subordinating and correlative conjunctions, and demonstrative and reflexive pronouns. • Use paraphrase and quotation correctly. • Cite sources in footnotes and bibliography, using correct form. • Use correct rules of punctuations, capitalization, and spelling. • Use transitional words and/or phrases to produce organized cohesive text.
<p style="text-align: center;">Grade 7: Point of View</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Point of View</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Contribute to group discussions by offering comments to clarify and interpret ideas and information. • Ask and respond to questions to clarify information. • Write accurate and complete responses to questions about informational material. 	<ul style="list-style-type: none"> • Contribute to group discussions by offering comments to clarify and interpret ideas and information. • Ask and respond to questions to clarify information. • Identify fact and opinion • Write accurate and complete responses to questions about informational (non-fiction, non-narrative) material.
<p style="text-align: center;">Grade 7: Reports</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Reports</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Prepare and give multimedia presentations on informational topics. • Present information to address audience needs. • Maintain a portfolio that includes informational writing. 	<ul style="list-style-type: none"> • Understand the purpose for writing: to explain describe and persuade. • Present information to address audience needs and to anticipate questions.

<p style="text-align: center;">Grade 7: Supporting Evidence</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Supporting Evidence</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Use several sources of information (in addition to an encyclopedia) in developing research reports. • Connect, compare and contrast ideas and information from one or two sources. • Present examples, definitions and direct references to the text in support of ideas. 	<ul style="list-style-type: none"> • Present analogies to the text in support of ideas. • Use several sources of information (in addition to an encyclopedia) in developing research reports. • Connect, compare and contrast ideas and information from one or two sources. • Present examples, definitions and direct references to the text in support of ideas.
<p style="text-align: center;">Grade 7: Text Structure</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Text Structure</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Connect, compare and contrast ideas and information. 	<ul style="list-style-type: none"> • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format.
<p style="text-align: center;">Grade 7: Process Writing</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Process Writing</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Take research notes, using a note taking process such as mapping, webbing, and outlining. • Use outlines and graphic organizers such as semantic webs to plan reports. 	<ul style="list-style-type: none"> • Use research notes implementing the Cornell method. • Create outlines and graphic organizers such as semantic webs and Venn diagrams. • Use graphics such as graphs, charts, and diagrams to enhance the communication of information. • Maintain a portfolio that includes informational writing.
<p style="text-align: center;">Grade 7: Reports</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Reports</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Prepare and given multimedia presentations on informational topics. • Present information to address audience needs. • Maintain a portfolio that includes informational writing. 	<ul style="list-style-type: none"> • Understand the purpose for writing: to explain, describe and persuade. • Present information to address audience needs and to anticipate questions.

Grade 7: Test Preparation	Grade 8: Test Preparation
<p>Assessment Task - Listening Passage: Multiple-choice questions, Extended response, Essay <i>The learner will:</i> Listening skills</p> <ul style="list-style-type: none"> • listen for information • identify topic, main idea, controlling idea • identify relevant information • take accurate and appropriate notes from non-fiction text • use organizational tools (graphic organizers, concept webs) <p>Writing skills</p> <ul style="list-style-type: none"> • use pre-writing activities to gather ideas, information • develop written response from notes • draft and revise non-fiction, non-narrative responses • revise & edit written responses: use conventions of standard English; include relevant information 	<p>All objectives and assessment tasks for Grade 7 (grades 5 & 6)</p> <p>Review all components for January test</p> <ul style="list-style-type: none"> • Listening Passage • Reading for Information • Paired Passages <p>WRITING WRITING WRITING</p> <p>Timed tasks</p> <p>Techniques for answering multiple choice questions</p>
<p>Assessment Task - Reading for Information: non-fiction paired stimuli (text and graphics) <i>The learner will:</i> Reading skills</p> <ul style="list-style-type: none"> • identify information from non-fiction text • read “outside the box” - gain information from non-textual materials • identify topic, main idea, controlling idea • identify relevant information 	<p>Note-taking techniques (e.g. Cornell method) Writing</p> <ul style="list-style-type: none"> • use pre-writing activities to gather ideas, information • develop written response from notes • draft and revise non-fiction, non-narrative responses • edit

<ul style="list-style-type: none">• use organizational tools (graphic organizers, concept webs) to make sense of reading	
<p>Assessment Task - Paired Passages: interpreting, comparing, contrasting two written selections (e.g. prose and poetry)</p> <p><i>The learner will:</i></p> <p>Compare and contrast skills</p> <ul style="list-style-type: none">• identify common elements, themes and controlling idea between selected passages and texts• comprehend figurative and literal language used in context• identify diction (word usage), author's purpose	

Grades:
7-8 ELA

Standard 2

Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. **As speakers and writers**, students will oral and written language for self-expression and artistic creation..

<p align="center">Grade 7: Literary Elements</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Literary Elements</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> recognize and state repetition, irony, and symbolism in a variety of literary works. 	<ul style="list-style-type: none"> recognize and state rhyme and meter in various poetic forms. identify significant literary elements (including metaphor, simile, symbolism, flashback, foreshadowing, dialect, rhyme, meter, irony, climax) to aid student comprehension and understanding of the author's craft.
<p align="center">Grade 7: Variety of Genre</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Variety of Genre</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> read and view newspapers and electronic resources from a wide range of authors and subjects. 	<ul style="list-style-type: none"> read and view historical and scientific essays from a wide range of authors and subjects.
<p align="center">Grade 7: Features of Genre</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Features of Genre</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> recognize and discuss the basic features and formats of newspapers and various electronic resources. 	<ul style="list-style-type: none"> recognize and discuss the basic elements and differences between historical and scientific essays..

<p align="center">Grade 7: Inference and Deduction</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Inference and Deduction</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • interpret characters, plot, setting, theme and dialogue using evidence from text. • identify author's point of view, such as first person narrative and own narrative. • determine how the use and meaning of literary devices such as symbolism, metaphor, simile, alliteration, personification, flashback, and foreshadowing convey the author's message or intent. • recognize how the author's use of language creates images or feeling. • identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry. • identify questions of personal importance and interest and related written text. • compare a film, video or stage version of a literary work with the written version. • interpret and respond to text on a variety of themes from different genres and authors. • listen to class lectures, small group and classroom discussion to comprehend, interpret, and critique information. • identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry. • recognize that meaning of the spoken word can be based on tone, volume, pitch, and rate. • recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response. 	<ul style="list-style-type: none"> • compare motives of character, causes of events, and importance of setting in literature to people, events, and places in own lives. • identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text. • identify how the author's choice of words, characterization and use of other literary developments affects the listener's interpretation of the overall text. • identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings. • recognize social, historical, and cultural features in presentations of works of fiction. • compare a film, video or stage version of a literary work with the written version. • interpret and respond to text on a variety of themes from different genres and authors. • listen to class lectures, small group and classroom discussion to comprehend, interpret, and critique information. • identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry. • recognize that meaning of the spoken word can be based on tone, volume, pitch, and rate. • recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response.

<p style="text-align: center;">Grade 7: Reading Fluently</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Reading Fluently</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • read silently and aloud • use word recognition and context clues to read fluently. <ul style="list-style-type: none"> • use knowledge of punctuation to assist in comprehension. • apply corrective strategies (such as discussing with others and monitoring for misunderstanding) to assist in comprehension. 	<ul style="list-style-type: none"> • determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis (roots, prefixes, suffixes) of words. • identify transitional words or phrases (furthermore or in comparison) that provide clues to organizational formats such as compare/contrast. • seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics and texts.
<p style="text-align: center;">Grade 7: Literary Merit</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Literary Merit</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • identify how an author's point of view, such as first person narrator and omniscient narrator affect the quality of work of literature. • analyze poet's use of imagery, symbolism, rhythm, rhyme, and repetition. • listen to an oral presentation based on tone, volume, pitch, and rate to evaluate the quality of the performance. 	<ul style="list-style-type: none"> • evaluate how an author's use of recurrent themes contributes to the quality of a work of literature. • evaluate how an author's writing style can enhance the quality or merit of his works. • listen to oral presentations of various genres, including student generated writing, to evaluate, the literary merit of the piece and the presentation. • compare a film, video, or stage version of a literary work with the written version.

Grades:
7-8 ELA

Standard 3

Critical Analysis and Evaluation

As **listeners and readers**, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As **speakers and writers**, they will present, in oral and written language and from a variety of perspectives their opinions and judgements on experiences, ideas, information and issues.

Grade 7: Evaluating Text

The learner will...

- evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including identifying conflicting information.
- evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in text including questioning writer's assumptions, beliefs, intentions and biases.
- evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in text including identifying propaganda.
- evaluate the validity and accuracy of information, ideas, opinions and experiences in text including persuasion techniques
- identify differing points of view in texts and presentations.
- identify multiple levels of meaning.
- form an opinion about the accuracy of information, ideas, opinions, and experiences.
- recognize multiple levels of meaning.

Grade 8: Evaluating Text

The learner will...

- evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including: question writer's assumptions, beliefs, intentions, and biases. evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including: identify fallacies of logic that lead to unsupported conclusions.
- evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including: discriminate between apparent message and hidden agenda.
- evaluate the validity and accuracy of information, ideas, themes, opinions, and validity in text including: identify cultural and ethnic values and their validity on content.
- form a judgement about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences.
- recognize multiple levels of meaning.

<p style="text-align: center;">Grade 7: Evaluation Criteria</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Evaluation Criteria</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use personal experiences and knowledge and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives. • recognize persuasive techniques, such as emotional and ethical appeals in presentations. • evaluate organization of presentations. 	<ul style="list-style-type: none"> • judge a text from a variety of perspectives such as literary, political, and personal. • consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations. • identify conflicting, missing, or unclear information. • evaluate organization of presentations.
<p style="text-align: center;">Grade 7: Point of View</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Point of View</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • recognize the effect of one's own point of view in evaluating ideas, information and opinions. • suspend judgment until all information has been presented. 	<ul style="list-style-type: none"> • recognize the effects of one's own point of view in evaluating ideas and issues. • suspend judgment until all information has been presented.

<p align="center">Grade 7: Strategies for Critical Analysis</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Strategies for Critical Analysis</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • seek opportunities for improvement in reading level by choosing more challenging writers, topics, and texts. • identify purpose for reading. • adjust reading rate to purpose for reading. • use word recognition and context clues to read fluently. • use knowledge of punctuation to assist in comprehension. • identify own purpose for listening. • evaluate organization of presentation. • recognize that the quality for content includes originality, creativity, engagement, comprehensiveness, and focus. • adapt listening strategies to different purposes and settings. • listen respectfully and responsively. • recognize content specific vocabulary or terminology. 	<ul style="list-style-type: none"> • identify purpose for reading scientific and historical articles, newspaper and magazine articles. • determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis (roots, prefixes, suffixes) of words. • apply corrective strategies(such as discussing with others and monitoring for misunderstandings) to assist in comprehension. • distinguish between author's meaning and implied meaning. • evaluate the quality of speakers' presentation style by using criteria such as voice quality, enunciation, and delivery. • evaluate the quality of the content (i.e: originality, creativity, engagement, comprehensiveness and focus). • adapt listening strategies to different themes. • listen respectfully and responsively. • identify own purpose for listening. • recognize content-specific vocabulary or terminology.

<p style="text-align: center;">Grade 7: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • observe rules of punctuation, capitalization and spelling. • select correct grammatical construction: parts of speech, complete simple compound and complex sentences. • analyze the intended audience. • identify the purpose for writing (explain describe, narrate, persuade, express feelings). • Use the writing process (prewriting, drafting, revising proofreading and editing). • Incorporate dictionaries, thesauruses, and style manuals as resources. • use computer software to enhance and support the writing process (e.g. word processing and graphics) with computer software. • respond respectfully. • initiate communication with peers in the school. • adapt language and presentational features for the purpose. • use language and grammar appropriate to purpose for speaking. • use visual aids and non verbal communication to enhance the presentation. • establish eye contact with audience. 	<ul style="list-style-type: none"> • evaluate importance of correct grammatical construction using correct subject/verb agreement verb tense and pronouns with clear antecedents. • determine tone and language appropriate for audience and purpose. • adjust writing to suit purpose (i.e., expository, narrative, persuasive, expressive). • proofread and edit to incorporate precise vocabulary and presentational strategies to influence an audience. • organize text. • respond respectfully. • initiate communication with adults in the school and the local community. • adapt language and presentational features for the audience and the purpose. • use language and grammar grammar to purpose for speaking. • use volume, tone, pitch, and rate appropriate to content and audience. • establish and maintain eye contact with audience.

<p style="text-align: center;">Grade 7: Meeting Criteria</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Meeting Criteria</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • present a hypothesis and state an outcome. • evaluate presentations of an analysis for presentations examples and details. • critique content for written presentations based on content. • explain connections between texts. • evaluate portfolio for effective use of details and evidence that reflect a specified criteria. • assess personal expression of opinion about information and experiences according to a set of criteria. • adjust organizational format according to provided criteria. • determine if hypothesis and stated outcome appropriately meet the criteria. • determine if presentation strategies achieved the purpose. 	<ul style="list-style-type: none"> • select content and choose strategies for written presentation based on audience, purpose and content. • present a subject from more than one perspective by using a range of resources (i.e., news articles, non-fiction text, personal experiences, and other school subjects). • explain connections among a range of text to extend the meaning of each individual text. • compare and contrast a range of literary elements to extend meaning. • maintain a writing portfolio that includes writing for critical analysis and evaluation. • assess personal expression of opinions or judgements about information, ideas, themes and experiences according to a set of criteria. • choose or create an organizational format appropriate for the ideas and information. • determine if hypothesis and stated outcomes appropriately meet self-established criteria. • determine if presentation strategies achieved the purpose and addressed the audience and context.

<p style="text-align: center;">Grade 7: Presenting Arguments</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Presenting Arguments</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • present clear analyses of texts and experiences using examples and details. • present a hypothesis and predict a possible outcome. • develop arguments with effective use of details. • express opinions about information, issues and experiences. • use an organizational format(i.e., question/answer, compare/contrast, cause/effect) so that ideas and information are clear. • state a hypothesis and predict a possible outcome. • present content using strategies designed for a purpose. 	<ul style="list-style-type: none"> • present clear analyses using examples and details, supported by reasons. • present a hypothesis and predict possible outcomes from one or more perspectives. • present analyses of issues and ideas that are supported with well-developed arguments. • express opinions or judgements about information, ideas, issues, themes and experiences. • create an organizational format (i.e. question/answer, compare/contrast, cause/effect) so that ideas and information are clear. state hypothesis and predict possible outcomes from one or more perspectives. • present content using strategies designed for audience, purpose, and content.
<p style="text-align: center;">Grade 7: Standards for a Genre</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Standards for a Genre</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • select content for written presentations based on audience, purpose and content. • explain connections between texts to extend the meaning of each individual text. • select literary elements from more than one author. • compare and contrast use of literary elements from more than one genre by more than one author. <ul style="list-style-type: none"> • maintain a written portfolio that includes writing for critical analysis and evaluation. • present an argument or defense from one perspective. • cite sources of information and opinions accurately in presentations and handouts. • ask and respond to questions to clarify details or information. 	<ul style="list-style-type: none"> • evaluate presentation of an analysis for appropriate examples, details and reasons. • critique content and choose strategies in written presentation based on audience, purpose and content. • explain connections among texts. • evaluate portfolio according to a personal criteria. • present a subject from one or more perspectives. • credit sources of information and opinions accurately in information and handouts. • ask and respond to questions and to clarify an opinion or judgment.

<p style="text-align: center;">Grade 7: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use computer software to support the "writing process", for example, use word processing, and import graphics. • write for authentic purpose, including publication. • use correct grammatical construction - pronouns (nominative and objective) conjunctions (coordination and subordinating), prepositional phrases, complete simple, compound, and complex sentences; use correct subject/verb agreement, verb tense, and pronouns with clear antecedents. • use dictionaries, thesauruses, and style manuals. • use signal words to provide clues to the organizational format (for example, in addition, finally, as a result, similarly, on the other hand). • use correct grammatical construction. 	<ul style="list-style-type: none"> • use compound/complex sentences, and correct subject/verb agreement. • use language and grammar appropriate to the purpose of speaking. • use transitional words or phrases (first, next, in addition) to produce organized cohesive text. • use computer software to support the "writing process", for example, use word processing, and import graphics. • write for authentic purpose, including publication. • use correct grammatical construction - pronouns (nominative and objective) conjunctions (coordination and subordinating), prepositional phrases, complete simple, compound, and complex sentences; use correct subject/verb agreement, verb tense, and pronouns with clear antecedents. • use dictionaries, thesauruses, and style manuals. • use signal words to provide clues to the organizational format (for example, in addition, finally, as a result, similarly, on the other hand).

<p style="text-align: center;">Grade 7: Creating Literary Works</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Creating Literary Works</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • sequence events to advance a plot (rising action, conflict, climax, falling action and resolution). • maintain a consistent point of view that enhances the message and/or establishes mood. • use computer software to support the "writing process", for example, use word processing and import graphics. • use rhyme, rhythm and repetition to create an emotional or aesthetic effect in writing • write for an authentic purpose, including publication. • write in various genres using conventions • write using narrative and non-narrative structures 	<ul style="list-style-type: none"> • develop a narrative using an organizational plan such as chronology or flashback. • develop complex characters and create a setting. • write for an authentic purpose, including publication. • write in various genres using conventions • write using narrative and non-narrative structures • maintain a consistent point of view that enhances the message and/or establishes mood. • use computer software to support the "writing process", for example, use word processing and import graphics. • use rhyme, rhythm and repetition to create an emotional or aesthetic effect in writing
<p style="text-align: center;">Grade 7: Personal Response</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Personal Response</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • make connections between literary text and personal experience or knowledge. • express opinions and support them through specific references to the text. • demonstrate understanding of theme and/or controlling idea. • draw conclusions and provide reasons for those conclusions. • ask and respond to questions to clarify an interpretation or response. • compare and contrast characters, setting, mood, and voice in more than one literary text. • explain the social, historical, and cultural features of imaginative text. 	<ul style="list-style-type: none"> • make connections between literary text and personal experience or knowledge. • express opinions and support them through specific references to the text. • draw conclusions and provide reasons for those conclusions. • ask and respond to questions to clarify an interpretation or response. identify and interpret how the use of literary devices (such as symbolism, metaphor, simile, alliteration, personification, flashback and foreshadowing) affects meaning. • compare and contrast characters, setting, mood, and voice in more than one literary text. • explain the social, historical, and cultural features of imaginative text.

Grades:
7-8 ELA

Standard 4
Social Interaction

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

<p align="center">Grade 7: Attentive Listening</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Attentive Listening</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use prior knowledge to interpret and evaluate presented information. • encourage the speaker with appropriate facial expressions and gestures. • adapt listening strategies to different purposes and settings. 	<ul style="list-style-type: none"> • listen for more than one level of meaning, articulated and unspoken. • appreciate the individuality of a speaker and withhold judgment.
<p align="center">Grade 7: Conversation</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Conversation</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • provide feedback by asking questions designed to encourage further conversation. • respond without ridicule, interrupting, or dominating the conversation. 	<ul style="list-style-type: none"> • able to respond to listener interests, needs and reaction to social conversation.
<p align="center">Grade 7: Audience</p> <p><i>The learner will...</i></p>	<p align="center">Grade 8: Audience</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • use language and grammar appropriate to the purpose for speaking. • adapt language and visual aids for the audience and purpose. • establish eye contact to enhance message of presentation. • incorporate verbal feedback from peers into personal writing. 	<ul style="list-style-type: none"> • use culture-specific language, jargon, and gestures appropriate to the purpose, occasion, and listener. • apply corrective strategies to assist in comprehension; for example, discussing with others and monitoring for misunderstanding.

<p style="text-align: center;">Grade 7: Conventions</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Conventions</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • identify and model the social communication techniques of published writers; for example write diary entries that mirror the style and experiences of Anne Frank. • construct an organized and cohesive piece of writing using transitional words and phrases to clearly express ideas to the intended audience; for example, a 3-5 paragraph essay on a summer experience. • use computer software to support the "writing process"; for example, use word processing and import graphics. 	<ul style="list-style-type: none"> • write for authentic purpose with clear, concise and varied sentence structure: for example, a letter to the school newspaper expressing an opinion about 8th grade assessment tests.
<p style="text-align: center;">Grade 7: Social Correspondence</p> <p><i>The learner will...</i></p>	<p style="text-align: center;">Grade 8: Social Correspondence</p> <p><i>The learner will...</i></p>
<ul style="list-style-type: none"> • Contribute to group discussions by offering comments to clarify and interpret ideas and information. • Ask and respond to questions to clarify information. • Write accurate and complete responses to questions about informational material. 	<ul style="list-style-type: none"> • understand the purpose of writing and apply that knowledge to social correspondence for example explain, describe, narrate, persuade and express feelings.

Grade 7: Test Preparation	Grade 8: Test Preparation
<p>Assessment Task - Listening Passage: Multiple-choice questions, Extended response, Essay <i>The learner will:</i> Listening skills</p> <ul style="list-style-type: none"> • listen for information • identify topic, main idea, controlling idea • identify relevant information • take accurate and appropriate notes from non-fiction text • use organizational tools (graphic organizers, concept webs) <p>Writing skills</p> <ul style="list-style-type: none"> • use pre-writing activities to gather ideas, information • develop written response from notes • draft and revise non-fiction, non-narrative responses • revise & edit written responses: use conventions of standard English; include relevant information 	<p>All objectives and assessment tasks for Grade 7 (grades 5 & 6)</p> <p>Review all components for January test</p> <ul style="list-style-type: none"> • Listening Passage • Reading for Information • Paired Passages <p>WRITING WRITING WRITING</p> <p>Timed tasks</p> <p>Techniques for answering multiple choice questions</p>
<p>Assessment Task - Reading for Information: non-fiction paired stimuli (text and graphics) <i>The learner will:</i> Reading skills</p> <ul style="list-style-type: none"> • identify information from non-fiction text • read “outside the box” - gain information from non-textual materials • identify topic, main idea, controlling idea • identify relevant information • use organizational tools (graphic organizers, concept webs) to make sense of reading 	
<p>Assessment Task - Paired Passages: interpreting, comparing, contrasting two written selections (e.g. prose and poetry)</p>	

<p><i>The learner will:</i></p> <p>Compare and contrast skills</p> <ul style="list-style-type: none">• identify common elements, themes and controlling idea between selected passages and texts• comprehend figurative and literal language used in context• identify diction (word usage), author's purpose	
<p>Note-taking techniques (e.g. Cornell method)</p> <p>Writing</p> <ul style="list-style-type: none">• use pre-writing activities to gather ideas, information• develop written response from notes• draft and revise non-fiction, non-narrative responses• edit	

City School District of Albany
English Language Arts 5 - 6
Reading List
2007 – 2008

City School District of Albany
English Language Arts 7 - 8
Reading List
2007 – 2008

Middle School ELA Book List

Grade 7

Title	Author
Woodson	Paulsen
Night John	Paulsen
The House on Mango Street	Cisneros
Money Hungry	Flake
The Girl Who Owned a City	Nelson

Grade 8

Title	Author
The Man Who was Poe	Avi
Shipwreck at the Bottom of the World	Armstrong
King of Shadows	Cooper
Star Girl	Spinelli
The Watson's Go to Birmingham	Curtis
Bud Not Buddy	Curtis

CITY SCHOOL DISTRICT OF ALBANY
Middle School Book List
Grade 7

Overview	<ul style="list-style-type: none">• The Middle School Book List reflects readings across many literary genre. Each title includes a brief annotation to assist teachers in the selection of books for their classes, as well as suggested reading levels (readability).• The Instructional Objectives for the respective genre should be used when teaching any selection from that genre.• Each classroom teacher is responsible for teaching one NON-FICTION selection in Grade 7.• TWO additional selections from the Book List must also be taught. These two titles must come from two different genre (other than Non-Fiction).• In addition, the teacher is required to teach one other full-length work or unit of any genre. It is not necessary for this selection to come from the Book List.
Readability Information	<p>EASY: low, targeted at reluctant readers; lower than designated grade level.</p> <p>MODERATE/INSTRUCTIONAL: accessible to most students within the grade level; some students may require teacher assistance.</p> <p>CHALLENGING: for the independent reader; may be readily assigned to students in Honors classes.</p>

Non-Fiction

Definition of genre: an authentic depiction of an actual event; the event may have historical or cultural significance, or may be an account to events prevalent in everyday life; the evidence and details presented in the literature supports or strengthens the author's thesis or main idea. This genre includes textbooks, reference materials, news articles, biographies and autobiographies.

Instructional Objectives for NON-FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">• develop a cross-curricular connection to the appropriate interdisciplinary content and chronology, as appropriate;• research historical period, to provide appropriate information and develop students' frame of reference;• consult with teachers of related disciplines on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through selected title;• provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">• introduce, develop and reference related vocabulary, people, events;• introduce and develop appropriate reading strategies and approaches to non-fiction, to include:• location and usage of table of contents, index, information sources as necessary;• identification of topic sentence within paragraphs;• identification of details supporting the topic sentence;• identification of main idea, thesis of chapter;• location of evidence supporting thesis;• utilization of maps, illustrations, photographs, charts, captions as contextually important elements;• determining the meaning of unfamiliar terms from context clues, syntax, usage;• compare, with students, reading skills required for non-fiction to those required for fiction.	<p>Teachers will:</p> <ul style="list-style-type: none">• discuss importance of events to the development of theme, character development;• discuss how setting, events, conflict influence characters' actions and reactions;• determine, with students, how this selection is an example of the genre;• introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">• theme/main idea/controlling idea;• points of view - narrator's, protagonist's, author's;• supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p>	<p>Teachers will</p> <ul style="list-style-type: none">• discuss process of producing non-fiction: types and degree of research; attention to detail and accuracy; use of primary source material as well as secondary sources; chronological and sequential development;• develop and broaden frames of reference for students by providing current examples in film, television of accurate non-fiction (e.g. <i>Anne Frank</i>) and those that take dramatic license (<i>Pearl Harbor; The Patriot</i>).• develop and include student assignments that mirror the process used to create non-fiction: have students support a given thesis statement, or develop one of their own, and support it in an expository essay with appropriate evidence; develop a research project, resulting in a written response, visual product (poster, illustration, political cartoon); write a "biography" based on oral history of teachers, neighbors, relatives, community members.

CITY SCHOOL DISTRICT OF ALBANY
Middle School Book List
Grade 7

Non-Fiction Selections – Grade 7
Non-Fiction Focus – Point of View, Primary Source Material, Theme, and Personification

The Perilous Journey of the Donner Party (Maria Calabro)

This true story about westward expansion in the United States is told through the eyes of one of the young emigrants, twelve-year old Virginia Reed. The book comes alive with details about clothing, household items, and even the tiniest morsels of food. The author moves the story into the present with her interviews of survivors' descendents. An extensive bibliography and reading list is included; uses much primary source material (journals, letters, broadsides, song lyrics, photographs, ledgers.)

Theme: Survival against terrible odds.

Readability: Moderate

Woodsong (Gary Paulsen)

This true story retells the adventure one man faces when he attempts to complete Alaska's Iditarod for the first time. The story uses figurative language to describe the harsh climate of the Alaskan Front.

Theme: Survival against terrible odds.

Readability: Easy

Historical Fiction

Definition of genre: a fictionalized depiction of an historical event; situations or actions may or may not be actual or factual, but are historically accurate for the time period in which the story is set.

Instructional Objectives for HISTORICAL FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">develop a cross-curricular connection to the appropriate social studies content and chronology.research historical period or event, to provide accurate supplemental background information regarding social and/or political events effecting the development of plot and characters.consult with teachers of social studies and other related disciplines (e.g. technology and science for selections related to the Industrial Revolution) on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through literature;provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events;introduce and develop appropriate reading strategies and approaches to historical fiction, to include:location and usage of table of contents, index, information sources as necessary;identification of themes/controlling ideas of literatureidentification of details supporting theme;identification of main idea, thesis of individual chapters;location of evidence supporting main ideas of chapters;differentiation of theme, setting, plot;utilization of maps, illustrations, photographs, charts, captions, when provided in historical fiction, as contextually important elements to plot and character development;determining the meaning of unfamiliar terms from context clues, syntax, usage;identify, with students, reading skills required for fiction.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events.develop, with students, a comparative analysis of selection regarding historical accuracy and dramatic license, based on students' prior knowledge or assigned research.discuss importance of historical event to the development of plot, theme, character.discuss conflicts for characters brought on by cultural differences, how decisions are made and conflict resolved.discuss differences between time period of novel and present day; encourage understanding of character motivation, actions and behavior determined by historical setting (empathy).discuss how setting, conflict influences characters' actions and reactions.determine, with students, how this selection is an example of the genre, historical fictionintroduce or apply literary concepts to selected literature:<ul style="list-style-type: none">theme/main idea/controlling idea;points of view: narrator's, protagonist's, author's;supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p>	<p>Teachers will</p> <ul style="list-style-type: none">discuss process of producing historical fiction: types and degree of research; attention to detail and historical accuracy; chronological and sequential development.develop and broaden frames of reference for students by providing current examples in film, television of "good" historical fiction (e.g. <i>Saving Private Ryan</i>) and anachronism (<i>Pearl Harbor</i>; <i>A Knight's Tale</i>).develop and include student writing assignments that mirror the process used to create historical fiction; these may include fictional journal entries, letters, poetry, short stories, personal "memoir" or autobiography, etc.

Historical Fiction – Grade 7

Historical Fiction Focus – Setting, Imagery, and Historical Connections

Night John (Gary Paulsen)

Twelve year old Sarny first meets Night John, a former slave, when he is brought to the Walter Plantation. Night John escaped north to freedom but returned to the south to teach other slaves to read. Even though the punishment for reading is dismemberment, Sarny is willing to take that risk and asks Night John to become her teacher.

Theme: Importance of literacy; value of reading

Readability: Easy

War Comes to Willie Freeman (Collier & Collier)

A free thirteen year old black girl in Connecticut is caught up in the horror of the Revolutionary War. She is in danger of being returned to slavery when the British kill her patriot father, and her mother disappears.

Theme: Overcoming obstacles and challenges; problem-solving

Readability: Easy to Moderate

Realistic Fiction

Definition of genre: represents life as we may know or experience it; depicts the lives of everyday people within a realistic setting.

Instructional Objectives for REALISTIC FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">develop a cross-curricular connection to the appropriate social, economic, political content, period and setting;research period to provide accurate supplemental background information regarding social and/or political events effecting the development of plot and characters;consult with teachers of social studies and other related disciplines (e.g. technology and science for selections related to the Industrial Revolution) on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through literature;provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events;introduce and develop appropriate reading strategies and approaches to realistic fiction, to include:location and usage of table of contents, index, information sources as necessary;identification of topic sentence within paragraphs;identification of details supporting the topic sentence;identification of main idea, thesis of chapter;location of evidence supporting thesis;determining the meaning of unfamiliar terms from context clues, syntax, usage;develop, with students, reading skills required, including identifying "fact" from "fiction."	<p>Teachers will:</p> <ul style="list-style-type: none">discuss importance of events to the development of theme, character development;discuss differences between setting of novel and life as we know it; encourage understanding of character motivation, actions and behavior determined by setting;encourage empathy and tolerance of different points of view;discuss how setting, family relationships, conflict influences characters' actions and reactions;discuss how diction helps determine setting, and how setting is reflected in diction, behaviors, details such as clothing, appliances, everyday items;determine, with students, how this selection is an example of the genre;introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">theme/main idea/controlling idea;points of view - narrator's, protagonist's, author's;supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p> <ul style="list-style-type: none">explore with students elements of our lives and behaviors in relation to the novel's characters; determine who we are based on the actions and reactions of characters;discuss importance of conflict and social issues to the development of plot, theme, characters.	<p>Teachers will</p> <ul style="list-style-type: none">identify affect of social issues presented in selected literature on our lives today;identify and discuss our relationship as readers to the conflict, social issues, family problems, etc, presented in the selected literature;discuss conflicts for characters brought on by cultural differences and/or family relationships; how decisions are made and conflicts resolved;discuss process of producing realistic fiction: types and degree of research; attention to detail and accuracy; dialogue development, chronological and sequential development;develop and broaden frames of reference for students by providing current examples in film, television of "accurate" realistic fiction (e.g. <i>Boston Public</i>) and caricature (situation comedies).develop and include student writing assignments that mirror the process used to create realistic fiction; these may include scripts, screenplays, short stories, etc.

Realistic Fiction – Grade 7

Realistic Fiction Focus – Characterization, Foreshadowing, Flashback, Conflict, and Author Study.

Shooter (Walter Dean Myers)

Cameron, Carla, and Len were fascinated (for different reasons) with guns and target shooting at the Patriots’ club range until the day Len brought his Kalashnikov rifle, his AR-18, and his Ruger pistol to school, and shot and killed football jock Brad Williams, and then himself.

Theme: Bullying; school violence
Readability: Easy

Freak the Mighty (Rodman Philbrick)

Large, awkward, learning-disabled Maxwell Kane, whose father is in prison for murdering his mother, and crippled, undersized Kevin are both mocked by their peers; the cruel taunting they endure is all too realistic and believable. The boys establish a friendship-and a partnership.

Theme: Friendship; disabilities; loss
Readability: Moderate

The Jacket (Andrew Clements)

After wrongly accusing a boy- an African American boy – of stealing his brother’s jacket, Phil – a white boy – has some hard thinking to do. And a tough question for his mom: “How come you never told me I was prejudiced?”

Theme: Racism; personal integrity
Readability: Easy

The House on Mango Street (Sandra Cisneros)

This is a story of Esperanza Cordero and her neighborhood of harsh realities and hard beauty. Esperanza doesn't want to belong to her run down neighborhood and its low expectations, nor to the low expectations the world has for her and her "kind."

Theme: The importance of hope in advancing one's dreams
Readability: Challenging

The Skin I'm In (Sharon Flake)

Seventh-grader Maleeka Madison is miserable when a new teacher comes to her depressed inner-city school. Miss Saunders evidently is rich, self-assured in spite of the white birthmark across her black skin, and prone to getting into kids' faces about both their behavior and their academic potential. Black and bright, Maleeka is so swamped by her immediate problems that Miss Saunders' attention nearly capsizes her stability.

Theme: Race; Self-esteem
Readability: Moderate

Money Hungry (Sharon Flake)

The author of The Skin I'm In offers another provocative slice of city life, vibrantly evoking its sights, sounds and smells. With her brassy voice and saucy attitude, 13-year-old Raspberry Hill emerges as a vivacious heroine.

Theme: Homelessness
Readability: Moderate

Mystery & Adventure

Definition of genre: a fictionalized or factual depiction, containing elements of suspense and/or survival; events in the story frequently challenge protagonists' abilities to survive, acquire or achieve a coveted object/goal (quest), and involve conflict on a primal level (man v. man; man v. nature; man v. himself); in the case of mysteries: solutions to the problem posed may be determined by logically analyzing and synthesizing sequential clues and twists of plot.

Instructional Objectives for MYSTERY & ADVENTURE

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none"> develop a cross-curricular connection to the appropriate social studies, science, math and/or technology content, particularly logical deduction, sequence and chronology; provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that references may be made in non-ELA classes. 	<p>Teachers will:</p> <ul style="list-style-type: none"> introduce, develop and reference related vocabulary, people, events; introduce and develop appropriate reading strategies and approaches to science fiction, to include: identification of topic sentence within paragraphs; identification of details supporting the topic sentence; identification of main (controlling) idea, thesis/theme of chapter; location of evidence supporting thesis, theme, controlling idea; determining the meaning of unfamiliar terms from context clues, syntax, usage; develop, with students, reading skills required, including identifying the "probable" and "improbable," logical vs. illogical. 	<p>Teachers will:</p> <ul style="list-style-type: none"> introduce, develop and reference related vocabulary, people, events, and the importance of sequential relationships; develop, with students, an analysis of selection regarding dramatic timing, suspense, conflict, decision-making and choices made that may or do affect the eventual outcome, based on students' prior knowledge; discuss importance of events, conflicts, challenges, choices made to the development of plot, theme, character development; discuss conflicts for characters brought on by cultural differences, challenges, available information, how decisions are made and conflict resolved; discuss differences between time period and/or status quo of novel and present day; encourage understanding of character motivation, actions and behavior determined by setting (empathy); discuss how setting, conflict, challenges influence characters' actions and reactions. determine, with students, how this selection is an example of the genre; introduce or apply literary concepts to selected literature: theme/main idea/controlling idea; points of view - narrator's, protagonist's, author's; supporting details; plot and sub-plot(s), mood; <p>Students will provide examples of concepts with evidence from the selected literature.</p> <ul style="list-style-type: none"> discuss how author creates mood and tension in the selected literature, and have students provide examples with evidence from the book; identify common themes and/or patterns of genre (e.g. quest, good vs. evil) and classify, with students, selected literature and references from popular culture accordingly; develop students' ability to recognize variations on themes, patterns, trends. 	<p>Teachers will</p> <ul style="list-style-type: none"> discuss process of producing mystery and adventure literature: types and degree of research; attention to detail and accuracy; chronological and sequential development; use of words (diction) to establish mood, tension; develop and broaden frames of reference for students by providing current examples in film, television of good mystery and/or adventure (e.g. <i>Silence of the Lambs</i>; <i>The Perfect Storm</i>) develop and include student writing assignments that mirror the process, mood and tension used to create mystery and/or adventure; these may include dramatic skits, short stories, personal memoir.

Mystery/Adventure – Grade 7

Mystery/Adventure Focus – Foreshadowing, Suspense, Irony, and Author’s Purpose

Edgar Allen Poe Reader (Edgar Allen Poe)

A collection of short stories and poems adapted for easier reading.

Theme: Varied – Depends on selection

Readability: Moderate

The Kidnappers, A Mystery (Willo Roberts)

In a new twist on the old “The Boy Who Cried Wolf” story, 11-year-old Joey Bishop’s well-deserved reputation as a liar and teller of tall tales gets in the way of helping to solve a crime. When Joey accidentally hits the class bully in the nose, he knows it’s only a matter of time before Willie seeks revenge. Hiding outside of his expensive New York City private school after most of the chauffeurs have come and gone, Joey witnesses the abduction of his worst enemy. By the time he convinces others of the veracity of his story, he realizes that having seen the kidnapping is nearly as dangerous as being kidnapped.

Theme: Abduction; the boy who cried wolf

Readability: Easy

Among the Hidden (Margaret Haddix)

Born third at a time when having more than two children per family is illegal and subject to seizure and punishment by the Population Police, Luke has spent all of his 12 years in hiding. His parents disobeyed once by having him and are determined not to do anything unlawful again. At first the woods around his family’s farm are thick enough to conceal him when he plays and works outdoors, but when the government develops some of that land for housing, his world narrows to just the attic.

Theme: Family; government; involvement in society

Readability: Moderate

Skeleton Man (Joe Bruchac)

According to the gutsy sixth grade narrator of Bruchac's (Heart of a Chief: Sacagawea) latest novel, the book draws from the traditions of Native American stories, especially one about a "skeleton man," for its spine-tingling effects. Not long after Molly's parents mysteriously disappear one night, her "great-uncle" shows up to claim her, with photographs of her family that convince the adults around her (but not Molly) that his is a relative.

Theme: Folk tales

Readability: Easy

Science Fiction & Fantasy

Definition of genre: discusses or exhibits the effects of technological advancements and/or scientific developments on a society; an allegorical story which comments on the society in which we live or will live; the story can have realistic characters living in an imaginary setting, or dealing with an unbelievable event, or imaginary characters operating within a somewhat realistic setting; frequently contains ethical dilemmas, decision-making, cultural and social mores, and values clarification.

Instructional Objectives for SCIENCE FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">develop a cross-curricular connection to the appropriate social studies, technology and/or science content;provide accurate supplemental background information regarding technology, events, social mores and cultural values effecting the development of plot and characters;consult with teachers of related disciplines on team to determine concepts, vocabulary, social customs, governmental structures, etc. to be introduced, supplemented or reinforced through literature;provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events;introduce and develop appropriate reading strategies and approaches to science fiction, to include:identification of topic sentence within paragraphs;identification of details supporting the topic sentence;identification of main (controlling) idea, thesis/theme of chapter;location of evidence supporting thesis, theme, controlling idea;determining the meaning of unfamiliar terms from context clues, syntax, usage;develop, with students, reading skills required, including identifying the “probable” and “improbable.”	<p>Teachers will:</p> <ul style="list-style-type: none">develop and discuss, with students, a comparative analysis of selection regarding the status quo of the society and cultural values, social order and stratification (elitism) represented in the book and those of our society;discuss importance of events, cultural values, social changes within the story to the development of plot, theme, character;discuss conflicts for characters brought on by cultural differences, how decisions are made and conflict resolved;discuss differences between time period of novel and present day; encourage understanding of character motivation, actions and behavior determined by setting (empathy);identify common themes of genre (quest; good v. evil; basic elements of human nature; etc.) and classify, with students, selected literature and references from popular culture accordingly;develop students’ ability to recognize variations on themes, patterns, trends;discuss how setting, conflict influences characters’ actions and reactions;determine, with students, how this selection is an example of the genre;introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">theme/main idea/controlling idea;points of view - narrator’s, protagonist’s, author’s;supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p> <ul style="list-style-type: none">explore with students elements of our lives and behaviors in relation to the novel’s characters; determine who we are based on the actions and reactions of characters;discuss importance of conflict and social issues to the development of plot, theme, characters.	<p>Teachers will</p> <ul style="list-style-type: none">identify relationship of social issues presented in selected literature to our lives today;identify and discuss our relationship as readers to the conflict, social issues, family problems, etc, presented in the selected literature;discuss conflicts for characters brought on by cultural differences and/or family relationships; how decisions are made and conflicts resolved;<ul style="list-style-type: none">discuss process of producing science fiction or fantasy: types and degree of research; attention to detail and consistency; chronological and sequential development;develop and broaden frames of reference for students by providing current examples in film, television of effective science fiction/fantasy (e.g. <i>Star Trek</i>; <i>X Files</i>);develop and include student writing assignments that mirror the process used to create science fiction or fantasy; these may include fictional journal entries set in the future, letters, poetry, short stories, personal “memoir” or autobiography, “what if...,” etc.

Science Fiction – Grade 7

Science Fiction Focus – Conflict, Setting, Irony, and Theme

The Girl Who Owned a City (O.T. Nelson)

When a plague sweeps over the Earth killing everyone except children under twelve, ten year old Lisa organizes a group to rebuild a new life.

Theme: Survival; self-esteem; leadership

Readability: Moderate

Running Out of Time (Margaret Haddix)

Growing up in a re-constructed village frequently visited by tourists, Jessie is shocked to learn the actual year is not what she expected. This change of events causes her to seek help in a strange world after a medical emergency occurs among her peers.

Theme: Things are not always what they seem; ethical choices

Readability: Moderate

CITY SCHOOL DISTRICT OF ALBANY
Middle School Book List
Grade 8

Overview	<ul style="list-style-type: none">• The Middle School Book List reflects readings across many literary genre. Each title includes a brief annotation to assist teachers in the selection of books for their classes, as well as suggested reading levels (readability).• The Instructional Objectives for the respective genre should be used when teaching any selection from that genre.• Each classroom teacher is responsible for teaching one HISTORICAL FICTION selection in Grade 8.• TWO additional selections from the Book List must also be taught.• These two titles must come from two different genre (other than Historical Fiction).• In addition, the teacher is required to teach one other full-length work or unit of any genre. It is not necessary for this selection to come from the Book List.
Readability Information	<p>EASY: low, targeted at reluctant readers; lower than designated grade level.</p> <p>MODERATE/INSTRUCTIONAL: accessible to most students within the grade level; some students may require teacher assistance.</p> <p>CHALLENGING: for the independent reader; may be readily assigned to students in Honors classes.</p>

Historical Fiction

Definition of genre: a fictionalized depiction of an historical event; situations or actions may or may not be actual or factual, but are historically accurate for the time period in which the story is set.

Instructional Objectives for HISTORICAL FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">• develop a cross-curricular connection to the appropriate social studies content and chronology.• research historical period or event, to provide accurate supplemental background information regarding social and/or political events effecting the development of plot and characters.• consult with teachers of social studies and other related disciplines (e.g. technology and science for selections related to the Industrial Revolution) on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through literature;• provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">• introduce, develop and reference related vocabulary, people, events;• introduce and develop appropriate reading strategies and approaches to historical fiction, to include:• location and usage of table of contents, index, information sources as necessary;• identification of themes/controlling ideas of literature• identification of details supporting theme;• identification of main idea, thesis of individual chapters;• location of evidence supporting main ideas of chapters;• differentiation of theme, setting, plot;• utilization of maps, illustrations, photographs, charts, captions, when provided in historical fiction, as contextually important elements to plot and character development;• determining the meaning of unfamiliar terms from context clues, syntax, usage;• identify, with students, reading skills required for fiction.	<p>Teachers will:</p> <ul style="list-style-type: none">• introduce, develop and reference related vocabulary, people, events.• develop, with students, a comparative analysis of selection regarding historical accuracy and dramatic license, based on students' prior knowledge or assigned research.• discuss importance of historical event to the development of plot, theme, character.• discuss conflicts for characters brought on by cultural differences, how decisions are made and conflict resolved.• discuss differences between time period of novel and present day; encourage understanding of character motivation, actions and behavior determined by historical setting (empathy).• discuss how setting, conflict influences characters' actions and reactions.• determine, with students, how this selection is an example of the genre, historical fiction• introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">• theme/main idea/controlling idea;• points of view: narrator's, protagonist's, author's;• supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p>	<p>Teachers will</p> <ul style="list-style-type: none">• discuss process of producing historical fiction: types and degree of research; attention to detail and historical accuracy; chronological and sequential development.• develop and broaden frames of reference for students by providing current examples in film, television of "good" historical fiction (e.g. <i>Saving Private Ryan</i>) and anachronism (<i>Pearl Harbor</i>; <i>A Knight's Tale</i>).• develop and include student writing assignments that mirror the process used to create historical fiction; these may include fictional journal entries, letters, poetry, short stories, personal "memoir" or autobiography, etc.

CITY SCHOOL DISTRICT OF ALBANY
Middle School Book List
Grade 8

Historical Fiction Selections – Grade 8
Focus: Setting ,Imagery, Historical Connections, Poetry terms

DEVIL’S ARITHMETIC (Jane Yolen)

Hannah is tired of hearing about the Nazi’s actions during the Holocaust, but when she opens the door for Elijah at the Passover Seder, she is transported in time to Poland in the 1940’s. There she is captured and put in a death camp. Through her friendship with a girl named Rivkah, Hannah learns how to fight the dehumanization of the camps and hold onto her identity.

Theme: Survival, empathy, importance of history

Readability: Easy

WITNESS (Karen Hesse)

In 1924, a small Vermont town finds itself under siege--by the Ku Klux Klan. Using free verse, Hesse allows 11 unique and memorable voices to relate the story of the Klan's steady infiltration into the conscience of a small, Prohibition-era community.

Theme: Importance of history, survival

Readability: Easy

Non-Fiction

Definition of genre: an authentic depiction of an actual event; the event may have historical or cultural significance, or may be an account to events prevalent in everyday life; the evidence and details presented in the literature supports or strengthens the author's thesis or main idea. This genre includes textbooks, reference materials, news articles, biographies and autobiographies.

Instructional Objectives for NON-FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">• develop a cross-curricular connection to the appropriate interdisciplinary content and chronology, as appropriate;• research historical period, to provide appropriate information and develop students' frame of reference;• consult with teachers of related disciplines on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through selected title;• provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">• introduce, develop and reference related vocabulary, people, events;• introduce and develop appropriate reading strategies and approaches to non-fiction, to include:• location and usage of table of contents, index, information sources as necessary;• identification of topic sentence within paragraphs;• identification of details supporting the topic sentence;• identification of main idea, thesis of chapter;• location of evidence supporting thesis;• utilization of maps, illustrations, photographs, charts, captions as contextually important elements;• determining the meaning of unfamiliar terms from context clues, syntax, usage;• compare, with students, reading skills required for non-fiction to those required for fiction.	<p>Teachers will:</p> <ul style="list-style-type: none">• discuss importance of events to the development of theme, character development;• discuss how setting, events, conflict influence characters' actions and reactions;• determine, with students, how this selection is an example of the genre;• introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">• theme/main idea/controlling idea;• points of view - narrator's, protagonist's, author's;• supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p>	<p>Teachers will</p> <ul style="list-style-type: none">• discuss process of producing non-fiction: types and degree of research; attention to detail and accuracy; use of primary source material as well as secondary sources; chronological and sequential development;• develop and broaden frames of reference for students by providing current examples in film, television of accurate non-fiction (e.g. <i>Anne Frank</i>) and those that take dramatic license (<i>Pearl Harbor</i>; <i>The Patriot</i>).• develop and include student assignments that mirror the process used to create non-fiction: have students support a given thesis statement, or develop one of their own, and support it in an expository essay with appropriate evidence; develop a research project, resulting in a written response, visual product (poster, illustration, political cartoon); write a "biography" based on oral history of teachers, neighbors, relatives, community members.

Non-Fiction Selection – Grade 8

Focus: Point of view, Theme, Personification

SHIPWRECK AT THE END OF THE WORLD (Jennifer Armstrong)

This book is an account of the Endurance expedition in 1914, when Ernest Shackleton with his crew attempted to cross the South Pole and was stranded for more than 2 years.

Theme: Survival, teamwork

Readability: Moderate

DRAMA

Definition of genre: a depiction of an event or story in script form, with stage directions, narration, various scenes, containing plot and character development, dialogue, conflict, climax and resolution .

Instructional Objectives for DRAMA

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">• develop a cross-curricular connection to the appropriate interdisciplinary content;• research historical period, setting or event, to provide accurate supplemental background information effecting the development of plot and characters;• consult with teachers of related disciplines on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through drama;• provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">• introduce, develop and reference related vocabulary, people, events, dramatic terminology (set directions, staging, character motivation, dramatic devices, turning point, etc), comedy, tragedy;• introduce and identify elements of script writing, play construction and structure, dramatic license, the dramatic "formula," social conventions, commentary on society portrayed in the play;• encourage all students to develop another "voice" by reading aloud, with inflection (plays are excellent ways to engage reluctant readers, since parts vary in length);• introduce and develop appropriate reading strategies and approaches to drama and scripts, to include:• determining the meaning of unfamiliar terms from context clues, syntax, usage;• reading dialogue, script, stage directions;• reading aloud;• voice inflection and modulation;• listening.	<p>Teachers will:</p> <ul style="list-style-type: none">• discuss character development, determining how they make the audience or readers aware of their inner emotions, feelings, motives, thoughts;• develop, with students, a comparative analysis of selection regarding historical accuracy and dramatic license, based on students' prior knowledge, classroom instruction or assigned research;• discuss importance of historical, political and/or social events to the development of plot, theme, characters;• discuss the importance of visual presentation and image to drama and theater, and its relationship to our everyday life;• discuss how characters' personalities are established by and reflected in costume, speech, physical appearance (physiognomy), actions and reactions;• encourage understanding of characters' motivation, actions and behaviors (empathy);• discuss conflicts for characters brought on by cultural differences, how decisions are made and conflicts resolved;• introduce or apply literary concepts to selected drama:• theme/main idea/controlling idea;• varying points of view;• supporting details;• plot and sub-plot(s);• character presentation and development. <p>Students will provide examples with evidence from the work.</p>	<p>Teachers will</p> <ul style="list-style-type: none">• explore with students elements of our lives and behaviors in relation to the script determine who we are based on the actions and reactions of characters;• identify affect of social issues, conflicts or problems presented in script on our lives today;• identify and discuss our relationship as readers to the conflict, social issues, family problems, etc, presented;• discuss conflicts for characters brought on by cultural differences and/or family relationships; how decisions are made and conflicts resolved;• discuss process of producing drama: types and degree of research; attention to detail, human discourse and interaction, dialogue; chronological and sequential development;• develop and broaden frames of reference for students by providing current examples in film, television of effective drama (e.g. <i>Boston Public</i>; <i>ER</i>) and cliché (situation comedies);• develop and include student writing assignments that mirror the process used to create drama, and the criteria for evaluating effective stories told in script form; these may include dramatic skits, reviews of television shows or movies, developing a script version of an existing short story, television sequence, real-life event

Drama– Grade 8

Focus – Conflict, Setting, Historical Connections

DIARY OF ANNE FRANK (adapted by Frances Goodrich and Albert Hackett)

The dramatized version of a young Jewish girl's reminiscences, coming of age during World War II. The play describes Anne's life in the Secret Annex, hiding from the Nazi's; it offers a poignant case study of the Holocaust. (When combined with the actual diary, this play provides an opportunity to discern dramatic license by comparing the two).

Theme: Coming of Age; effects of war on adolescents

Readability: Read aloud; moderate

Science Fiction & Fantasy

Definition of genre: discusses or exhibits the effects of technological advancements and/or scientific developments on a society; an allegorical story which comments on the society in which we live or will live; the story can have realistic characters living in an imaginary setting, or dealing with an unbelievable event, or imaginary characters operating within a somewhat realistic setting; frequently contains ethical dilemmas, decision-making, cultural and social mores, and values clarification.

Instructional Objectives for SCIENCE FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">develop a cross-curricular connection to the appropriate social studies, technology and/or science content;provide accurate supplemental background information regarding technology, events, social mores and cultural values effecting the development of plot and characters;consult with teachers of related disciplines on team to determine concepts, vocabulary, social customs, governmental structures, etc. to be introduced, supplemented or reinforced through literature;provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events;introduce and develop appropriate reading strategies and approaches to science fiction, to include:identification of topic sentence within paragraphs;identification of details supporting the topic sentence;identification of main (controlling) idea, thesis/theme of chapter;location of evidence supporting thesis, theme, controlling idea;determining the meaning of unfamiliar terms from context clues, syntax, usage;develop, with students, reading skills required, including identifying the “probable” and “improbable.”	<p>Teachers will:</p> <ul style="list-style-type: none">develop and discuss, with students, a comparative analysis of selection regarding the status quo of the society and cultural values, social order and stratification (elitism) represented in the book and those of our society;discuss importance of events, cultural values, social changes within the story to the development of plot, theme, character;discuss conflicts for characters brought on by cultural differences, how decisions are made and conflict resolved;discuss differences between time period of novel and present day; encourage understanding of character motivation, actions and behavior determined by setting (empathy);identify common themes of genre (quest; good v. evil; basic elements of human nature; etc.) and classify, with students, selected literature and references from popular culture accordingly;develop students’ ability to recognize variations on themes, patterns, trends;discuss how setting, conflict influences characters’ actions and reactions;determine, with students, how this selection is an example of the genre;introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">theme/main idea/controlling idea;points of view - narrator’s, protagonist’s, author’s;supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p> <ul style="list-style-type: none">explore with students elements of our lives and behaviors in relation to the novel’s characters; determine who we are based on the actions and reactions of characters;discuss importance of conflict and social issues to the development of plot, theme, characters.	<p>Teachers will</p> <ul style="list-style-type: none">identify relationship of social issues presented in selected literature to our lives today;identify and discuss our relationship as readers to the conflict, social issues, family problems, etc, presented in the selected literature;discuss conflicts for characters brought on by cultural differences and/or family relationships; how decisions are made and conflicts resolved;<ul style="list-style-type: none">discuss process of producing science fiction or fantasy: types and degree of research; attention to detail and consistency; chronological and sequential development;develop and broaden frames of reference for students by providing current examples in film, television of effective science fiction/fantasy (e.g. <i>Star Trek; X Files</i>);develop and include student writing assignments that mirror the process used to create science fiction or fantasy; these may include fictional journal entries set in the future, letters, poetry, short stories, personal “memoir” or autobiography, “what if...,” etc.

Science Fiction and Fantasy Selections – Grade 8

Focus: Conflict, Irony, Setting, Theme

KING OF SHADOWS (Susan Cooper)

Nat Fields is in London as part of an all-boy acting company preparing to perform in a replica of the famous Globe Theatre. He suddenly finds himself transported back to London 1599, performing under the tutelage of Shakespeare himself. A good book to prepare students for reading Shakespeare.

Theme: Dealing with loss on many levels; clash of cultures

Readability: moderate

THE GIVER (Lois Lowry)

Jonas lives in a seemingly utopian world sometime in the future. At the age of twelve, he is singled out to receive special training from The Giver, who alone holds the memories of life's true joys and pains for his society.

Theme: Needs of individual verses society's needs; classcism; importance of knowing one's history and how it affects one's behavior.

Readability: Moderate

Mystery & Adventure

Definition of genre: **a fictionalized or factual depiction, containing elements of suspense and/or survival; events in the story frequently challenge protagonists' abilities to survive, acquire or achieve a coveted object/goal (quest), and involve conflict on a primal level (man v. man; man v. nature; man v. himself); in the case of mysteries: solutions to the problem posed may be determined by logically analyzing and synthesizing sequential clues and twists of plot.**

Instructional Objectives for MYSTERY & ADVENTURE

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none"> develop a cross-curricular connection to the appropriate social studies, science, math and/or technology content, particularly logical deduction, sequence and chronology; provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that references may be made in non-ELA classes. 	<p>Teachers will:</p> <ul style="list-style-type: none"> introduce, develop and reference related vocabulary, people, events; introduce and develop appropriate reading strategies and approaches to science fiction, to include: <ul style="list-style-type: none"> identification of topic sentence within paragraphs; identification of details supporting the topic sentence; identification of main (controlling) idea, thesis/theme of chapter; location of evidence supporting thesis, theme, controlling idea; determining the meaning of unfamiliar terms from context clues, syntax, usage; develop, with students, reading skills required, including identifying the "probable" and "improbable," logical vs. illogical. 	<p>Teachers will:</p> <ul style="list-style-type: none"> introduce, develop and reference related vocabulary, people, events, and the importance of sequential relationships; develop, with students, an analysis of selection regarding dramatic timing, suspense, conflict, decision-making and choices made that may or do affect the eventual outcome, based on students' prior knowledge; discuss importance of events, conflicts, challenges, choices made to the development of plot, theme, character development; discuss conflicts for characters brought on by cultural differences, challenges, available information, how decisions are made and conflict resolved; discuss differences between time period and/or status quo of novel and present day; encourage understanding of character motivation, actions and behavior determined by setting (empathy); discuss how setting, conflict, challenges influence characters' actions and reactions. determine, with students, how this selection is an example of the genre; introduce or apply literary concepts to selected literature: <ul style="list-style-type: none"> theme/main idea/controlling idea; points of view - narrator's, protagonist's, author's; supporting details; plot and sub-plot(s), mood; <p>Students will provide examples of concepts with evidence from the selected literature.</p> <ul style="list-style-type: none"> discuss how author creates mood and tension in the selected literature, and have students provide examples with evidence from the book; identify common themes and/or patterns of genre (e.g. quest, good vs. evil) and classify, with students, selected literature and references from popular culture accordingly; develop students' ability to recognize variations on themes, patterns, trends. 	<p>Teachers will</p> <ul style="list-style-type: none"> discuss process of producing mystery and adventure literature: types and degree of research; attention to detail and accuracy; chronological and sequential development; use of words (diction) to establish mood, tension; develop and broaden frames of reference for students by providing current examples in film, television of good mystery and/or adventure (e.g. <i>Silence of the Lambs</i>; <i>The Perfect Storm</i>) develop and include student writing assignments that mirror the process, mood and tension used to create mystery and/or adventure; these may include dramatic skits, short stories, personal memoir.

Mystery and Adventure Selection – Grade 8

Focus: Characterization. Foreshadowing, Conflict, Author Study

THE MAN WHO WAS POE (Avi)

Edmund is all-alone. His mother is gone; his sister has disappeared. He has no one except a mysterious stranger who follows him through the shadowy city. When the stranger offers to help Edmund find his father in exchange for the boy's help with a mission of his own, Edmund warily agrees, hoping that the dark mysteries surrounding the disappearance of his family members can be solved.

Theme: Deception; quest; problem solving

Readability: Moderate to challenging

Realistic Fiction

Definition of genre: represents life as we may know or experience it; depicts the lives of everyday people within a realistic setting.

Instructional Objectives for REALISTIC FICTION

INTERDISCIPLINARY	SKILLS DEVELOPMENT	LITERARY CONTENT	MAKING CONNECTIONS
<p>Teachers will:</p> <ul style="list-style-type: none">develop a cross-curricular connection to the appropriate social, economic, political content, period and setting;research period to provide accurate supplemental background information regarding social and/or political events effecting the development of plot and characters;consult with teachers of social studies and other related disciplines (e.g. technology and science for selections related to the Industrial Revolution) on team to determine concepts, vocabulary, social customs, etc. to be introduced, supplemented or reinforced through literature;provide other team teachers, as appropriate, with a copy of the selected title, or discuss selection in detail with other appropriate team members, in order that similar references may be made in non-ELA classes.	<p>Teachers will:</p> <ul style="list-style-type: none">introduce, develop and reference related vocabulary, people, events;introduce and develop appropriate reading strategies and approaches to realistic fiction, to include:location and usage of table of contents, index, information sources as necessary;identification of topic sentence within paragraphs;identification of details supporting the topic sentence;identification of main idea, thesis of chapter;location of evidence supporting thesis;determining the meaning of unfamiliar terms from context clues, syntax, usage;develop, with students, reading skills required, including identifying “fact” from “fiction.”	<p>Teachers will:</p> <ul style="list-style-type: none">discuss importance of events to the development of theme, character development;discuss differences between setting of novel and life as we know it; encourage understanding of character motivation, actions and behavior determined by setting;encourage empathy and tolerance of different points of view;discuss how setting, family relationships, conflict influences characters’ actions and reactions;discuss how diction helps determine setting, and how setting is reflected in diction, behaviors, details such as clothing, appliances, everyday items;determine, with students, how this selection is an example of the genre;introduce or apply literary concepts to selected literature:<ul style="list-style-type: none">theme/main idea/controlling idea;points of view - narrator’s, protagonist’s, author’s;supporting evidence. <p><i>Students will provide examples of concepts with evidence.</i></p> <ul style="list-style-type: none">explore with students elements of our lives and behaviors in relation to the novel’s characters; determine who we are based on the actions and reactions of characters;discuss importance of conflict and social issues to the development of plot, theme, characters.	<p>Teachers will</p> <ul style="list-style-type: none">identify affect of social issues presented in selected literature on our lives today;identify and discuss our relationship as readers to the conflict, social issues, family problems, etc, presented in the selected literature;discuss conflicts for characters brought on by cultural differences and/or family relationships; how decisions are made and conflicts resolved;discuss process of producing realistic fiction: types and degree of research; attention to detail and accuracy; dialogue development, chronological and sequential development;<ul style="list-style-type: none">develop and broaden frames of reference for students by providing current examples in film, television of “accurate” realistic fiction (e.g. <i>Boston Public</i>) and caricature (situation comedies).develop and include student writing assignments that mirror the process used to create realistic fiction; these may include scripts, screenplays, short stories, etc.

Realistic Fiction Selections – Grade 8

Focus: Characterization. Foreshadowing, Conflict, Author Study

THE OUTSIDERS (S.E. Hinton)

Ponyboy is 14 years old, tough and confused, yet sensitive beneath his bold front. Since his parents' deaths, his loyalties have been to his brothers and his gang, the rough boys from the wrong side of the tracks. When his best friend kills a member of a rival gang, a nightmare of violence begins and quickly envelops Ponyboy in a turbulent chain of events.

Theme: Self reliance; Problem solving; Responsibility; Class issues

Readability: Challenging

WATSONS GO TO BIRMINGHAM (Christopher Paul Curtis)

Kenny and his family leave from Flint Michigan to Birmingham Alabama during the 1963 Civil Rights Movement. Very funny and hold's students attention.

Theme: Coming of Age; Family as a source of security

Readability: Moderate

HIDDEN TALENTS (David Lubar)

When 13-year-old Martin arrives at an alternative school for misfits and problem students, he falls in with a group of boys with psychic powers. In doing so, he discovers some surprising characteristics and talents of his own.

Theme: friendship; fitting in; things aren't what they seem

Readability: moderate

BUD NOT BUDDY (Christopher Paul Curtis)

During the Great Depression, a 10-year-old homeless boy sets out in search of a man he believes to be his father.

Theme: Survival; Racism; Hope

Readability: moderate

