



Quarter 1	Content	Standards	GLE	Assessment	Essential Questions
4.000.001	1				
	Review of summer reading	Standard 1:	1.1;	 Informal 	What is the relationship between listener and
		Students will use	1.5;	assessmen	speaker?
	Readers' Workshops on ACTIVATING	written and oral English	1.7;	t by	What is the relationship between reader and
	SCHEMA, and VISUALIZING,	appropriate for various		teacher	writer?
		purposes and	2.1;	observation	What connections can you make with the
	Plot	audiences.	2.2 a;	;	text? From whose viewpoint are we reading?
	Motivation		2.3a;	 Written 	How do texts about social and political issues
	Characterization	Standard 2:	2.3 c;	assignment	affect me?
		Students will construct,	2.4a;	s;	What do good readers do?
	Introduction to the "short story"	examine, and extend	2.4d;	 Written 	What do you do when you do not understand
		the meaning of literary,	2.4e;	answers	everything in a text?
	Introduce evaluating a text	informative and	2.4f;	will reflect	What are the elements of fiction?
		technical texts through	2.4g;	(1.1)	What is the main idea?
		listening, reading and	2.4i;	developme	What is the gist?
	Analyzing illustrations to clarify meanings	viewing.	2.4j;	nt,	How can I communicate so others will listen?
	of abstract words or concepts. (Charles)		2.4k;l	organizatio	How do speakers express their thoughts and
		Standard 3:	2.5a;	n, style and	feelings?
	Elements of fiction	Students will access,	2.5b;	word	Why share written ideas orally?
		organize, and	2.5d;	choice	What does a reader gain by retelling a story?
	Literature Unit: Insights	evaluated information	2.5e;	 Student 	What lies beneath the surface of the text?
		gained by listening,	2.5f;	assessmen	What is propaganda?
	Historical Fiction: My Brother Sam Is	reading, and viewing	2.5g;	t of teacher	How do we know if a text is valid or true?
	Dead (intro to literature circles) (censored		2.5i;	modeling of	How does literature reveal us to ourselves?
	book)	Standard 4:	2.51;	reading	Is historical fiction a contradiction?
		Use literary knowledge	0.4	traits;	Why conduct research? Why use technology
	Zach's Lie by Roland Smith (a new	accessed through print	3.1a;	Reading	for research?
	novel that needs to be purchased) This	and visual media to	3.1b;	Journals;	How do different genres affect the author's
	novel is similar to Fakie. Students will	connect self to society and culture	3.2a; 3.2b;	Delaware Deading	message or meaning?
	be able to compare and contrast the	and culture	3.20, 3.3a;	Reading Rubric for	
	<u> </u>		3.3b;	short	
	two novels.		3.30,		
	D		4.1a;	answers and	
	Proverbs		4.1a, 4.1b;	extended	
	Vocabulary Building		4.10, 4.1c;	responses	
			4.1c, 4.1e;	responses	
			4.1e, 4.2a;		
			4.2a, 4.2b;		
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	4.2c;	
	4.2f;	
	4.4a	
Readers' Workshops on QUESTIONING		How should I read different types of texts?
and INFERENCING		What do good readers do?
		What is the main idea?
Motivation		What questions did you have as you read
Characterization		and after?
Style		What questions do you have now?
Plot		What predictions did you make?
Theme		Did you make interpretations? Revise them
THOME		as you go?
Fakie by Tony Varato (author visit)		Did you make judgments or conclusions not
<u>I and by Forty Varato (author Visit)</u>		explicitly states in the text.
Literature Unit: Insights		How can I communicate so others will listen?
Literature Offit. Illisights		
		What is the relationship between reader and writer?
Proverbs		
1		How do speakers express their thoughts and
Vocabulary Building		feelings?
Analysis to total activities		Why share written ideas orally?
Analyze text structures in		What does a reader gain by retelling a story?
informative/technical texts		What lies beneath the surface of the text?
Analyze the unique features of various		How does literature reveal us to ourselves?
informative texts (e.g. newpapers,		Why conduct research? Why use technology
magazines, product information, manuals)		for research?
to enhance understanding of the text		How do different genres affect the author's
		message or meaning?

Common	
Assessment	Helping Social Studies or Science Departments with their assessments

Timeline	Content	Standards	GLE	Assessment	Essential Questions
Quarter 2	Readers' Workshops on DETERMINING	Standard 1:	1.6;	 Informal 	Are there some parts of the text that are
	IMPORTANCE and SYNTHESIZING	Students will use	1.7;	assessmen	more important than others?
		written and oral English		t by	What lies beneath the surface of the text?
		appropriate for various	2.1;	teacher	Did you connect different parts of the text to
	Simile	purposes and	2.2 a;	observation	create an overall meaning or theme?
	Metaphor	audiences.	2.3a;	· ·	What is the main idea?
	Irony		2.3 c;	 Written 	How did you decide what the text is really
	Figurative Language	Standard 2:	2.4a;	assignment	about?
	Flashback	Students will construct,	2.4c;	s;	If you were to tell another person about the
		examine, and extend	2.4d;	 Reading 	text in a few sentences, what would you tell
	Proverbs	the meaning of literary,	2.4e;	Journals;	them?

Analyze how figurative language and literary devices extend meaning.	informative and technical texts through listening, reading and viewing. Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture	2.4f; 2.4g; 2.4k; 2.5a; 2.5b; 2.5d; 2.5f; 2.5f; 2.5i; 2.5l; 3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b; 4.1a; 4.1b; 4.1c; 4.1c; 4.2a; 4.2b; 4.2c; 4.2f;	 Student assessmen t of teacher modeling of reading traits; Delaware Reading Rubric for short answers and extended responses 	How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What is the relationship between reader and writer? What does a reader gain by retelling a story? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? How do different genres affect the author's message or meaning?
Literature Unit: Rising to the Challenge Characters' Motivation Dynamic/Static Characters Flowers for Algernon Proverbs Greek and Latin roots Vocabulary Building Media Messages (new!!)	Standard 1: Students will use written and oral English appropriate for various purposes and audiences. Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.	4.4a 1.7; 2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g;	 Informal assessmen t by teacher observation; Written assignment s; Reading Journals; Student assessmen t of teacher modeling of reading traits; 	Did you have any problem understanding the text? Where did comprehension break down? Why? What did you use to solve your problems? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? (assumptions, biases, preconceptions) What's new? What's old? How does literature reveal us to ourselves? Why conduct research? Why use technology for research?

	Students will access, organize, and evaluated information gained by listening, reading, and viewing Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture	2.5f; 2.5i; 2.7b; 3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b; 4.1a; 4.1c; 4.2c; 4.2c; 4.2c; 4.2f; 4.4a		Delaware Reading Rubric for short answers and extended responses	What is the relationship between reader and writer? How do different genres affect the author's message or meaning?
Begin Literature Unit <i>The Human Spirit</i> Poetry Mini Unit Martin Luther King Jr's I Have a Dream Mini Team Expedition: CSI Unit/Mock trial The Christopher Killer (a new novel which needs to be purchased) Proverbs Greek and Latin roots Vocabulary Building	Standard 1: Students will use written and oral English appropriate for various purposes and audiences. Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing. Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing	1.7; 2.1; 2.2 a; 2.3 a; 2.4 a; 2.4 e; 2.4 e; 2.4 e; 2.5 a; 2.5 b; 2.5 e; 2.5 e;	•	Informal assessment by teacher observation; Written assignments; Reading Journals; Student assessment of teacher modeling of reading traits; Delaware Reading Rubric for short answers and extended responses	What is the importance of setting in detective fiction? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? How does literature reveal us to ourselves? What is a red herring? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning?

Standard 4:	3.2a;
Use literary knowledge	e 3.2b;
accessed through print	
and visual media to	3.3b;
connect self to society	,
and culture	4.1a;
	4.1b;
	4.1c;
	4.1e;
	4.2a;
	4.2b;
	4.2c;
	4.2f;
	4.4a

Common	Continue helping other departments devise and score common assessments.
Common	Continue helping other departments devise and score common assessments.
Assessment	

Quarter 3	Continue Unit on The Human Spirit	Standard 1:	1.7;	•	Informal	How can I communicate so others will listen?
		Students will use			assessmen	How do speakers express their thoughts and
	Fact vs. Opinion	written and oral English	2.1;		t by	feelings?
		appropriate for various	2.2 a;		teacher	Why share written ideas orally?
	DSTP Prep	purposes and	2.3a;		observation	What does a reader gain by retelling a story?
		audiences.	2.3 c;		;	What is the main idea?
	Proverbs		2.4a;	•	Written	What lies beneath the surface of the text?
	Greek and Latin roots	Standard 2:	2.4d;		assignment	Under what conditions is an interpretation of
	Vocabulary Building	Students will construct,	2.4e;		s;	a text valid?
		examine, and extend	2.4f;	•	Reading	How does literature reveal us to ourselves?
	The Wednesday Wars by Gary Schmidt	the meaning of literary,	2.4g;		Journals;	Why conduct research? Why use technology
		informative and	2.4h;	•	Student	for research?
		technical texts through	2.4i;		assessmen	What is the relationship between reader and
		listening, reading and	2.4k;		t of teacher	writer?
		viewing.	2.5a;		modeling of	
			2.5b;		reading	
		Standard 3:	2.5d;		traits;	
		Students will access,	2.5e;	•	Delaware	
		organize, and	2.5f;		Reading	
		evaluated information	2.5i;		Rubric for	
		gained by listening,	2.51;		short	
		reading, and viewing			answers	
			3.1a;		and	
		Standard 4:	3.1b;		extended	
		Use literary knowledge	3.2a;		responses	

	accessed through print	3.2b;			
	and visual media to	3.3a;			
	connect self to society	3.3b;			
	and culture				
		4.1a;			
		4.1b;			
		4.1c;			
		4.1e;			
		4.2a;			
		4.2b;			
		4.2c;			
		4.2f;			
		4.4a			
Review for DSTP	Standard 1:	1.7;	_	Informal	How can I communicate so others will listen?
Review for DSTP	Students will use	1.7,			
DOTD Davis Davids		0.4.		assessment by	How do speakers express their thoughts and
DSTP Prep Books	written and oral English	2.1;		teacher	feelings?
Proverbs	appropriate for various	2.2 a;		observation;	Why share written ideas orally?
Greek and Latin roots	purposes and	2.3a;	•	Written	What does a reader gain by retelling a story?
Vocabulary Building	audiences.	2.3 c;		assignments;	What is the main idea?
		2.4a;	•	Reading	What lies beneath the surface of the text?
	Standard 2:	2.4d;		Journals;	How does literature reveal us to ourselves?
	Students will construct,	2.4e;	•	Student	Why conduct research? Why use technology
	examine, and extend	2.4f;		assessment of	for research?
	the meaning of literary,	2.4g;		teacher	What is the relationship between reader and
	informative and	2.4i;		modeling of	writer?
	technical texts through	2.4k;		reading traits;	How do different genres affect the author's
	listening, reading and	2.5a;	•	Delaware	message or meaning?
	viewing.	2.5b;		Reading Rubric	g.
	Viewing.	2.5d;		for short	
	Standard 3:	2.5d;		answers and	
	Students will access,	2.5e, 2.5f;		extended	
	organize, and	2.5i;		responses	
	evaluated information	2.51;			
	gained by listening,				
	reading, and viewing	3.1a;			
		3.1b;			
	Standard 4:	3.2a;			
	Use literary knowledge	3.2b;			
	accessed through print	3.3a;			
	and visual media to	3.3b;			
	connect self to society	,			
	and culture	4.1a;l			
		4.1b;			
		4.1c;			
		4.1e;			
		᠇. । ᠸ,			

	4.2a;	
	4.2b;	
	4.2c;	
	4.2f;	
	4.4a	

Common	Assisting other departments with common assessments and rubric development.
Assessment	

Quarter 4	Content	Standards	GLE	Assessment	Essential Questions
Quarter	The Diary of Anne Frank; Communication skills: Paraphrasing; perception check, Clarification questioning Holocaust Book clubs (5 different novels) Applying Point of View to the Holocaust readings Proverbs Greek and Latin roots Vocabulary Building	Standard 1: Students will use written and oral English appropriate for various purposes and audiences. Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing. Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture	1.7; 2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4 f; 2.4g; 2.4i 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; 2.5g; 2.5f; 2.5g; 2.5i; 2.5l; 2.6a; 3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b; 4.1a; 4.1b; 4.1c;	teacher observatio n; • Written assignmer ts; • Reading	and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? What is propaganda? How do we know if a text is valid or true? How does literature reveal us to ourselves? How are stories about other places and times about me? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning?

			1		
		4.1e;			
		4.2a;			
		4.2b;			
		4.2c;4.2f;			
		4.3a;			
		4.4a			
Employ comprehension skills in lit for	Standard 1:	1.7;	•	Informal	How can I communicate so others will
drama performances	Students will use	1.7,		assessment by	listen?
drama performances	written and oral English	2.1; 2.2		teacher	How do speakers express their thoughts
Complete Helegouet unit					and feelings?
Complete Holocaust unit	appropriate for various	a;		observation;	
	purposes and		•	Written	Why share written ideas orally?
Independent Reading Project	audiences.	C;		assignments;	What does a reader gain by retelling a
(preparation for work in High School)		2.4a;	•	Reading	story?
Only if time and schedule allows.	Standard 2:	2.4d;		Journals;	What is the main idea?
	Students will construct,	2.4e;	•	Student	What lies beneath the surface of the text?
Proverbs	examine, and extend	2.4f;		assessment of	How does literature reveal us to ourselves?
Greek and Latin roots	the meaning of literary,	2.4g;		teacher	Why conduct research? Why use
Vocabulary Building	informative and	2.4i;		modeling of	technology for research?
,	technical texts through	2.4k;		reading traits;	What is the relationship between reader
	listening, reading and	2.5a;	•	Delaware	and writer?
	viewing.	2.5b;		Reading	How do different genres affect the author's
		2.5d;		Rubric for	message or meaning?
	Standard 3:	2.5e;		short answers	How does literature help us to shape our
	Students will access,	2.56, 2.5f;		and extended	decisions?
	1				
	organize, and	2.5g;		responses	
	evaluated information	2.5i; 2.5l;			
	gained by listening,				
	reading, and viewing	3.1a;			
		3.1b;			
	Standard 4:	3.2a;			
	Use literary knowledge	3.2b;			
	accessed through print	3.3a;			
	and visual media to	3.3b;			
	connect self to society	·			
	and culture	4.1a;			
		4.1b;			
		4.1c;			
		4.1e;			
		4.1e, 4.2a;			
		4.2a, 4.2b;			
		4.2c;			
		4.2f;			
		4.3a;			
		4.4a	<u> </u>		
Gear up for summer.	Standard 1:	1.7	•	Informal	How can I communicate so others will

View: The Devil's Arithmetic as a culmination to the Holocaust unit.	Students will use written and oral English		assessment by teacher	listen? How do speakers express their thoughts
cultilitation to the Holocaust unit.	appropriate for various		observation;	and feelings?
Read for enjoyment	purposes and	•	Written	Why share written ideas orally?
	audiences.		assignments;	What is the main idea?
	Standard 3:	•	Reading Journals;	
	Students will access,	•	Student	
	organize, and		assessment of	
	evaluated information		teacher	
	gained by listening, reading, and viewing		modeling of reading traits;	
	reading, and viewing	•	Delaware	
	Standard 4:		Reading	
	Use literary knowledge		Rubric for	
	accessed through print		short answers	
	and visual media to connect self to society		and extended responses	
	and culture			

Common	Assisting other departments with common assessments and rubric development.
Assessment	

Directions: Each content teacher should complete a curriculum map for school year 2009-2010. The map should identify what content, state standards, GLE's, assessments, and essential questions are being taught in that specific quarter. Identify the content, skills, and format for each quarterly assessment.

Common Elements Across All Grades:

Journals. This year, however, we are doing some of the more complex journals in 8th grade and the 6th/7th will do different ones.

Vocabulary: All grades will learn vocabulary words