

MONTH	TOPIC
SEPTEMBER	<p>SHORT STORY UNIT—fiction -Note taking Strategies (Outline Method) -Elements of a short story—characters, setting, mood, tone, plot, theme, voice, symbolism, point of view, conflict -PLOT DIAGRAM—exposition, rising action, climax, falling action, resolution -FIGURATIVE LANGUAGE— Simile, metaphor, imagery, alliteration, hyperbole, personification, onomatopoeia -examples of stories to use: “The Tell-Tale Heart” by Edgar Allan Poe “A Lamb to the Slaughter” by Roald Dahl</p>
OCTOBER	<p>WRITING—CREATE YOUR OWN SHORT STORY USING THE VARIOUS ELEMENTS DISCUSSED—BE SURE TO INCLUDE DIFFERENT PIECES OF FIGURATIVE LANGUAGE. SHORT STORY UNIT—NON-FICTION -DIFFERENCE BETWEEN FICTION AND NON-FICTION -CHARACTERISTICS OF NON-FICTION LITERATURE—INFORMATIVE -FIND NON-FICTION SHORT STORIES TO READ AND DISCUSS—MAYBE CONNECTED TO HOLOCAUST LITERATURE</p>
NOVEMBER	<p>NOVEL: THE BOY IN THE STRIPED PAJAMAS -DISCUSS HISTORY OF THE HOLOCAUST -REVIEW THEME, SYMBOLISM, MOOD, TONE, CONFLICT, POINT OF VIEW, FIGURATIVE LANGUAGE -CONNECTS TO THE HOLOCAUST NON-FICTION UNIT</p>
DECEMBER	<p>COMPLETE <u>THE BOY IN THE STRIPED PAJAMAS</u> RESEARCH REPORT ON ASPECT OF THE HOLOCAUST PRESENTATIONS OF RESEARCH BEFORE CHRISTMAS BREAK</p>
JANUARY	<p>POETRY -ELEMENTS OF POETRY—RHYME, RHYME SCHEME, RHYTHM, METER, REPETITION, STANZA, REFRAIN, LINE, COUPLET -REVIEW FIGURATIVE LANGUAGE -DECONSTRUCT POETRY AND ANALYZE POEMS FOR THEME AND SYMBOLISM</p>
FEBRUARY	<p>NOVEL: FEVER 1793, MONSTER, OR OTHER OPTION REVIEW LITERARY ELEMENTS AND FIGURATIVE LANGUAGE PROJECT ACCORDING TO NOVEL CHOSEN</p>
MARCH	<p>FINISH NOVEL AND PROJECT ELA STATE TEST REVIEW -LISTENING SKILLS -TAKING NOTES -PROPER FORMAT OF AN ELA ESSAY</p>
APRIL	<p>ELA STATE TEST REVIEW CONTINUED -DRAWING CONCLUSIONS -DISSECTING MULTIPLE CHOICE QUESTIONS -PROPERLY ANSWERING SHORT ANSWER QUESTIONS **TAKE ELA EXAM</p>
MAY	

JUNE	
-------------	--

Topic: Speaking

Essential Questions:

- What are the qualities of an effective speaker?
- How does delivery affect reception and response?
- How do you share your message through oral presentation successfully?
- What role does grammar play in sharing your intended message?
- How can you constructively criticize your peers effectively?
- How does your prior knowledge influence what you say?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage 	<p>-How can I create an effective speech?</p> <p>-How can I make sure my speech is appropriate for my audience?</p> <p>-What is the importance of using proper grammar and English when speaking to an audience?</p> <p>-How do I prepare for my speech?</p> <p>-How do I captivate an audience?</p> <p>-How do I learn from my own self-assessment to improve upon my next speech?</p> <p>-How do you gather and organize information for a speech?</p> <p>-What makes a source reliable?</p> <p>-How would the presentation be different if told from another perspective?</p>	<ul style="list-style-type: none"> • How to identify and share your opinions on what is being discussed in class • How to answer an open ended question based on what you read, or your own personal thoughts. • Should be able to share a piece of writing that the student has written personally • The appropriate self presentation when in front of the class • Proper use of language and actions when presenting • Being able to make eye contact with your audience. • Act professionally 	<ul style="list-style-type: none"> • Book talks—group discussions based on the various texts that are being read • Mini-lesson—proper format of a debate, how to express your opinion and prove your point verbally • Class discussions—contributing by answering open ended questions based on opinions and predictions on the novel • Mini-lesson(s)—public speaking, how to present specific things in front of an audience. Identifying your audience and changing your way of presenting based on who you're speaking to. • Mini-lesson(s)—using note cards properly when giving a speech • Discussion leader—based on chapters that would be assigned. • Observe broadcasters • Listen to sound bites of speeches • Use index cards and graphic organizers to put together your speech • Role Play 	<ul style="list-style-type: none"> • Share short story writing assignment • Research paper presentation • Power point presentation • Personal verbal responses to various texts • Debates • Project presentations • Book talks • Discussion leader • Classroom participation • Observations • Independent reading projects • Student-teacher conferences

<p>version of a literary work with the written version</p> <ul style="list-style-type: none"> • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances <p>Provide feedback by asking questions designed to encourage further conversation</p>				
--	--	--	--	--

Connections to Text (Resources) Short stories, novels being used, poetry, guest speakers, sound bites

Connections to Technology: Power point presentations, videos, computers, blogs, online communication networks

Key Vocabulary: Audience, diction, professionalism, presentation, language, mannerism, debate, discussion, opinion, self-expression, appropriateness, credentials,

Topic: Listening

Essential Questions:

- What skills are needed for a person to listen critically?
- How does note taking focus your listening?
- How does the presentation style affect the emotional response to the listener?
- What makes you want to be a good listener?
- How can you differentiate between relevant and not relevant information?
- What is the importance of listening in today’s world?
- What do listeners do to communicate effectively?
- How does your prior knowledge help you understand what you hear?
- How do you know that you comprehend what you are hearing?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, 	<ul style="list-style-type: none"> • How do you critically analyze a text when it’s being read to you? • What are the various ways to take notes? • What is the difference between listening to a fiction piece and a non-fiction piece? • Can you tell the difference between various author’s different voices? • What skills are necessary in order for you to be a successful listener? • How do you determine what you take notes on? • What’s the importance of following directions? • What is your purpose for listening? 	<ul style="list-style-type: none"> • Following directions • Write while listening • Abbreviate • Focus • Understand the importance of listening • They should know it’s important to take notes while listening 	<ul style="list-style-type: none"> • Giving directions and having students repeat the directions not only to the teacher, but to one another • Mini-lesson(s)—various ways to take notes • Mini-lesson(s)—how to distinguish what is important and what is not • Mini-lesson—how to identify the voice of an author • Summarizing what you listened to using your notes • Proper behavior when someone is speaking in front of the class • Identifying fiction versus non-fiction when listening to a piece of writing • Identifying literary elements when listening to a piece of writing • Mini-lesson—identifying rhyme scheme of a poem when listening 	<ul style="list-style-type: none"> • Reviewing the notes that were taken • Behavior during presentations • Discussions based on what was read • Writing assignments based on what was read to the students • Questions answered based on what was read to the students • Summaries of what was read to the students. • Point of view writing assignments • KWL charts • Written assessment

<p>personification, flashback, and foreshadowing, convey the author's message or intent</p> <ul style="list-style-type: none"> • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults 	<ul style="list-style-type: none"> • What is the speaker's purpose? • How do you distinguish between fact and fiction based on what you hear? • How does the speaker's voice and delivery impact communication? • How do you gather and organize what you hear for understanding? • What clues/devices does the speaker use to help you understand what you are hearing? 		<ul style="list-style-type: none"> • Listen to recorded speeches • Discussion regarding speaker's devices • Difference between visual and auditory speeches • Role play • Observation and note-taking 	<p>based on listening skills</p> <ul style="list-style-type: none"> • NYS Grade 8 ELA Assessment
--	---	--	--	---

<ul style="list-style-type: none"> • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 				
---	--	--	--	--

Connections to Text (Resources) Various pieces of writing that will be read aloud to students, different outlines for note taking, any other texts that will be read aloud in class at any point in time.

Time:

Connections to Technology: Listen to audio tapes, listen to movies and music

Key Vocabulary: social etiquette, tenor, inflection, tone, qualified, qualifications, jargon, dialect

Topic: Reading

Essential Questions:

- How are reading and writing connected?
- How does literature mirror life?
- Why is it important to read from a variety of genres?
- How can we determine meaning in text?
- How are various texts organized?
- How do experience and personality influence your interpretation of the text?
- What are some of the important elements to keep in mind when commenting about reading?
- What are the different levels of meaning in a text?
- What is the importance of reading in today's world?
- How does your prior knowledge help you understand what you read?
- How do you know that you comprehend what you are reading?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent • Compare motives of characters, 	<ul style="list-style-type: none"> • What is the relationship between decisions and consequences? • How can a person's decisions and actions change his/her? • How do the decisions and actions of characters reveal their person? • How does style and structure reflect theme and meaning of a story? • How does an author create suspense? Develop characters? • How does figurative language enhance the meaning of piece? • How does an author create setting/atmosphere? • Why is it important to read informational texts? • How do stories we read relate to our lives? • What are the common elements of 	<ul style="list-style-type: none"> • Use of the writing process to express ideas from the text • Support ideas with examples from the text • Analyze, interpret and explain the meaning of a short story. • Recognize, understand, and apply literary terms. • Identify how the author's use of literary terms affects the reader. • Identify tone, mood, and voice in the text • Identify the author's purpose • Identify the theme of the text • Analyze and interpret specific quotations from the text to further understanding. • Answer questions using inferences in a short text • Use pictures to draw conclusions 	<ul style="list-style-type: none"> • Mini-lesson(s)—review literary elements found in novels (setting, characterization, theme, antagonist, protagonist, conflict, plot) Add to these elements: foreshadowing, irony, suspense • Mini-lesson(s)—review plot curve that connects to stories and novels (exposition, rising action, climax, falling action, resolution) • Mini-lesson(s)—Going over the various elements in poetry (simile, metaphor, personification, onomatopoeia, alliteration, hyperbole, rhyme scheme, structure) • Mini-lesson(s)—Using context clues • Mini-lesson(s)—Making inferences, drawing conclusions, and making predictions • Mini-lesson(s)—Vocabulary—reviewed every Monday, quiz every Friday • Mini-lesson(s)—Cause and effect • Mini-lesson(s)—Summarizing 	<ul style="list-style-type: none"> -Able to discuss texts at length -Able to analyze characters -Power point presentation on understanding themes -Tests/Quizzes on plot information and analysis - Individual book report—ability to choose their own book -Research paper—being able to choose between relevant and not relevant information -Handouts with questions providing plot summary -Reading logs -Study Guides -Venn diagrams -Character Charts -KWL Chart

<p>causes of events, and importance of setting in literature to people, events, and places in own lives</p> <ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 	<p>fiction?</p> <ul style="list-style-type: none"> • How can I learn vocabulary in text? • What are the different elements of non-fiction writing? • Why is expanding one’s vocabulary important? • How do you distinguish fact from opinion? • How do you gather and organize information for understanding? • What information would you know or not know if the story were told from another character’s point of view? • How would this piece of literature be difference if told from a different cultural or ethnic perspective? 	<ul style="list-style-type: none"> • Use pictures and diagrams to make inferences • Make connections to the texts • Access background knowledge to help understand the text • Active Reading • Reading silently and orally • Using the dictionary to find the meanings of words 	<ul style="list-style-type: none"> • Mini-lesson(s)—skimming for information • Mini-lesson(s)—Reading strategies • Independent reading—choosing a book that’s right for you • Identify motives of a character • Recognize and explain symbolism in writing • Interpret lines of poetry for meaning • Distinguish between fact and inference • Recognize and explain imagery found in pieces of writing • Make inferences and support them with evidence from certain pieces of writing • Recognition of multiple meanings of words • Condense, combine or categorize new information from one or more sources based on what has been read. • Word Webs—how to understand unknown vocabulary • Using word recognition strategies to identify words • How to choose a book that is appropriate for your reading level • Literature Circles 	<p>-Student conferences</p> <p>-NYS Grade 8 ELA Assessment</p>
--	---	---	---	--

Connections to Text (Resources): Various short stories, various pieces of poetry, independent reading books, various novels (TBD), teachers of other curricula, library-media, NYS

Assessment, NYS Education Department website, newspapers, blogging,

Connections to Technology: Computer use when writing personal scary stories, overhead projector, interactive presentations, ELMO, laptop

Key Vocabulary: fiction, short story, four main elements of a short story (characters, setting, plot, theme, conflict), metaphor, simile, personification, foreshadowing, flashback, illustration, elements of plot (introduction, rising action, climax, falling action, conclusion), alliteration, symbol, fact, opinion, informational and literary texts, infer, inference, classify, interpret, define, skim, imply, summarize, condense, point of view, first person omniscient, ethnic, perspective, propaganda,

Topic: Writing

Essential Questions:

- In what ways can you organize your writing?
- How can visuals or graphic organizers aid in organization?
- How do we create a personal voice?
- What can we learn by editing our own and our peers writing?
- How does writing help to establish connections?
- What are the steps to following the writing process?
- Who is your audience when writing?
- What are the different modes of writing? Why should we use them?
- How can you integrate creativity into your writing?
- What role does grammar play in conveying your intended message?
- How do you differentiate between academic writing and personal writing?
- What is the importance of writing in today’s world?
- How does prior knowledge help you understand what you write?
- How does literature help us understand life?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, 	<ul style="list-style-type: none"> • How can I choose a research topic? • What is the process for researching a topic? • How can I most effectively gather information? • How can I organize my writing? • How can I develop a journal? • How can I write poetry? • How do I create believable characters? • How can I connect two pieces of writing based on theme? • How do I analyze a quote? • How do I use the process of writing to develop drafts into a final piece? • What are the different ways that I express my ideas in writing? 	<ul style="list-style-type: none"> • Use of the writing process • Support ideas with examples in writing • Identify and use poetic terms in your writing • Analyze, interpret and explain the meaning of a poem. • Recognize, understand, and apply literary terms within writing. • Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the reader. • Create pieces of writing using the literary elements. • Write with verb tense agreement • Recognize when to insert commas • Identify different parts of speech in writing 	<ul style="list-style-type: none"> • Mini-lesson(s)—journal writing, how to develop a journal—revising and editing a journal • Mini-lesson(s)—brainstorming and categorizing • Mini-lesson(s)—taking notes • Mini-lesson(s)—responding to different texts • Mini-lesson(s)—responding and connecting more than one text • Mini-lesson(s)—analyzing and interpreting texts and various pieces of art work within your writing • Use various new vocabulary words within your pieces of writing • Mini-lesson(s)—developing research for a research paper • Mini-lesson(s)—research paper format • Short story writing assignment using the 	<ul style="list-style-type: none"> • Journal writing • Scary short story writing assignment • Research paper • Writing power point presentation • Essays based on literature that has been read and discussed in class • Personal responses to various texts • Creative writing assignments • Peer Edits—correcting other peers writing • Answering questions using complete sentences

<p>convey the author’s message or intent</p> <ul style="list-style-type: none"> • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 	<ul style="list-style-type: none"> • How can I take on a persona when writing? • Who is my audience? • How can I publish my writing? • What is the purpose of writing? • How do you support your ideas in a piece of writing? • How do you write a thesis statement? • How will you support your ideas in writing? • What would happen if we did not follow writing conventions? 	<ul style="list-style-type: none"> • Summarizing important information (paraphrasing) 	<p>various literary elements within your writing.</p> <ul style="list-style-type: none"> • Journal Portfolios—a certain number will be revised and edited to put into a journal portfolio • Poetry Portfolios—a certain number of poems will be revised and edited to put into a poetry portfolio • Mini-lesson(s)—review paragraphing • How to write a formal letter • How to write a newspaper article using facts (not opinions) • Connecting information to make writing specific • Graphic organizers—character charts, hamburger analogy, inverted pyramid, wed • Writing workshop strategies • Proper writing of emails • Proper writing of blogs 	<ul style="list-style-type: none"> • Opinion based papers backed up with specifics and details • Newspaper activities • Writing Portfolio • Self-Assessment • Writing Rubrics • Thematic Study
--	--	--	--	--

Connections to Text (Resources): Journal Jump Starter Book, various short stories, various pieces of poetry, novels (TBD)

Time: Continued throughout the semester

Connections to Technology: Online research data bases, Microsoft word, Microsoft publisher, Power point presentations

Key Vocabulary: simile, metaphor, onomatopoeia, diction, figurative language, imagery, lyric poem, limerick, ballad, narrative poetry, epic poetry, repetition, rhyme, rhyme scheme, alliteration, assonance, stanza, free verse, reliable, paraphrase, thesis statement, voice, email etiquette