



Paramount Unified School District Educational Services



English Language Arts Curriculum Guide SDC 6th-8th Language! Book D 2016-2017



Year-at-a-Glance

	Unit 1 Aug. 17-October 21 47 days	Unit 2 Oct. 24 – Jan. 19 42 days	Unit 3 Jan. 23 – March 24 43 days	Unit 4 March 27 – June 8 43 days
Theme	Diligence	Technology	Egypt	Heroism
Reading	<p>Anchor Text: Roberto Clemente: The Heart of the Diamond</p> <p>Related Text:</p> <ul style="list-style-type: none"> Daniel “Rudy” Ruettinger: Notre Dame’s Famous Walk On 	<p>Anchor Text: InZone Novel: War of the Worlds</p> <p>Related Text:</p> <ul style="list-style-type: none"> Podway Bound 	<p>Anchor Text: Growing Up Egyptian <i>The Study of Mummies</i></p> <p>Related Text:</p> <ul style="list-style-type: none"> <i>The Story of Ramses I</i> <i>The Story of Tutankhamen</i> 	<p>Anchor Text: InZone Novel: Knight of the Round Table</p> <p>Related Text:</p> <ul style="list-style-type: none"> Navajo Code Talkers
Writing	Expository	Argumentative	Narrative	Narrative
Focus	Show how diligence is necessary for success in the texts “Daniel ‘Rudy’ Ruttiger: Norte Dame’s Famous Walk On” and “Roberto Clemente: Heart of a Diamond”/ Provide 2 examples per story and cite evidence to support your response.	Throughout the unit we have discussed the advancement of technology and the risks and benefits associated with these improvements. Using the sources in our unit, select one invention from either story or write an argumentative essay that describes the benefits or the risks associated with the invention. Be sure to support your argument with evidence from the text. Example of inventions that can be selected: Pods, Heat Ray Machine, Robots...	Using the information, from our reading selections in this unit, plus from the research you conducted write a narrative about what your daily life would be like as a pharaoh. In your narrative, be sure to organize your narrative with characters, the setting, a problem that needs to be solved, attempts that you made to solve the problem, and what was the final solution. Your narrative should have a main idea with details and a variety of transitions.	Select two heroes that portray heroic qualities. Explain why they are heroes and list at least three traits that make them a hero.



“Unit 1”

Theme: Solve the Puzzle

August 22nd - October 21st (39 days)

Big Idea: *Can puzzles teach us to use our wits and persevere to solve everyday problems?*

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY	Assessment Dates	Sources
<i>Daily Oral Language for warm up from Grammar Workbook with a focus on Vocabulary, Morphology, and Grammar (Steps 2-4) from the Language! Book D Unit 19 Curriculum: Prefixes and Suffixes (p. 3 and 7); Nouns, Verbs, and Adjectives (p. 8-10); Commas (p.10)</i>				
1	8/22-8/26 5 Days	Instructional Text: “A Collection of Puzzling Tales”		Language! Text Student Text page 145
2	8/29-9/16 13 Days	Instructional Text: “The Disappearing Man”	Selection Assessment September 16	Language! Text Student Text page 150
3	9/19-9/30 10 Days	Challenge Text: “Puzzle People”	Selection Assessment September 30	Language! Text Student Text page 155
4	10/3-10/14 10 Days	Posted Writing: <i>After reading the selections in our unit think about the message the authors were trying to communicate. Then, compose a 5-paragraph expository essay to answer the following prompt: How do puzzles teach us to use our wits and persevere to solve everyday problems?</i>		Writing Posted: October 14
5	10/17 - 10/21 5 DAYS	Unit Assessment: Return of the Cube (readworks.org)		Window: 10/17-10/21 Scores Due: 11/4



INSTRUCTIONAL SEQUENCE

LESSON 1

5 Days

August 22 – August 26

RESOURCE(S):

“A Collection of Puzzling Tales,”

Student Text page 145

STANDARDS:

Reading: RL.8.1-4, RL.8.9, RI.8.8, RI.8.9, RL.7.1-4, RL.7.9, RI.7.8, RL.6.1-4, RL.6.9, RI.6.8, RI.6.9

Writing: W.8.4-6, W.7.4-6, W.6.4-6

Speaking and Listening: SL.8.1, SL.8.4-6, SL.7.1, SL.7.4-6, SL.6.1, SL.6.4-6

Language: L.8.1-6, L.7.1-6, L.6.1-6

ACADEMIC VOCABULARY:

Mystery
Clues
Clever
Puzzling
Visualize
Curiosity
Culture

LESSON UNDERSTANDING(S):

- ❖ The puzzles in the stories work together to convey the theme of the text.
- ❖ Writers make deliberate word choices that impact the meaning and tone of the text.
- ❖ When encountering challenges, individuals can demonstrate perseverance through self-reliance.

ESSENTIAL QUESTION(S):

1. How do the events in each puzzling tale help me understand the theme?
2. Why don't things always come out the way we expect them to?
3. What parts of the text lead me to make this conclusion or inference?
4. What is the sequence of events in this story?

READ THE TEXT:

- ❖ Students read a designated section of the text (e.g., one chapter at a time) independently or use the audio version. **(RL.7.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Independent/partner/small group activity using a Thinking Map, short quiz, etc. to formatively assess understanding of all students. **(SL.8.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
- ❖ **Text-dependent Questions**
 1. Describe how the judge found the thief in “The sticks of truth.”
 2. Plan a modern-day solution to the problem presented in “The Cleverest Son.”
 3. Explain how a bee helped King Solomon pass the test in “Which Flower?”



❖ **Thinking Map Opportunities**

- Students independently create a Flow Map for each puzzling tale to demonstrate their understanding of the text and compose a prediction to solve each puzzle.
- Tree Map to classify different types of puzzles: games, riddles, mystery, and mathematical problems.
- Use a Circle Map to define curiosity.
- Use a Tree map for idiom: *curiosity killed the cat* (literal meaning vs. idiomatic meaning).
- Use a Bridge Map to provide synonyms for visualize and clever.
- Use a Tree Map of examples and non-examples of how people can show they are clever

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen.

❖ **Language Skills (to be worked on throughout the unit)**

- *Daily Oral Language for warm up from Grammar Workbook with a focus on Vocabulary, Morphology, and Grammar (Steps 2-4) from the Language! Book D Unit 19 Curriculum: Prefixes and Suffixes (p. 3 and 7); Nouns, Verbs, and Adjectives (p. 8-10); Commas (p.10)*

EXPRESS UNDERSTANDING:

- ❖ Write a summary to compare your prediction to the actual solution for “The Cleverest Son”.



INSTRUCTIONAL SEQUENCE

LESSON 2

13 days
August 29 – September 16

RESOURCE(S):

“A Disappearing Man”
Student Text page 150

STANDARDS:

Reading: RL.8.1-4, RL.8.9, RI.8.8, RI.8.9, RL.7.1-4, RL.7.9, RI.7.8, RL.6.1-4, RL.6.9, RI.6.8, RI.6.9
Writing: W.8.4-6, W.7.4-6, W.6.4-6
Speaking and Listening: SL.8.1, SL.8.4-6, SL.7.1, SL.7.4-6, SL.6.1, SL.6.4-6
Language: L.8.1-6, L.7.1-6, L.6.1-6

ACADEMIC VOCABULARY:

Risking
Liable
Theatrical
Figure
Milling
Stimulated

LESSON UNDERSTANDING(S):

- ❖ The conclusions or inferences you make must be supported by evidence.
- ❖ Writers make deliberate word choices that impact the meaning of the text.
- ❖ Clues help people solve problems and mysteries.
- ❖ Analyze the development of key individuals, events, and ideas in a text that will help you identify the central idea.

ESSENTIAL QUESTION(S):

1. How can clues help you solve a problem/mystery?
2. How does this passage connect to the big idea?
3. What parts of the text lead me to make this conclusion?

READ THE TEXT:

- ❖ Students read a designated section of the text (e.g., one chapter at a time) independently or use the audio version. **(RL.7.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Independent/partner/small group activity using a Thinking Map, short quiz, etc. to formatively assess understanding of all students. **(SL.8.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
- ❖ **Text-dependent Questions**
 1. Summarize what the police knew when they arrived on the scene.
 2. The police knew that the thief had run into the building. Design a strategy the police could have used for finding the thief.
 3. Explain how Larry identified the thief.
 4. Make a generalization about Larry’s personality.



5. How did Stockton attempt to use the wits to get out of the building? What would you have done?
6. What does it mean to be slippery in this case?

❖ **Thinking Map Opportunities**

- Use a Circle Map to ask students how a person can solve a mystery.
- Use a Partial Flow Map to define the role of a detective and provide a summary to what the detective in the story is looking for.
- Use a Circle Map to find synonyms for the word “liable”
- Use a Bubble Map to describe Larry’s personality.
- Use a Flow Map to sequence the events in the story.
- Use a Multi-Flow Map to identify the cause and effects in the story.

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen.

❖ **Language Skills (to be worked on throughout the unit)**

- *Daily Oral Language for warm up from Grammar Workbook with a focus on Vocabulary, Morphology, and Grammar (Steps 2-4) from the Language! Book D Unit 19 Curriculum: Prefixes and Suffixes (p. 3 and 7); Nouns, Verbs, and Adjectives (p. 8-10); Commas (p.10)*

EXPRESS UNDERSTANDING:

- ❖ Compose a short newspaper article reporting the arrest of Stockton, the jewelry thief. Make sure to include at least 3 of the following academic words: risking, liable, theatrical, figure, milling, and stimulated.
- ❖ Selection Assessment to assess vocabulary, reading comprehension, and a constructed response on “Disappearing Man”.



INSTRUCTIONAL SEQUENCE

LESSON 3

10 Days
September 19 – September 30

RESOURCE(S):

“Puzzle People”
Student Text page 155

STANDARDS:

Reading: RL.8.1-4, RL.8.9, RI.8.8, RI.8.9, RL.7.1-4, RL.7.9, RI.7.8, RL.6.1-4, RL.6.9, RI.6.8, RI.6.9
Writing: W.8.4-6, W.7.4-6, W.6.4-6
Speaking and Listening: SL.8.1, SL.8.4-6, SL.7.1, SL.7.4-6, SL.6.1, SL.6.4-6
Language: L.8.1-6, L.7.1-6, L.6.1-6

ACADEMIC VOCABULARY:

Rompecabezas
Wits
Entrancing
Logically
Deceptively
Applied
Intricate patterns
Jumbled

LESSON UNDERSTANDING(S):

- ❖ The conclusion or inferences you make must be supported by evidence from the text.
- ❖ Puzzles teach us to think critically and make connections.
- ❖ Identify and analyze the central idea in the text.
- ❖ Effective writers organize and explain information clearly.

ESSENTIAL QUESTION(S):

1. What parts of the text lead me to make this conclusion or inference?
2. How do puzzles encourage us to become critical thinkers?
3. What is the central idea/theme?

READ THE TEXT:

- ❖ Students read a designated section of the text (e.g., one chapter at a time) independently or use the audio version. **(RL.7.10)**
- ❖ Teacher reads the text aloud while students follow along, OR students take turns reading aloud to each other, OR students listen to the audio version while following along. For a particularly complex text, the teacher may choose to modify the order of the first two reads.
- ❖ Independent/partner/small group activity using a Thinking Map, short quiz, etc. to formatively assess understanding of all students. **(SL.8.1)**

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students for the close read, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
- ❖ **Text-dependent Questions**
 1. Why did Margaret Farrar refer to Saturday’s New York Times crossword puzzle as a “two-cups-of-coffee puzzle”?
 2. Explain the objective of Rubik’s cube.
 3. Describe Enro Rubik’s reaction to his own puzzle the first time he tried to solve it.
 4. Summarize Adrian Fisher’s statement about mazes and roller coasters.
 5. Compare Tetris and Rubik’s cube.



❖ **Thinking Map Opportunities**

1. Circle Map to use context clues to define *deceptive*.
2. Tree Map to show examples and non-examples of *deceptive*.
3. Tree Map to classify puzzle people from the story.
4. Double Bubble Map to compare Tetris and Rubik's cube
5. Multi-flow Map cause and effects for puzzles
6. Brace Map for the vocabulary word rompecabezas

❖ **Vocabulary Study**

- Students should work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen.

❖ **Language Skills (to be worked on throughout the unit)**

- *Daily Oral Language for warm up from Grammar Workbook with a focus on Vocabulary, Morphology, and Grammar (Steps 2-4) from the Language! Book D Unit 19 Curriculum: Prefixes and Suffixes (p. 3 and 7); Nouns, Verbs, and Adjectives (p. 8-10); Commas (p.10)*

EXPRESS UNDERSTANDING:

- ❖ If you were to invent a puzzle, what type of puzzle would it be? Why? Students will work independently to construct a puzzle and share with their peers.
- ❖ Selection Assessment to assess vocabulary, reading comprehension, and constructed response based on "Puzzle People".



INSTRUCTIONAL SEQUENCE

LESSON 4

10 Days
October 3-October 14

STANDARDS:

Writing: W.6.6, W.6.7, W.6.8, W.6.9,
W.6.10, W.7.6, W.7.7, W.7.8, W.7.9,
W.7.10, W.8.7, W.8.8, W.8.9, W.8.10

Posted Writing:

After reading the selections in our unit think about the message the authors were trying to communicate. Then, compose a 5-paragraph expository essay to answer the following prompt: How do puzzles teach us to use our wits and persevere to solve everyday problems?

Posted by: October 21

INSTRUCTIONAL SEQUENCE

LESSON 5

5 Days
October 17-October 21

END-OF-UNIT ASSESSMENT:

Cold Read – Return of the Cube (readworks.org)