MSD Washington Township

English/ Language Arts Curriculum

Grades 6-7-8

Approved by the Washington Township Board of Education

March 12, 2008

MSD Washington Township
Middle School Language Arts Curriculum

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Executive Summary
Middle School English Language Arts Curriculum
Grades 6-8

Purpose: To establish a shared vision of intended learning through priority indicators, suggested activities, and potential resources.

Curriculum Organization

In Indiana, the state learning standards are the foundation of the curriculum. The standards for English Language Arts are divided into three primary areas: reading (standards 1, 2, 3), writing (standards 4, 5, 6), and listening/speaking (standard 7).
While these standards and indicators set expectations for student learning, they do not dictate teaching methods. Therefore, the focus of the curriculum guide is to provide suggested activities and teacher resources to aid teachers in designing effective lessons.

Each grade level includes two sections: Reading and English Language Arts. At the middle level, these are two distinct classes with unique objectives; therefore, it is crucial to concentrate on them as separate, yet complimentary courses.

Each section includes a one-page cover sheet, which states the course philosophy, objectives of the course, the learning standards to be covered, and required materials.
Following the cover sheet is the curriculum document, which is formatted in several columns:

> **Indicator**: Number directly correlates with the IDOE standards
>
> **Description**: Describes the expectation for student learning
>
> **MSDWT Curriculum Connection**: Connects the indicator listed to school district character values, technology proficiencies, and media proficiencies
>
> **Suggested Activities**: Teacher-generated list of possible activities and lessons
>
> **Resources/Potential Assessments**: Teacher-generated list of support materials, including professional development texts, teaching materials, Core Works, and websites to use as possible resources

After the curriculum materials, there is an addendum with a variety of documents and resources to clarify the curriculum content and support teachers (i.e., ISTEP+ writing rubrics, 6+1 Trait rationale and rubrics, and graphic organizers).

Curriculum Design Process

The process began in the Spring of 2005 with a review of the current curriculum documents and an identification of possible topics for discussion. In the fall of 2006 those topics were narrowed to four key questions:

1. What data do we need to analyze our program?
2. Who are our kids today?
3. What are the differences between English and reading classes?
4. What are the goals of English Language Arts at the middle level?

The leadership team included Sharon Thiems, Westlane Department Chair; Kathleen McCord, Northview Department Chair; Lori Kixmiller, Eastwood Department Chair; and Carla Shadiow, 8th Grade Language Arts teacher. Each of them chaired a study team that discussed one of the four key questions listed above. The study teams represented all three middle school and all grade levels. There were two work sessions for the study teams. The results were reported in February 2007, which included professional development recommendations, material needs, and curriculum changes.

Curriculum writing teams were developed for each grade level chaired by the three middle level department chairs, and three professional development days were given during the summer to create a curriculum template and generate a substantive draft of the curriculum document. This document was shared with teachers at each middle school for the addition of suggested activities and possible resources during September and October 2007. The leadership team met to compile input from all of the middle schools into one comprehensive, curriculum final draft.

In conjunction with the curriculum design process, Allyson Smith (formerly of Westlane) chaired a committee to analyze texts for potential as Core Works. Media specialists, reading teachers, and English teachers worked together to develop reading lists of approximately ten books for each grade level, which teachers voluntarily read and evaluated during the summer. Comprehensive evaluation forms were completed and submitted. The Core Works committee met in November to discuss the potential texts and narrowed their selections to a few books per grade level. Core works for all three grade levels will be finalized during the textbook adoption process in spring 2008.

New Curriculum Features

1. **<u>Reading and English/Language Arts Delineation</u>**: Clearly dividing the standards for each class and writing curriculum specific to the courses clarifies the purpose of the classes.

2. **<u>Priority Indicators</u>**: The curriculum writing team, using research from Larry Ainsworth, developed priority indicators prior to drafting the curriculum document

3. **<u>AVID Resources</u>**: These strategies are effective with our increasing diverse population of learners.

4. **<u>ELL Resources</u>**: As our ELL (English Language Learner) population continues to grow, it is important to include suggestions and strategies for working with these students.

Needs for the Future

The curriculum has been designed based on the state learning standards; however, these are evolving. Therefore, as the standards change, curriculum will need to be changed as well. To facilitate these changes, an electronic version of the curriculum document will be created. In addition, a web-based site will be developed to share lessons and instructional resources.

As our population continues to diversify, it is important to find strategies and techniques to meet the needs of all learners, including gifted and talented students, ELL learners, and students of various reading levels and abilities.

In addition to ISTEP+, common assessments need to be developed at each grade level that can be administered at all three middle schools. Data needs to be collected and analyzed to target teaching and learning.

**Metropolitan School District of Washington Township
Goals for Teachers of English and Reading**

Teachers will explicitly teach reading, writing, speaking, listening, thinking and technology skills to prepare students for success in a global environment.

Teachers will focus on mastery of standards and use appropriate assessments to document student growth.

Teachers will establish high expectations and academic rigor while engaging students.

Teachers will utilize research-based instructional strategies.

Teachers will utilize methods of differentiation to meet the needs of all students.

MSD Washington Township
Middle School Language Arts Curriculum

Course: Reading

Grade Level: 6

Course Description: The one-semester sixth grade reading course will foster a life-long appreciation of reading through the applied skills of vocabulary, reading comprehension, literary analysis, as well as listening and speaking proficiencies. Students will be expected to work independently and cooperatively using a wide variety of grade-appropriate texts, media and technology to reinforce success in all academic disciplines as they master the Indiana State Standards.

Course Objectives:

1. Students will use their knowledge of literary analysis, word parts and context clues to read and gain meaning from texts.

2. Students will recognize and analyze a variety of informational and literary texts.

3. Students will deliver focused, coherent presentations and analyze the oral communication of others.

Indiana Learning Standards:

6.1.1	**6.2.1***	**6.3.1**	6.4.4*	6.5.2*	**6.6.1***	6.7.1*
6.1.2*	6.2.2*	**6.3.2***	**6.4.5***	**6.5.4**	6.6.4*	6.7.2*
6.1.3	6.2.3	6.3.3	6.4.6*	6.5.6*	6.6.5*	**6.7.3***
6.1.4*	**6.2.4***	6.3.4*	**6.4.8***	6.5.7*		**6.7.4***
	6.2.6	6.3.5*	6.4.9*	**6.5.8**		6.7.5
	6.2.7*	6.3.6*	6.4.10*			6.7.6*
	6.2.8	6.3.7*				6.7.7*
	6.2.9*	6.3.8*				**6.7.9***
		6.3.9				**6.7.12**
		6.3.6*				6.7.13*
						6.7.14*
						6.7.15*
						6.7.16*
						6.7.17*

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Required Materials:

McDougal Littell Literature Textbook
McDougal Littell Language Network

Core Works
Roll of Thunder, Hear My Cry
City of Ember
Nothing but the Truth (Honors)

The Reader's Handbook Write Source

Through novel studies and textbook selections, students will identify the forms and characteristics of nonfiction by analyzing biographies, autobiographies, informational and persuasive texts.

Standards-Based Curriculum Overview (Reading)

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.1.1	Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.	C - Caring	-Reader's Theater -Recite a poem -Choral Reading -Read Aloud -Students compare their recording of a passage to the teacher's recording and try to change to correct their reading	-Jim Trelease -*What's is New in Young Adult Literature* by Debby Hipes -www.poetry.com -*Double Dutch* by Sharon Draper -*This Side of Paradise* by Steven Layne
*6.1.2	**Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.**		**-Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* Understand descriptive metaphors, such as *The city lay under a blanket of fog.*** **-Discuss, rewrite and illustrate figures of speech.** **-Reinforce figurative language in writing.** **-Write an alliterative story or a story using onomatopoeia.**	Reader's Handbook -Fred Gwynne books -Nursery rhymes -Name Game "Silly Sally"

6.1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	C - Respect	-Understand foreign words that are often used in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German). -Write a menu using foreign words or find a menu with foreign words -Use newspaper/magazine articles to find foreign words	-6+1 Trait Writing -Joy of Vocabulary -Recipes
*6.1.4	**Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.**		**-Use cloze activity -Use crossword puzzles with cloze sentences as clues -Access prior knowledge -KWL chart -Vocabulary scans**	**-*Classroom Instruction that Works* by Robert Marzano Chapter 10**
6.1.5	Understand and explain slight differences in meaning in related words.		-Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*	-*Joy of Vocabulary* -Reader's Handbook -*Miss Alaineus* by Debra Fraiser -Indiana's Academic Standards Resource page 29

Standards-Based Curriculum Overview (Reading)

Standard 2
READING: Comprehension and Analysis
of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
*6.2.1	**Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.**	**M, T, C –** honesty, responsibility and self-discipline in searching on-line sites	**-Do a keyword search on the Internet to find information for a research report.** **-Use the section headers for a newspaper to locate information for a report on current world events.** **-Create a class newspaper.** **Honors - Rewrite a newspaper article as if from another time period.**	**-Internet** **-Newspaper** **-Media Center** **-Scholastic magazines** **-Practice in Survival Reading 5** **-*Your Daily Paper* by Wendy Stein; New Readers Press, 1977** **-Newspaper scavenger hunt**
*6.2.2	Analyze text that uses a compare-and-contrast organizational pattern.		-Read a section in an English textbook that describes the difference between similes and metaphors -Evaluate how well the organization of the text serves the reader's comprehension. -Use social studies and science textbooks. Honors – Create a text which demonstrates a compare/contrast organization pattern. -Compare and contrast different products (cell phones, cars, etc)	-Social Studies book -Science text -Venn Diagrams

6.2.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	C – Caring; recognize that literature mirrors life, human motives, conflicts and values	-Read about another culture in a magazine such as *Cricket* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources. -Compare fictional and non-fictional accounts, -Literature circles.	-Internet -Media Center -Magazines and newspapers -*Literature Circles Resource Guide* and *Getting Started with Litearture Cirlces* by Katherine L. Schlick, Noe and Nancy J. Johnson
*6.2.4	**Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.** **- Cornell notes**		-Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. -Read an informational book and summarize the main ideas. -Gist Statements	-AVID resources -Inspiration -Cornell notes -AVID Resource Binder -Six Way Paragraphs in the Content Area
6.2.6	Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	C – Caring; recognize diverse backgrounds and traditions in authors	--In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby or *Charles Lindbergh and The Spirit of St. Louis* by Zachary Kent, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that the author presents. -Write your own author's page about the author	-Newspapers -Reader Response -Journaling
*6.2.7	**Make reasonable statements and conclusions about a text, supporting them with evidence from the text.**		-Describe Leonardo da Vinci's greatest achievements after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.	-Newspapers -Reader Response

6.2.8	Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something. - recognize fact from opinion	C – Honesty; ethical use of information	-After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader. -Use editorial pages in newspaper. Honors – Compare opinions from the editorials.	
*6.2.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).			-Poetry -Internet -Advertising

Standards-Based Curriculum Overview (Reading)

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.3.1	**Identify different types (genres) of fiction and describe the major characteristics of each form.**		-Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. -Use a graphic organizer to show comparisons. -Provide book talks for students -Utilize literature circles -After reading a short excerpt, students identify the literary genre.	*Independent Reading Management Kit: Genre* by Scholastic *Pop-Up Activities to Teach Genre* by Scholastic
*6.3.2	**Analyze the effect of the qualities of the character on the plot and the resolution of the conflict**	C – Any Character Traits	-Analyze how a character's qualities impact the plot's resolution of conflict, such as in *Journey to the Center of the Earth* by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as physical quest as he faces the unknown. -Draw out character traits from a box and write about them. -Create a character with five traits and write a one-page story about them.	-Design a character paper doll with traits and physical characteristics

6.3.3	Analyze the influence of the setting on the problem and its resolution.		-Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham — 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963 -Use pictures to inspire setting of a story.	-United Streaming -Sketch to Stretch -Visualization techniques -Role Playing
*6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.	C -Caring	-Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language -Choose a poem to read or recite aloud -Fluency- 6+1 Trait Writing	-United Streaming -Picture Books
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration		-Read books such as *Bearstone* by Will Hobbs or *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator -Read aloud two samples. Students identify point of view -Review clue pronouns that indicate point of view -Rewrite a fairytale from a different point of view.	-*The True Story of the Three Pigs* by Jon Scieszka and Lane Smith *Pedro's Journal* by Pam Conrad
*6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	C – Any Character Value	-Analyze the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in *The Three Musketeers* by Alexander Dumas. Discuss universal themes	-Poetry

*6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*	C – Any Character Value	-Find and explain examples from stories, newspapers, poems and magazines. -Use advertisements	-United Streaming -Think-Pair-Share -Real Life Scenarios
6.3.9 New Ind. 07	**Identify the main problem or conflict of the plot and explain how it is resolved.**		-Journaling -Story Structure chart	-Use TV shows to identify all part of story structure
*6.3.8	Critique the believability of characters and the degree to which a plot is believable or realistic.		-Read myths such as *Jason and the Argonauts* and discuss the believability of the characters and plots as compared to realistic fiction -Compare a fictional and factual story. -Show results on a graphic organizer -Write a review of a book and defend your opinions. -Compare a factional character to a contemporary personality.	

Standards-Based Curriculum Overview (Reading)
Standard 4

WRITING: Processes and Features

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.4.4*	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.		-Compare and contrast 5th and 6th grade -Create a timeline of events	-Graphic Organizers -Story Structure -Venn Diagram
6.4.5*	**Use note-taking skills when completing research for writing.**		**-Select a non-fiction book of interest and take notes on the topic**	**-Cornell Notes, -AVID Teacher Guide**
6.4.6*	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	T	-Complete an informational scavenger hunt	Computers, Internet
6.4.8*	**Review, evaluate, and revise writing for meaning and clarity.**		**Peer edit a classmate's paper**	**6+1 Trait Writing Binder**
6.4.9*	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		Daily Oral Language	Editing Alphabet
6.4.10*	Revise writing to improve the organization and consistency of ideas within and between paragraphs.		Organize sentence/paragraph strips in the correct order	6+1 Trait Writing Binder

Standards-Based Curriculum Overview (Reading)

Standard 5
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
*6.5.2	Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions.	M	-Write successive drafts of a one- or two-page newspaper article about summer sports camps, or any history topic including details to support the main topic and allow the reader to compare and contrast the different camps described.	-Newspaper articles -6+1 Trait Writing
6.5.4	**Write responses to literature that:** **• develop an interpretation that shows careful reading, understanding, and insight.** **• organize the interpretation around several clear ideas.** **• support statements with evidence from the text.**		-After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures. Honors – Discuss symbolic meaning of different characters. -Book review over a book read -Remove a character from a story and write how things would be different.	

*6.5.6	Use varied word choices to make writing interesting.		-Write stories, reports, and letters showing a variety of word choices. (Use *delicious* instead of *good*, *overcoat* or *parka* instead of *coat*.) -Teach use of a thesaurus. -Incorporate vocabulary units into writing. Honors – Rewrite and illustrate a novel as a children's book. -YouTube a clip from "Friends" where Joey writes a recommendation	-6+1 Trait Writing
*6.5.7	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.		-Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film. Write a newsletter article for parents. -Write a letter to an author. -One character in a book writes a letter to another. Honors – Write directions for a task appropriate for a child and for an adult. -*Roll of Thunder, Hear My Cry* write a persuasive letter to the governor of Mississippi as the lawyer of the Logan's convincing him that they are receiving unequal treatment	-6+1 Trait Writing -ISTEP remediation -Poetry
6.5.8	**Write summaries that contain the main ideas of the reading selection and the most significant details.**		-Book Reports -Gist Statements	-ISTEP remediation

Standards-Based Curriculum Overview (Reading)
Standard 6
WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

| *=Indicator taught in both Reading/English |
| **Bold text**= Priority Indicator |
| C=Relates to Character Education |
| T=Relates to Technology Proficiencies |
| M=Relates to Media Proficiencies |

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.6.1*	**Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.**		Combine different subordinate and independent clauses with the correct conjunction and punctuation to create a variety of different sentences	-Textbook, Writer's Inc, -Language Workbooks
6.6.4*	Use correct capitalization.		-Daily Oral Language -Self and Peer Editing	-Textbook, Writer's Inc, -Language Workbooks
6.6.5*	Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).		-Daily Oral Language -Word Walls -Illustrate the difference between the two words	-Textbook, Writer's Inc, -Language Workbooks

Standards-Based Curriculum Overview (Reading)

Standard 7
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
*6.7.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).		Direct teaching of speech styles and methods. Role-play giving a speech for posture, facial expressions, and body language. Analyze presenters for verbal and nonverbal messages.	-Internet -Television -Live debates
*6.7.2	Identify the tone, mood, and emotion conveyed in the oral communication.		Class discussions on taped items.	-Poetry -Student council elections
*6.7.3	**Restate and carry out multiple-step oral instructions and directions.**		-Write instructions on something that can be done in the classroom and then have someone else in the classroom follow the directions. -Play "Simon Says" -Make a peanut butter and jelly sandwich following the exact directions a class mates gives you orally. Honors – Create a design and give instructions for duplicating the design. Exchange and compare.	-*Following Directions* Creative Teaching Press
*6.7.15 New IN 07	**Ask questions that seek information not already discussed.**		-Journaling	-KWL chart -Socratic Seminar -AVID

*6.7.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.		-Direct teaching and modeling. -Give a speech. -Rewrite a speech for a different audience or purpose.	-Inspiration -United Streaming
6.7.5	Emphasize important points to assist the listener in following the main ideas and concepts.		Direct teaching and modeling.	-Internet – YouTube -Rubistar.com -Cornell notes
*6.7.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	M	Present a speech using materials found in interdisciplinary research.	-Media Center -Internet
*6.7.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.		-Direct instruction and modeling. -Pair and share with passages to present.	-Record speeches -Internet
6.7.8	Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*), for intent and effect.	M	-View a presidential election speech. -Listen to or watch taped speeches.	-Television record speeches
6.7.9	**Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.**	**M**	-Listen to or watch taped speeches/commercials. Have students identify the propaganda. Honors – Develop own items with examples of propaganda techniques.	-Internet pop-ups -Television/video campaign ads and speeches
*6.7.16 New Ind. 07	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.			-Newspapers -Internet
6.7.12	**Deliver oral responses to literature that:** **• develop an interpretation that shows careful reading, understanding, and insight.** **• organize the presentation around several clear ideas, premises, or images.** **• develop and justify the interpretation through the use of examples from the text.**		-Class discussions. -Choose a character and tell what happens after the story ends. -Oral book reports.	-Poetry -Media Center

6.7.13	Deliver persuasive presentations that: • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal.		-Interdisciplinary units with science and social studies. Honors – deliver a debate Honors – present an issue to parents	-Advertisements -ISTEP remediation materials
*6.7.14	Deliver presentations on problems and solutions that: • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions.		Interdisciplinary units with science and social studies.	-Media Center
*6.7.17 New Ind. 07	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		-Character Convention -Book Reports -Rock Star Project	-Social Studies Book -Internet

Course: English   **Grade Level:** 6

Course Description:

The two-semester 6th grade English course focuses on writing and critiquing informational and literary texts. Students will apply their research skills by writing and delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They will use simple, compound, and complex sentences to express their thoughts. Students will work independently and cooperatively to develop their writing skills as they master the Indiana State Standards.

Course Objectives:

1. Students will understand and use the different stages of the writing process to write coherent narrative, expository, persuasive and descriptive texts.

2. Students will write grade-level appropriate texts in Standard English using a variety of sentence types.

3. Students will deliver focused, coherent presentations and analyze the oral communication of others.

Indiana Learning Standards:

6.1.2 *	**6.2.1***	**6.3.2***	6.4.1	**6.5.1**	**6.6.1***	6.7.1*
6.1.4*	6.2.2*	6.3.3*	6.4.2	6.5.2*****	**6.6.2**	6.7.2*
6.1.5	6.2.3	**6.3.4***	**6.4.3**	**6.5.3**	6.6.3	**6.7.3***
	6.2.4*	6.3.5*	6.4.4*	**6.5.5**	6.6.4*	**6.7.4***
	6.2.5	6.3.6	**6.4.5***	6.5.6*	6.6.5*	6.7.5*
	6.2.7*	6.3.7*	6.4.6*	6.5.7*	**6.6.6**	6.7.6*
	6.2.8	**6.3.8***	6.4.7			6.7.7*
	6.2.9*		**6.4.8***			6.7.8
			6.4.9*			**6.7.9***
			6.4.10*			6.7.10
						6.7.11
						6.7.13
						6.7.14*
						6.7.15*
						6.7.16*
						6.7.17*

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Required Materials:

McDougal Littell Literature Textbooks
McDougal Littell Language Network

Core Works
Roll of Thunder, Hear My Cry
City of Ember
Nothing but the Truth (Honors)

The Reader's Handbook Write Source

Standards-Based Curriculum Overview (English)

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
*6.1.2	**Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.**		-Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* -Understand descriptive metaphors, such as *The city lay under a blanket of fog.* -Discuss, rewrite and illustrate figures of speech. -Reinforce figurative language in writing. -Write a brief story using alliteration or onomatopoeia.	-*The Pied Piper* -Music and Lyrics -Indiana Academic Standards Booklet page 23 -Amelia Bedelia books -*Mr. Brown Can Moo, Can You?* by Dr. Suess
*6.1.4	**Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.**		-Use cloze activity -Use crossword puzzles with cloze sentences as clues -Access prior knowledge – -KWL chart -Anticipation Guides	-Word Puzzles -*Joy of Vocabulary* -Amelia Bedelia books
6.1.5	Understand and explain slight differences in meaning in related words.		-Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*	-*Joy of Vocabulary* -*Reader's Handbook* -*Miss Alaineus* by Debra Fraiser -Indiana's Academic Standards Resource

Standards-Based Curriculum Overview (English)

Standard 2
READING: Comprehension and Analysis
of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List**
(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
*6.2.1	**Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.**	**M, T, C – honesty, responsibility and self-discipline in searching on-line sites**	-Do a keyword search on the Internet to find information for a research report. -Use the section headers for a newspaper to locate information for a report on current world events. -Create a class newspaper. Honors - Rewrite a newspaper article as if from another time period.	-Scholastic Magazine - *Your Daily Paper* by Wendy Stein: New Readers Press 1977 -Internet, Angel, newspaper and magazines -Newspaper scavenger hunt - Headline sections -Website hunts
*6.2.2	Analyze text that uses a compare-and-contrast organizational pattern.		-Read a section in an English textbook that describes the difference between similes and metaphors -Evaluate how well the organization of the text serves the reader's comprehension. -Use social studies and science textbooks. Honors – Create a text which demonstrates a compare/ contrast organization pattern. -Compare and contrast different products (cell phones, cars, etc)	-Social Studies book -Science text -Venn Diagrams

*6.2.4	**Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.** **- Cornell notes**		-Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. -Read an informational book and summarize the main ideas. -Gist Statements	-Cornell notes -Graphic organizers -Inspiration -AVID teacher's binder -Soar Materials -*Classroom Instruction That Works* by Robert Marzano chapters 3 and 10
6.2.5	Follow multiple-step instructions for preparing applications.		-Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization. Honors – Pair/share the applications – "Would you hire…"	-*Following Directions* Creative Teachers Press by Linda Schwartz -Honors Application -AVID Application -*Life Skills Filling out Forms* by Remedia Publications -Online Humane Society Pet Application -Passport Application
*6.2.7	**Make reasonable statements and conclusions about a text, supporting them with evidence from the text.**		Describe Leonardo da Vinci's greatest achievements after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.	-*The Giver* by Lois Lowry - Journals/RRB's Write the next chapter extending the text -6+1 Trait Writing Ideas/Content lessons

6.2.8	Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.		-After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader. -Read various ISTEP news articles and editorials and compare and contrast them -Fishbowl activity on utopian societies	-6+1 Trait Writing
*6.2.9	Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).			-Poetry -Internet -Advertising

Standards-Based Curriculum Overview (English)

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
*6.3.2	**Analysis of Grade-Level-Appropriate Literary Text** **Analyze the effect of the qualities of the character on the plot and the resolution of the conflict**	**C – any character value**	-Analyze how a character's qualities impact the plot's resolution of conflict, such as in *Journey to the Center of the Earth* by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as physical quest as he faces the unknown. - Draw out character traits from a box and write about them. -Create a character with five traits and write a one-page story about them. -Give students a list of character traits and pick the ones that apply to the character -Design a character paper doll with traits and physical characteristics	-*The Giver* by Lois Lowry -Character Convention -AVID teacher binder
6.3.3	Analyze the influence of the setting on the problem and its resolution.		-Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham - 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963. -Use pictures to inspire setting of a story.	-United Streaming -Sketch to Stretch -Visualization techniques -Role Playing

*6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.	C – any character value	-Describe the features of a poem, such as *Mother to Son* by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language -Choose a poem to read or recite aloud -Put poems to music using Garage Band	6+1 Trait Writing – Word choice and voice -Fluency- 6+1 Trait Writing -www.poetry.com
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration		-Read books such as *Bearstone* by Will Hobbs or *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator -Read aloud two samples. Students identify point of view -Review clue pronouns that indicate point of view -Rewrite a fairytale from a different point of view.	-*The True Story of the Three Pigs* by Jon Scieszka and Lane Smith *Pedro's Journal* by Pam Conrad
*6.3.7	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*	C – any character value	-Find and explain examples from stories, newspapers, poems and magazines. -Use advertisements	Fred Gwynee's books on idioms

| *6.3.8 | Critique the believability of characters and the degree to which a plot is believable or realistic. | | -Read myths such as *Jason and the Argonauts* and discuss the believability of the characters and plots as compared to realistic fiction
-Compare a fictional and factual story.
-Show results on a graphic organizer
-Write a review of a book and defend your opinions.
-Compare a factional character to a contemporary personality. | |

Standards-Based Curriculum Overview (English)

Standard 4

WRITING: Processes and Features

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.		-Quickwrites, journal entries, clustering. -Reader Response books (RRB's)	Inspiration
6.4.2	Choose the form of writing that best suits the intended purpose.		-Browse different types of media and identify the purpose of each	-Magazines -Internet
6.4.3	**Write informational pieces of several paragraphs that:** **• engage the interest of the reader.** **• state a clear purpose.** **• develop the topic with supporting details and precise language.** **• conclude with a detailed summary linked to the purpose of the composition.**		-Interview a classmate and use the information obtained to write a biographical piece about the classmate	-<u>Six Way Paragraphs in the Content Area</u> based on the work by Walter Pauk, Jamestown Publisher -Speeches -Narratives -How to essay/speech -6+1 Trait Writing Organization
6.4.4*	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.		-Compare and contrast 5th and 6th grade -Story Structure form -Create a timeline of events -Compare/Contrast authors and their characters Paulsen/Fleischman	-Graphic Organizers -Venn diagrams

6.4.5*	Use note-taking skills when completing research for writing.		-Select a non-fiction book of interest and take notes on the topic -Annotating text	-Cornell Notes -AVID Teacher Guide
6.4.6*	Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	T	Complete an informational scavenger hunt	-Computers -Internet -Media Center Electronic Resources www.myilibrary.org/WashingtonM
6.4.7	Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	T	Use Microsoft Word to type a final draft	-Computers -Word Processing
6.4.8*	Review, evaluate, and revise writing for meaning and clarity.		Peer edit a classmate's paper	-6+1 Trait Writing Binder -Rubrics -www.Rubistar.com
6.4.9*	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		Daily Oral Language	Editing Alphabet
6.4.10*	Revise writing to improve the organization and consistency of ideas within and between paragraphs.		Organize sentence/ paragraph strips in the correct order	6+1 Trait Writing Binder

Standards-Based Curriculum Overview (English)
Standard 5
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.   In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
6.5.1	**Write narratives that:** **• establish and develop a plot and setting and present a point of view that is appropriate to the stories.** **• include sensory details and clear language to develop plot and character.** **• use a range of narrative devices, such as dialogue or suspense.**		-Write a short play that could be presented to the class. -Rewrite a short story that was read in class, telling the story from another point of view. -Create an original story.	-In class essays/stories -6+1 Trait Writing -Character Conventions
*6.5.2	Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions.		-Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.	-6+1 Trait Writing -*The Giver* by Lois Lowry -Persuasive Essay -*Classroom Instruction that Works* by Robert Marzano, Chapter 2

6.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).	M, T	-After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.	-Research paper *How to Write a Research Paper* booklet -Power Point presentation
6.5.5	Write persuasive compositions that: • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments.	T, C	-Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. -Create an advertisement for a product to try to convince readers to buy the product. -Write letters to: editor, school cafeteria, principal	-*The Giver* by Lois Lowry -Editorials
*6.5.6	Use varied word choices to make writing interesting.		-Write stories, reports, and letters showing a variety of word choices. (Use *delicious* instead of *good*, *overcoat* or *parka* instead of *coat*.) -Teach use of a thesaurus. Incorporate vocabulary units into writing. Honors – Rewrite and illustrate a novel as a children's book.	-6+1 Trait Writing -Poetry -Greeting Cards -Business Letters -6+1 Trait Writing word choice

*6.5.7	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.		-Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film. -Write a newsletter article for parents. -Write a letter to an author. -One character in a book writes a letter to another. Honors – Write directions for a task appropriate for a child and for an adult.	-*The Giver* by Lois Lowry -Internet -Business Letter

Standards-Based Curriculum Overview (English)
Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources
6.6.1*	**Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.**		-Combine different subordinate and independent clauses with the correct conjunction and punctuation to create a variety of different sentences	*Writer's, Inc.* Write Source
6.6.6	**Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).**		-Preposition Pictures Poster – Student picks a noun, cuts out shape out of poster board, labels it with prepositions and prepositional phrases the noun "can do" -Write directions to one's home from school	*McDougal LIttell Literature* Textbook *Writer's, Inc.* Write Source
6.6.2	**Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.**		-Use sample sentences on whiteboard, Smart board and sample activities	*McDougal Litell Literature* Textbook *Writer's, Inc.* Write Source

6.6.3	Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).		-Write a letter of complaint/compliment to a favorite business -Combine simple sentences to make compound sentences using a semicolon	*McDougal Littell Literature* Textbook *Writer's, Inc.* Write Source *McDougal Littell Language Network*
6.6.4*	Use correct capitalization.		Daily Oral Language, Self and Peer Editing	*McDougal Littell Literature* Textbook *Writer's, Inc.* Write Source *McDougal LIttell Language Network*
6.6.5*	Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).		Daily Oral Language, Word Walls, Illustrate the difference between the two words	*McDougal Littell Literature* Textbook *Writer's, Inc.* Write Source *McDougal LIttell Language Network*

Standards-Based Curriculum Overview (English)
Standard 7
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
*6.7.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	T	-Direct teaching of speech styles and methods. -Role-play giving a speech for posture, facial expressions, body language. -Analyze presenters for verbal and nonverbal messages.	-Video tape speeches -United Streaming
*6.7.2	Identify the tone, mood, and emotion conveyed in the oral communication.	T	-Class discussions on taped items.	-United Streaming
***6.7.3**	**Restate and carry out multiple-step oral instructions and directions.**		-Write instructions on something that can be done in the classroom and then have someone else in the - Play "Simon Says"	*-Following Directions* by Linda Schwartz
***6.7.15 New Ind. 07**	**Ask questions that seek information not already discussed.**		-Journaling -Socratic Seminars -KWL chart	-AVID Binder -Best practices
***6.7.4**	**Ask questions that seek information not already discussed.**		-Give a speech. -Rewrite a speech for a different audience or purpose.	
6.7.5	Emphasize important points to assist the listener in following the main ideas and concepts.		Direct teaching and modeling.	-Internet – YouTube -Rubistar.com -Cornell notes

*6.7.6	Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	M T	Present a speech using materials found in interdisciplinary research.	-Internet -Power Point -Timeliner software -Inspiration
*6.7.7	Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.		-Direct instruction and modeling. -Pair and share with passages to present.	-Kagan strategies -Poetry
6.7.8	Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*), for intent and effect.	M	-View a presidential election speech. -Listen to or watch taped speeches.	-Television record speeches
6.7.9	**Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.**	**M**	-Listen to or watch taped speeches/commercials. Have students identify the propaganda. Honors – Develop own items with examples of propaganda techniques.	-Internet pop-ups -Television/video campaign ads and speeches
*6.7.16 New Ind. 07	Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.		-Critique an election speech or campaign ad	Internet
6.7.10	Deliver narrative presentations that: • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense.		-Deliver a narrative about a memorable personal experience. Honors – use appropriate costumes and props	Plays

6.7.11	Deliver informative presentations that: • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.	T, M	-Present research to the class using visual aids Honors – Use presentation software Honors – Recreate a scene and role-play a part	-Internet -Media Center
6.7.13	Deliver persuasive presentations that: • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal.		-Interdisciplinary units with science and social studies Honors – deliver a debate Honors – present an issue to parents	-Advertisements -ISTEP remediation materials
*6.7.14	Deliver presentations on problems and solutions that: • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions.		-Interdisciplinary units with science and social studies	-ISTEP remediation materials -Brain pop -Science and Social Studies Books
*6.7.17 New Ind. 07	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		-Character Convention -Biography presentation -Rock Star Project -Book Reports -Black History presentation	-Social Studies books -Advertising materials -Internet

Course: Reading

Grade Level: 7

Course Description:

The one-semester seventh grade reading course seeks to develop life-long reading skills through the use of vocabulary and comprehension strategies, text analysis, critical reading, and response writing. Throughout the semester students will read and study fiction and non-fiction selections. Students will be expected to participate in reading activities in class and at home.

Course Objectives:

1. Students will use knowledge of roots, prefixes, suffixes, and context clues to determine the meaning of words.

2. Students will use various strategies to read, analyze, and respond to a variety of reading materials.

3. Students will continue to develop curiosity and a lifelong interest in a wide range of reading materials.

Indiana Learning Standards:

7.1.1*	**7.2.1**	**7.3.1***	7.4.3*	**7.5.2**	7.6.5*	**7.7.1***
7.1.2	**7.2.2**	7.3.2		**7.5.5**	7.6.8*	7.7.2*
7.1.3	7.2.3*	7.3.3		7.5.6*	7.6.9*	7.7.3*
	7.2.4*	**7.3.4**				7.7.4*
	7.2.6*	7.3.6				**7.7.5***
	7.2.7	7.3.7*				7.7.6*
	7.2.9*	7.3.8				**7.7.9**
	7.2.10*	7.3.9				

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Required Materials:

McDougal Littell Literature Textbook
McDougal Littell Language Network

Core Works
The Boy in the Striped Pajamas
We Beat the Street
Code Orange (Honors)

Library of Self-Selected Books

The Reader's Handbook Write Source

Standard 1:
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.1.1*	Identify and understand idioms and comparisons — such as analogies, metaphors, and similes —in prose and poetry.		"The Road Not Taken," "Invictus," and "Jabberwocky"	
7.1.2	**Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).**		-Weekly vocabulary -Etymology in the agenda book	
7.1.3	Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.		-Use list of vocabulary from required novel and have students choose one of these ways to clarify word meaning. -Use close worksheets. -Use context clues worksheets.	

Standard 2:
READING: Comprehension and Analysis of Nonfiction and Informational Text

*Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.2.1	**Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).**	T M		Graphic organizers
7.2.2	**Locate information by using a variety of consumer and public documents.**	T M	-Use cell phone documents. -Comparison shopping using consumer reports review	*Consumer Reports*
7.2.3*	Analyze text that uses the cause-and-effect organizational pattern.		-Use graphic organizers -Science articles on diseases and environmental issues -Social studies articles on wars -Social issues	
7.2.4*	Identify and trace the development of an author's argument, point of view, or perspective in text.			

7.2.7	**Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.**			
7.2.9*	Identify problems with an author's figures of speech and faulty logic or reasoning.			
7.2.10*	Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.	M C		

Standard 3:
READING: Comprehension and Analysis
of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.3.1*	**Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.**			
7.3.2	Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.			
7.3.3	Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.			
7.3.4	**Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.**			
7.3.6	Compare reviews of literary works and determine what influenced the reviewer.	T M		

7.3.7*	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.			
7.3.8	Analyze the influence of the setting on the problem and its resolution.			
7.3.9	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.			

Standard 4:
WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.4.3*	**Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.**	M	FRIES – Facts Reasons Incidents Examples Statistics	

Standard 5:
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 – Writing Processes and Features to:

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments

7.5.2	**Write responses to literature that:**
	• **develop interpretations that show careful reading, understanding, and insight.**
	• **organize interpretations around several clear ideas, premises, or images from the literary work.**
	• **support statements with evidence from the text.**
		T	RAFTS –
			   Role
			   Audience
			   Format
			   Topic
			   Strong verbs	

7.5.5	**Write summaries of reading materials that:** • **include the main ideas and most significant details.** • **use the student's own words, except for quotations.** • **reflect underlying meaning, not just the superficial details.**	T M		
7.5.6*	Use varied word choices to make writing interesting and more precise.	T		

Standard 6:
WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.6.5*	Demonstrate appropriate English usage (such as pronoun reference).			
7.6.8*	Use correct capitalization.			
7.6.9*	Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).			

Standard 7:
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.7.1*	**Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.**		What was meant by quote of a text?	*Costa's Levels of Questions*
7.7.2*	Determine the speaker's attitude toward the subject.			
7.7.3*	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.			
7.7.4*	Arrange supporting details, reasons, descriptions, and examples effectively.			
7.7.5*	**Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.**			
7.7.6*	Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.		Use a feedback rubric	

7.7.9	Deliver oral summaries of articles and books that: • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details.	T M		

Course: English   **Grade Level:**   7

Course Description:
The seventh grade English course provides an integrated study of the following: genres of literature, process writing, oral communication, and language which includes grammar usage, mechanics, and spelling as tools of effective communication. This course also seeks to develop the students' use of language as a tool for continual learning, thinking, and reading.

Course Objectives:

1. Students will write for different purposes and audiences, using a variety of forms including descriptive, expository, persuasive, and narrative.

2. Students will utilize standard grammar in writing and speaking.

3. Students will practice effective listening and speaking techniques.

4. Students will continue to develop curiosity and a lifelong interest in a wide range of reading materials.

Indiana Learning Standards:

7.1.1*	7.2.3*	**7.3.1***	7.4.1	**7.5.1**	7.6.1	**7.7.1***
	7.2.4*	**7.3.5**	7.4.2	**7.5.3**	7.6.2	7.7.2*
	7.2.5	7.3.7*	7.4.3*	7.5.4	7.6.3	7.7.3*
	7.2.6*		**7.4.4**	7.5.6*	7.6.4	7.7.4*
	7.2.8		7.4.5	7.5.7	7.6.5*	**7.7.5***
	7.2.9*		**7.4.6**		7.6.6	7.7.6*
	7.2.10*		7.4.7		**7.6.7**	**7.7.7**
			7.4.8		7.6.8*	7.7.8
			7.4.9		7.6.9*	7.7.10
			7.4.10		**7.6.10**	7.7.11
						7.7.12

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Required Materials:

McDougal Littell Literature Textbook
McDougal Littell Language Network

Core Works
The Boy in the Striped Pajamas
We Beat the Street
Code Orange (Honors)

Library of Self-Selected Books

The Reader's Handbook Write Source

Approved by the Washington Township Board of Education March 12, 2008

Standard 1:
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.1.1*	Identify and understand idioms and comparisons — such as analogies, metaphors, and similes —in prose and poetry.		-Point these out in the required novel - Idioms as Bell Work – write, explain meaning, draw illustration	-IDOE website -Book of Idioms - *War Between the Classes* by Gloria Miklowitz

Standard 2:
READING: Comprehension and Analysis of Nonfiction and Informational Text

*Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.2.3*	Analyze text that uses the cause-and-effect organizational pattern.		-Graphic organizer with literature selection from Rosa Parks - Newsweek articles -The Week articles - Time articles - Read an article about the Greenhouse Effect, which lists the causes of global warming and the results.	
7.2.4*	Identify and trace the development of an author's argument, point of view, or perspective in text.		- Read articles and stories to figure out author's point of view - Watch Al Gore's *An Inconvenient Truth* and use a cause-effect graphic organizer to outline the organizational pattern.	

7.2.5	Understand and explain the use of a simple mechanical device by following directions in a technical manual.	T M	- Following directions activities -Use cell phone manual - Read directions about how to program a DVD player. - Share directions for use of science-related equipment.	Secure cell phone manual or other technical information
7.2.6*	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	T M	- Use Holocaust texts to explain the Nazi position and their bias and stereotyping.	
7.2.8	Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.		- Use advertisements and commercials. Analyze position, bias, product placement, etc.	
7.2.9*	Identify problems with an author's figures of speech and faulty logic or reasoning.			
7.2.10*	Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.	M C	- *The Diary of Anne Frank* - One minute commercials - *The Art of Persuasion* - Use the "Nuremberg Trials" worksheet to explain the defenses used by the Nazi war criminals during trials. - Find instances in *The Boy in the Striped Pajamas* when Bruno makes assumptions about the concentration camp that are unsupported.	- *The Boy in the Striped Pajamas* by John Boyne

Standard 3:
READING: Comprehension and Analysis
of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.3.1*	**Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.**		- Plotline posters - Introduction to the genre at the beginning of each unit of study	
7.3.5	**Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.** • First person: the narrator tells the story from the "I" perspective. • Third person: the narrator tells the story from an outside perspective. • Limited narration: the narrator does not know all thoughts of all characters. • Omniscient narration: the narrator knows all thoughts of all characters. • Subjective: the point of view involves a personal perspective. • Objective: the point of view is from a distanced, informational perspective, as in a news report.		- Using various Holocaust texts (*Diary of Anne Frank*, *The Boy in the Striped Pajamas*, newspaper articles, other Holocaust narratives), identify the narrative point of view of each and discuss how the point of view affects the reader.	- Holocaust resources - Bureau of Jewish Education (trunk)
7.3.7*	Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.		- Use fairy tales to discuss a variety of common literary devices. - Use picture books	

Standard 4:
WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.4.3*	Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	M	- Discuss the Ideas Trait of the 6 + 1 Traits. Give students a sample paper with no elaboration (One day I was riding my bike.) Have students review paper to add anecdotal evidence and detail.	- 6 + 1 Traits Comprehensive Guide
7.4.4	**Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.**	T	- Take a first draft and have students map/outline the organization	
7.4.5	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	T M	- Maintain a daily writer's log with brainstorming, free-writing, potential topics or ideas.	
7.4.6	**Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.**	T M		-Writing Research Reports - MLA Updated Edition - Purdue's Online Writing Lab
7.4.7	Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	T		- Microsoft Office - Completed, published drafts of papers

7.4.8	Review, evaluate, and revise writing for meaning and clarity.	T	- Peer response activity	-*Reviser's Toolbox* by Barry Lane - *After THE END: Teaching and Learning Creative Revision* by Barry Lane
7.4.9	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	T	- Group Editing with list, based on 6 + 1 Traits of Writing	- IDOE Editing Checklist

7.4.10	**Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.**	T	- "Mystery Descriptions" using precise word choice while disguising the item's true identity
			- Use highlighters to have students identify boring words. Have writers revise their text adding in more interesting words.
			- "Rice Cake" vs. "Salsa" words
			- Teach the students basic organizational patterns:
			    Chronological
			    Spatial
			    Categorical
			    Order of Importance
			- Use those patterns to evaluate a student's draft during peer response
			- Transition Word Check: Give students a list of helpful transition words. Have them underline shoe words in their own or writing by their peers. If there are none, suggest places where they could be added.
				- Thesaurus (digital or hard copy)
				- Revised paper draft
				- *AbraVocabra: The Amazingly Sensible Approach to Teaching Vocabulary* by Amy Rider

Standard 5:
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 – Writing Processes and Features to:

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.5.1	**Write biographical or autobiographical compositions that:** • **develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view.** • **develop complex major and minor characters and a definite setting.** • **use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.**	T M	- Original narrative - Have students complete a narrative about an experience from which they learned a lesson.	- ISTEP 6 Point Rubric - Teacher-made Rubrics

7.5.3	**Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:** **• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.** **• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.** **• demonstrates that sources have been evaluated for accuracy, bias, and credibility.** **• organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).**	T M	- Students identify a problem in society, research the problem and possible solutions, and write a report based on their findings.	
7.5.4	Write persuasive compositions that: • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments.	T	- *Dear Parent* (persuasive letter writing assignment) - Choose an issue with the parent; obtain parent objections or reasons; student must refute or answer all areas of disagreement with the parent.	
7.5.6*	Use varied word choices to make writing interesting and more precise.	T	- Teach lesson on "rice cake" vs. "salsa" words	6 + 1 Traits; Word Choice
7.5.7	Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.		- Picture book project; analyze style, audience, purpose	

Standard 6:
WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.6.1	Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. • Clear: *She left the book, which she bought at the bookstore, on the table.* • Unclear: *She left the book on the table, which she bought at the bookstore.* • Active voice: *The man called the dog.* • Passive voice: *The dog was called by the man.*	T	- Revise to move modifier to the correct position	- Sentence Composing in the Middle School
7.6.2	Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing, -d, -ed, -n, -en,* or *-t* to the base form of the verb, such as *dreaming, chosen, built,* and *grown*).			
7.6.3	Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. • Clear: *Chris said to Jacob, "You will become a great musician."* • Confusing: *Chris told Jacob that he would become a great musician.*			

7.6.4	Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.			- Supplemental grammar texts - Schoolhouse Rock Live
7.6.5*	Demonstrate appropriate English usage (such as pronoun reference).		- Editing/Conventions	www.UnitedStreaming.com
7.6.6	Identify and correctly use hyphens (-), dashes (—), brackets ([ ]), and semicolons (;).		- End of the Year Grammar Pack	
7.6.7	**Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.**		- Dialogue in narratives - Picture books with punctuation	
7.6.8*	Use correct capitalization.			
7.6.9*	Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).		- Vocabulary Exercises	- *AbraVocabra: The Amazingly Sensible Approach to Teaching Vocabulary* by Amy Rider - *Red Hot Root Words: Mastering Vocabulary with Prefixes, Suffixes and Root Words* (Book 1 and Book 2) by Dianne Draze
7.6.10	**Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.**			

Standard 7:
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
7.7.1*	**Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.**			- Costa's Levels of Questions
7.7.2*	Determine the speaker's attitude toward the subject.		- Kennedy speech analysis	
7.7.3*	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.		- Outline using organizational techniques	
7.7.4*	Arrange supporting details, reasons, descriptions, and examples effectively.		- Persuasive speech	
7.7.5*	**Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.**		- Paper bag book report - Bag introductions	
7.7.6*	Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.		- Speaker feedback, checklist, rubric - Three Pluses and a Wish	

7.7.7	**Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.**	T M		
7.7.8	Deliver narrative presentations that: • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.	T		
7.7.10	Deliver research presentations that: • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately.	T M		
7.7.11	Deliver persuasive presentations that: • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence.	T		

7.7.12	Deliver descriptive presentations that: • establish a clear point of view on the subject of the presentation. • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.	T C		

MSD Washington Township
Middle School Language Arts Curriculum

Course: Reading   **Grade Level: 8**

Course Description:

The one-semester 8th grade reading course teaches students to be critical readers of fiction and nonfiction texts including media, informational materials, and literature in order to succeed in a global environment. Students will explore fictional texts both in the classroom and independently.   Additionally, students will read, write, and analyze technical materials and media for organization, purpose, audience, and persuasive technique. This course provides extensive instruction in reading comprehension, vocabulary development, and literary analysis and response.

Course Objectives:

1. Students will use comprehension strategies to successfully read a variety of texts.

2. Students will analyze and compare texts.

3. Students will construct written and/or oral responses to texts.

4. Students will improve word recognition, fluency and vocabulary development.

Indiana Learning Standards:

Required Materials:

McDougal Littell Literature Textbook
McDougal Littell Language Network

Core Works
To Kill a Mockingbird
Romiette and Julio
Les Miserables (Honors)

Library of Self-Selected Books

The Reader's Handbook Write Source

8.1.1*	8.2.1	**8.3.2***	8.4.7*	**8.5.2***	8.6.5*	8.7.5*
8.1.2*	8.2.2	8.3.3*	8.4.8*	**8.5.5**	8.6.6*	8.7.7
8.1.3*	8.2.3	8.3.4	**8.4.9***	8.5.6*	8.6.7*	**8.7.9**
	8.2.4	**8.3.5***		8.5.7*		8.7.10*
	8.2.5	**8.3.6***				**8.7.11***
	8.2.6*	8.3.7*				**8.7.14**
	8.2.7	8.3.8*				8.7.15*
	8.2.8					
	8.2.9*					

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Approved by the Washington Township Board of Education March 12, 2008

Standard 1:
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/ Potential Assessments
8.1.1*	Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as The stars were brilliant diamonds in the night sky. • Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky*.		-Write a short creative piece using idioms, analogies, metaphors, and similes. -Maintain a notebook of figures of speech. -Visualize and Idiom-Draw a non-literal depiction of an idiom. -Extended Metaphor Poem-create a metaphor and extend the comparison by elaborating on one thing to explain the other.	*20 Hands-On Activities for Learning Idioms* by Michael Gravois

8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion.		-Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as *tornado*, *tomato*, and *patio*. -Discuss how the invention of the internet added new words and phrases. Make a list of those words. Then brainstorm what other historical events might have influenced our language. Make a list of words that came from those events or time periods. -Discuss the process for a word to be added to the dictionary.	Slang Dictionary
8.1.3*	Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.		-Understand the meaning of *pickle* in a sentence, such as *The pickle was an important part of metal working*. Use a dictionary to help clarify the use of the word *pickle* in this context. -Using the Townsend Press Vocabulary Series, give the students weekly vocabulary words and have the students complete the five exercises with these words. -Maintain a vocabulary notebook. -SNAPS vocabulary and sentence writing	Townsend Press Vocabulary Series Building Vocabulary Skills Improving Vocabulary Skills Advancing Vocabulary Skills Joy of Vocabulary Star/ Accelerated Reader ISTEP Cloze Test

Standard 2:
READING: Comprehension and Analysis
of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents.	T M	-Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow. -Create commercials either live or on video. -Compare literature from a variety of cellular phone companies. Read about plans, rates, and package differences.	
8.2.2	Analyze text that uses proposition (statement of argument) and support patterns.	M	-Read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in *USA Today*. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first. -Read texts on current teen issues for example, school uniforms and analyze the main points that support the position.	*Ten Steps to Improving College Reading Skills* by John Langan pages 379-414 Argument

8.2.3	Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	M	-Read articles or biographies about cultural or historical figures with Indiana connections such as Supreme Court Justice Sherman Minton or leaders in the Underground Railroad movement Levi and Catharine Coffin. Compare the amount of or types of coverage such figures received. -Read articles on the same current topic in magazines, newspapers, editorials, on the internet, and/or interview. Compare and contrast the texts in how they present the issue. -Read articles, textbook, logs, journals, and children's books about the story of Christopher Columbus. Discuss the similarities and differences in historical perspective.	
8.2.4	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.		-After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate's summary, based on how well the student describes the most important elements of the text. -Read a summary of a chapter or play, then read the entire chapter or play. Using a graphic organizer, compare how they are alike and different. -Summary writing using GIST-20 word summaries of short articles	

8.2.5	Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	T, M	-Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, Web pages, and other consumer sources, such as *Consumer Reports*. -Using a variety of credit card applications, determine what credit card is the best.	
8.2.6*	Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.	M	-Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book. -Short Story Comparison-"Who Am I Without Him?"	
8.2.7	Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).	M	Bring a variety of texts into the class: Have students examine the documents and determine the source, purpose, audience, and genre.	Classified Ads from USA Today, Indy Star, NYTimes
8.2.8	Understand and explain the use of simple equipment by following directions in a technical manual.	T	-Provide students with directions for using a camera or a computer application. Students then would read the directions to be able to operate the camera or computer application. -Learn new board games-write your own directions	
8.2.9*	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.		-Have students do Readers' Theater with scripted scenarios. Then have the audience draw a conclusion about the scenario. They might determine what happened or why it happened. -Read mini-mysteries (30 second or 1 minute) and determine what happened based on evidence in the text.	*Ten Steps to Improving College Reading Skills* by John Langan pages 295-338 (Inferences)

Standard 3:
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.3.2*	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.		-Read a book, such as *Holes* by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story. -As students read a novel, have them fill out graphic organizers and discuss structural elements of the plot.	*To Kill a Mockingbird* by Harper Lee *Awesome Hands-on Activities for Teaching Literary Elements: 30 Easy, Learning-Rich Activities That Tap Into Students' Multiple Intelligences to Teach Plot, Setting, Character, and Theme* by Susan Van Zile
8.3.3*	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	C	-Compare literary works that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works could include Walt Whitman's poem "Drum-Taps" from the Civil War period, John Hersey's novel *A Bell for Adano* from World War II, or Graham Greene's novel *The Quiet American,* set in Vietnam at the beginning of the Vietnam conflict. -Discuss how modern day heroes' motivations are similar and different to Greek Heroes.	*50 American Heroes Every Kid Should Meet* by Dennis Denenberg *Contemporary Heroes and Heroines* by Ray Broadus Browne

8.3.4	Analyze the importance of the setting to the mood, tone, or meaning of the text.		-Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as *Friendly Persuasion* by Jessamyn West or *Stranded* by Ben Mikaelsen. -RAFTS-Write and read various student writing to identify and interpret the role, audience, format, topic, strong verb, in order to see importance. -Have students create a pop-up setting from a novel and write a explanation about why this setting is significant to the meaning text by explaining how the book would be different if it was in a different setting. Describe how the setting added to the mood and the tone of the novel.	*Ten Steps to Improving College Reading Skills* by John Langan, Pages 339-378 Purpose and Tone *Awesome Hands-on Activities for Teaching Literary Elements: 30 Easy, Learning-Rich Activities That Tap Into Students' Multiple Intelligences to Teach Plot, Setting, Character, and Theme* by Susan Van Zile
8.3.5*	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	C	-Explore the theme that heroism demands unusual courage and risk-taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature such as Rod Serling's television play *Requiem for a Heavyweight* to identify what both real and imaginary heroes have done. -Analyze the similar themes of a more modern movie (i.e. *Remember the Titans*) with the themes of a Core Work (i.e., *To Kill a Mockingbird)* Possible themes to analyze: • Equality • Dreams • Opportunity • Loss • Friendship • Oppression	

8.3.6*	Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work. - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*. - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. - Dialect: the vocabulary, grammar, and pronunciation used by people in different regions. - Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.		-Read several short stories by Mark Twain and discuss his use of dialect in his stories. Watch Alan Jay Lerner and Frederick Loewe's musical *My Fair Lady*, an adaptation of Bernard Shaw's *Pygmalion*, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story. -Use Alanis Morisette's song "Isn't it Ironic" to lead a discussion of irony. Discuss the reasons why each example given is ironic. Use the song to have students create their own ironic scenarios.	
8.3.7*	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	C	-Read books by Charles Major such as *The Bears of Blue River* or *Uncle Tom Andy Bill* to analyze how he incorporates his understanding of frontier Indiana attitudes. -Using a variety of texts about Christopher Columbus explain how the different accounts reflect the heritage, traditions, attitudes, and beliefs of the point of view of the text. -Read and write about poems written by people of different ages, ethnicities, and gender. -Use *To Kill a Mockingbird* to discuss the influence of the Scottsboro Boys on Harper Lee's book.	PBS Video about the Scottsboro Boys

| 8.3.8* | Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.

• First person: the narrator tells the story from the "I" perspective.

• Third person: the narrator tells the story from an outside perspective.

• Limited narration: the narrator does not know all thoughts of all characters.

• Omniscient narration: the narrator knows all thoughts of all characters.

• Subjective: the point of view involves a personal perspective.

• Objective: the point of view is from a distanced, informational perspective, as in a news report. | | -Read a variety of texts from contrasting points of view about the Civil War and discuss how each of the points of view differs. Explain how point of view affects the tone and mood of the text.
-Collect quotes from high-interest reading books. Discuss how to determine who is speaking, why and to whom.
-Read letters from differing perspectives written during the Scottsboro Trials. | |

Standard 4:
WRITING: Processes and Features
Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.4.7*	Review, evaluate, and revise writing for meaning and clarity.	T	-Have students type their papers on a computer. Then have the students switch computers to read and revise another student's paper. -Students create "T-chart" error logs as a revision step	6+1 Trait Writing of Writing
8.4.8*	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		Give students an editing checklist and have them evaluate and correct the writing.	6+1 Trait Writing of Writing
8.4.9*	Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	T	Have students use 10 generic/ordinary words in their draft. Then use a thesaurus to find a more descriptive word.	Thesaurus 6+1 Trait Writing of Writing

Standard 5:
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.5.2*	Write responses to literature that: • demonstrate careful reading and insight into interpretations. • connect response to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support statements with evidence from the text.		-After reading *The Giver* by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book. -Have students make journal entries about the text. The entries should either make a connections to their lives, ask questions to clarify their understanding, describe the visual picture that was created in their mind as they read, state the inferences they made as they read, point out the "big ideas" of the text, or discuss how they synthesized the text to create a new way of thinking. Responses could take the form of poems, quotations, opinion statements, or current events connections.	*25 Fun and Fabulous Literature Response Activities and Rubrics: Quick, Engaging Activities and Reproducible Rubrics That Help Kids Understand Literary Elements and Use Reading Strategies for Better Comprehension* by Christine Boardman Moen, Scholastic

8.5.5	Write technical documents that: • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.	T	-Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow. -Have students bring in their iPods or CD players and write reader-friendly directions on how to use the equipment.	
8.5.6*	Write using precise word choices to make writing interesting and exact.		Write stories, reports, articles, and letters using a variety of word choices. (Use *adequately* instead of *enough*. Use *encyclopedia* or *mystery novel* instead of *book*.)	6+1 Trait Writing of Writing
8.5.7*	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	C	-Write a letter to the editor in response to an opinion column in your school or community newspaper. -Write a letter to a Greek God persuading them for a gift and explain how you would use it to help people. -Write a "secret truth" to a grown up rule. Use the "secret truth" books as examples.	6+1 Trait Writing (RAFTS)

Standard 6:
WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.6.5*	Use correct punctuation.		SNAPS-Students Naturally Acquiring Punctuation Skills	
8.6.6*	Use correct capitalization.		Use a hypothetical Instant Message conversation or text message with improper capitalization and have the students correct the errors.	
8.6.7*	Use correct spelling conventions.		On-going story divided into small passages that require editing for punctuation and correct grammar usage.	

Standard 7:
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.7.5*	Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.		Memorize and recite *The Order of Things* by Foucault	
8.7.7	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.		Have students evaluate other classmates' book talks and determine why or why not they would read the book based on the presentation.	
8.7.9	Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.	M	-Bring in Halloween advertisements. Students analyze the images and make a list of stereotypes that were depicted in the images. -Great Depression Photo Essays prior to reading *To Kill a Mockingbird*	

8.7.10	Deliver narrative presentations, such as biographical or autobiographical information that: • relate a clear incident, event, or situation, using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.		-Give an oral report about a modern day hero. -Present Name Essay about the meaning of their names and the history behind their names.	
8.7.11*	Deliver oral responses to literature that: • interpret a reading and provide insight. • connect personal responses to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge.		-Oral book report with rubric including items listed in this standard. -As you read a text, discuss in small groups the items listed in this standard. -Journal read-alouds -Discussions about the thought of the day or quote of the day	*50 Fabulous Discussion-Prompt Cards for Reading Groups: Snap-Apart Question Cards That Build Comprehension & Spark Great Discussions About Character, Plot, Setting, Theme, & More* Scholastic
8.7.14	Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.		-Dress up like a character from a novel and deliver dramatic soliloquies from the novel. -Tom Robinson Trial re-enactment -Recite and memorize Foucault's *The Order of Things*	

| 8.7.15* | Deliver descriptive presentations that:

• establish a clear point of view on the subject of the presentation.

• establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).

• contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. | | -Give an oral description of the features of a technical document and explain its impact on the document's readability.
-Present Letters of Complaint | |

Course: English   **Grade Level: 8**

Course Description:

The 8th grade English course furthers students' comprehension of literature from a variety of genres including fiction, poetry, short stories, and drama. While students write for a wide variety of purposes and audiences, including descriptive, narrative, and informative writing, they also continue to use all phases of the writing process. Grammar, spelling, and vocabulary instruction are integrated into writing instruction and literature study.   In order to prepare for their high school courses, students are challenged to think critically, participate in class discussion, complete in-depth studies of required novels, and deliver oral presentations.

Course Objectives:

1. Students will write and revise for a wide variety of audiences and purposes.

2. Students will deliver formal and informal presentations using traditional speech strategies and techniques.

3. Students will read a variety of nonfiction and fiction texts and respond to them both orally and in writing.

4. Students will study new vocabulary in a variety of contexts.

Indiana Learning Standards:

8.1.1*	8.2.6*	**8.3.1**	8.4.1	8.5.1	**8.6.1**	**8.7.1**
8.1.2*	**8.2.9***	**8.3.2***	**8.4.2**	**8.5.2***	8.6.2	8.7.2
8.1.3*		8.3.3*	8.4.3	**8.5.3**	8.6.3	**8.7.3**
		8.3.5*	8.4.4	**8.5.4**	**8.6.4**	8.7.4
		8.3.6*	**8.4.5**	8.5.6*	8.6.5*	8.7.5*
		8.3.7*	8.4.6	8.5.7*	8.6.6*	**8.7.6**
		8.3.8*	8.4.7*		8.6.7*	8.7.8
		8.3.9	8.4.8*			8.7.10
			8.4.9*			**8.7.11***
			8.4.10			8.7.12
			8.4.11			8.7.13
						8.7.15*

*=Taught in both Reading/English   **Bold Print=**Priority Indicator

Required Materials:

McDougal Littell Literature Textbooks
McDougal Littell Language Network

Core Works
To Kill a Mockingbird
Romiette and Julio
Les Miserables (Honors)

Honors Texts

The Reader's Handbook Write Source

Standard 1:
READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.1.1*	Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.* • Similes: comparisons that use *like* or *as*, such as *The stars were like a million diamonds in the sky.*		-Figurative and Literal language picture packet -Picture cues match with figurative language -Use *To Kill a Mockingbird* to identify figurative language -Write idiomatic stories and share with the class. Analyze the meanings based on the context of the story. -Visualize an idiom. Draw the meaning of non-literal and literal meanings on piece of paper. Present and display. -Poetry. Compose extended metaphor poems and create similes to illustrate ideas in poems.	*More Parts* *Even More Parts*
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion.	C	Etymology unit-slang dictionary	*Why You Say It* by Webb Garrison
8.1.3*	Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.		-Weekly sentence correction with vocabulary word -SNAPS Vocabulary-3 words per week defined by context Context Clues-Write sentences that contain the word and identify the clues that define it.	Yahoo.com-current events *Guinness Sports Illustrated*

Standard 2:
READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.2.6*	Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.		Read *To Kill a Mockingbird* by Harper Lee and evaluate the techniques and the effectiveness of the development of the main idea of the book.	Core Work
8.2.9*	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.		-Photo Essay-The Great Depression -Compare themes and characters of *Remember the Titans* with the themes and characters of *To Kill a Mockingbird* -Maya Angelou excerpts -Martin Luther King, Jr. *I Have a Dream* speech -Nonfiction book report	

Standard 3:
READING: Comprehension and Analysis
of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** *(www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.*

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).		-Contrast and compare poems such as John Ciardi's *Elegy for Jog*, Pablo Neruda's *Odes to Common Things*, and Edgar Allan Poe's sonnet *To Science*. -Compose book of original poems- include all types	
8.3.2*	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.		Read a book, such as *The Lightning Thief*, and discuss how the plot is developed including the climax and its resolution and how different subplots are incorporated into the story.	
8.3.3	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	C	-Compare and contrast *Romiette and Julio* by Sharon Draper with Shakespeare's *Romeo and Juliette.* Discuss how their situations were similar and different and the resolution to each text. -Compare Tom Robinson with modern celebrities who are wrongly accused.	

8.3.5*	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	C	Explore the theme that heroism demands unusual courage and risk-taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature such as Rod Serling's television play *Requiem for a Heavyweight* to identify what both real and imaginary heroes have done.	
8.3.6*	Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.		-Read several short stories by Mark Twain and discuss his use of dialect in his stories. -Watch Alan Jay Lerner and Frederick Loewe's musical *My Fair Lady*, an adaptation of Bernard Shaw's *Pygmalion*, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story. -Read Gwendolyn Brooks' poem *We Real Cool* and interpret the poem based on the word choice.	
8.3.7*	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	C	Read books by Charles Major such as *The Bears of Blue River* or *Uncle Tom Andy Bill* to analyze how he incorporates his understanding of frontier Indiana attitudes.	
8.3.8*	Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.		-Short Story Unit -Rewrite "incident report" for school. -Divide class assigning various points-of- view.	*To Kill a Mockingbird* by Harper Lee Use incident report from school office
8.3.9	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.			*To Kill a Mockingbird* by Harper Lee *The Monkey's Paw* by W.W. Jacobs

Standard 4:
WRITING: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	T	Use Inspiration to design a web diagram of a writing topic such as discrimination.	
8.4.2	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.		Write Name Essay. Journal about name Interview primary source about naming; research name meaning(s); compose 500 word essay combining all interview information	Article "Dances with Bees"
8.4.3	Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.		-Research paper in Science, English, or Social Studies -Past prediction-1930s photo essay assignments	
8.4.4	Plan and conduct multiple-step information searches using computer networks.	M, T	-Science-Elements Brochure -Research meaning of name(s) for Essay or Name -Find photos of 1930s that support thesis about life during that time	
8.4.5	Achieve an effective balance between researched information and original ideas.	M	-Science research-Genetics Persuasive Essay -Name Essay	
8.4.6	Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	T	-Math Class Lab-Short Story	

8.4.7*	Review, evaluate, and revise writing for meaning and clarity.			-Reread and revise work in cumulative portfolio -Reread and revise all-school write essays -Self-editing -Peer-editing -Error Logs	- *After THE END: Teaching and Learning Creative Revision* by Barry Lane - *The Reviser's Toolbox* by Barry Lane
8.4.8*	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.			-Error Logs -SNAPS -Editing checklist for all writing assignments -Peer Conferencing rubrics	
8.4.9*	Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.			-Poe-mood -Use RAFTS in writing lessons	*40 Reproducibles for Teaching the 6+1 Trait Writing of Writing* by Ruth Culham
8.4.10	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.			-Beginning of the year notes-"What is an essay?"	
8.4.11	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.				

Standard 5:
WRITING: Applications
(Different Types of Writing and Their Characteristics)

At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.5.1	Write biographies, autobiographies, and short stories that: • tell about an incident, event, or situation, using well-chosen details. • reveal the significance of, or the writer's attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	C	-Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective. -Write an Urban Legend-use an important event from your life as a springboard. -Write about an important experience that has taught you a lesson. -Write about learning to do something for the first time (i.e. riding your bike). Describe the event using chronological order.	

8.5.2*	Write responses to literature that: • demonstrate careful reading and insight into interpretations. • connect response to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support statements with evidence from the text.		-After reading *The Giver* by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. -After reading *To Kill a Mockingbird,* choose a theme that you felt was viable and explain it using examples from the novel. -*To Kill a Mockingbird*-Alternate ending assignment -GYRO Benchmarks (see addendum file) -"Almost Famous" dialogue analysis	
8.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).	M, T	Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation.	

8.5.4	Write persuasive compositions that: • include a well-defined thesis that makes a clear and knowledgeable appeal. • present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.		Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.	
8.5.6*	Write using precise word choices to make writing interesting and exact.		Write stories, reports, articles, and letters using a variety of word choices. (Use *adequately* instead of *enough*. Use *encyclopedia* or *mystery novel* instead of *book*.)	
8.5.7*	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.		Write a letter to the editor in response to an opinion column in your school or community newspaper.	

Standard 6:
WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.6.1	Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.		Alphabet Story-N2SSWTSW (No 2 Sentences Start With The Same Word)	*Sentence Composing for Middle School* by Don Killgallon
8.6.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: *Students having difficulty and needing help should stay after class.* • Incorrect: *Students having difficulty and who need help should stay after class.*		Identify parallelism in Martin Luther King Jr.s' *I Have a Dream* speech. Student speeches follow requiring the use of parallelism.	
8.6.3	Use subordination, coordination, noun phrases that function as adjectives (*These gestures — acts of friendship — were noticed but not appreciated.*), and other devices to indicate clearly the relationship between ideas.		Weekly sentence corrections.	
8.6.4	Edit written manuscripts to ensure that correct grammar is used.		Revisit ISTEP applied skills images and revise for correctness.	
8.6.5*	Use correct punctuation.		Weekly sentence corrections.	
8.6.6*	Use correct capitalization.		Weekly sentence corrections.	
8.6.7*	Use correct spelling conventions.		Incorporate commonly misspelled words in weekly sentence corrections.	

Standard 7:
LISTENING AND SPEAKING:
Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indicator	Description	MSDWT Curriculum Connection	Suggested Activities	Resources/Potential Assessments
8.7.1	Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	C		Martin Luther King, Jr. *I Have a Dream* video Presidential Address
8.7.2	Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.		After reading Mark Twain's *Celebrated Jumping Frog of Calaveras County,* students deliver humorous presentations	
8.7.3	Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.		Biography Book Report-Oral Presentation	
8.7.4	Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (*I recommend that you write drafts.*) rather than the passive voice (*The writing of drafts is recommended.*) in ways that enliven oral presentations.			Martin Luther King, Jr. *I Have a Dream* video
8.7.5*	Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.			

8.7.6	Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.			
8.7.8	Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	C		Videotape excerpts of a variety of speakers, including advertisements
8.7.10	Deliver narrative presentations, such as biographical or autobiographical information that: • relate a clear incident, event, or situation, using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	C	Deliver Urban Legend to the class	
8.7.11*	Deliver oral responses to literature that: • interpret a reading and provide insight. • connect personal responses to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge.	C	Students choose passages from core works to memorize, recite, interpret, and relate	
8.7.12	Deliver research presentations that: • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs.	M, T	Science-students give oral presentations of their research reports	

8.7.13	Deliver persuasive presentations that: • include a well-defined thesis (position on the topic). • differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. • maintain a reasonable tone.			
8.7.15*	Deliver descriptive presentations that: • establish a clear point of view on the subject of the presentation. • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.		Students write and describe their own personal "lifeline"	*I Know Why The Caged Bird Sings* by Maya Angelou *Flowers for Algernon* by Daniel Keyes

Addendum

- Costa's Levels of Questions:
  - Signal Words and Definitions
  - The Three-Story Intellect
  - Examples of Costa's Levels of Questions
  - Class Notes/Learning Log/Textbook Notes

- Levels of English Proficiency & Corresponding Student Actions
- Typical Student Behavior & Appropriate Teacher Behavior
- SDAIE Strategies: A Glossary of Instructional Strategies

Reading Pacing Guide
Grade 6

Students will: Identify the forms and characteristics of nonfiction by biographies, autobiographies, informational and persuasive texts. Students will also complete two core works and the standards associated with them.

Quarter	Cycle I	Cycle II	Assessment
Q1	Core Work – *Roll of Thunder, Hear My Cry* (4 weeks) *See rationale for standards*	Text Book Unit 8 Biography and Autobiography (or standards found in that unit) 2 Book Reports	CFA #1 Narrative 6.4.8 and 6.5.1 (Given in English class)
Q2	Textbook Unit 7 Information, Argument and Persuasion (or standards found in that unit)	Core Work – *City of Ember* *See rationale for standards* 2 Book Reports	CFA #2 Expository 6.5.3 and 6.4.3 (Given in English class)
Q3	Textbook Unit 7 Information, Argument and Persuasion (or standards found in that unit)	Core Work – *City of Ember* *See rationale for standards* 2 Book Reports	CFA #3 Persuasive 6.5.5
Q4	Core Work – *Roll of Thunder, Hear My Cry* (4 weeks) *See rationale for standards*	Text Book Unit 8 Biography and Autobiography (or standards found in that unit) 2 Book Reports	March 2-11 Writing Assessment (Applied Skills) April 27 – May 6 Progress Assessment (Multiple Choice, Standards 1-6)

English Pacing Guide
Grade 6

Quarter	Cycle I	Cycle I	Assessment
Q1	Textbook Unit 1 (or standards found in that unit) • Plot, • Conflict • Setting Power indicators 6.2.4 and 6.2.1	Textbook Unit 2 (or standards found in that unit) • Analyzing character • Point of View Power Indicators 6.1.4 and 6.3.5	CFA #1 Narrative 6.4.8 and 6.5.1
Q2	Textbook Unit 3 (or standards found in that unit) • Understanding Theme Power Indicators 6.2.7 and 6.3.2	Textbook Unit ((or standards found in that unit) • Investigation and Discovery • Research Power Indicators 6.4.5 and 6.4.3	CFA #2 Expository 6.5.3 and 6.4.3
Q3	Textbook Unit 6 (or standards found in that unit) • Myths • Legends • Tales Power indicators 6.2.4 and 6.1.4	*Nothing But the Truth* - Honors Oral Book Report Grammar Power Indicators 6.6.1, 6.6.2 and 6.6.6	CFA #3 Persuasive 6.5.5
Q4	Textbook Units 4 (or standards found in that unit) • Mood • Style • Tone Power Indicators 6.3.7 and 6.1.2	Textbook Unit 5 1 (or standards found in that unit) • Poetry • Research Paper Power Indicators 6.3.4	March 2-11 Writing Assessment (Applied Skills) April 27 – May 6 Progress Assessment (Multiple Choice, Standards 1-6)

Reading Pacing Guide
Grade 7

Quarter	Cycle I	Cycle II	Assessment
Q1	Unit 8 in Literature book: Nonfiction, Persuasive, Informational Texts (except the Writing Workshop) Standards: 7.1.2, 7.2.2, 7.2.9, 7.3.3, 7.3.6, 7.3.8, 7.5.2, 7.5.5	*We Beat the Streets* (core novel)-- Reviews: Independent Reading Vocabulary Roots Standard 7.3.6; Novels Standards 5, 6, and 7	
Q2	Unit 3 in Literature book: Theme, Short Story (except the Writing Workshop)	Literature Circles/Genre Circles Independent Reading Vocabulary Roots	
Q3	Unit 8 in Literature book: Nonfiction, Persuasive, Informational Texts (except the Writing Workshop) Standards: 7.1.2, 7.2.2, 7.2.9, 7.3.3, 7.3.6, 7.3.8, 7.5.2, 7.5.5	*We Beat the Streets* (core novel)-- Reviews: Independent Reading Vocabulary Roots Standard 7.3.6; Novels Standards 5, 6, and 7	
Q4	Unit 3 in Literature book: Theme, Short Story (except the Writing Workshop)	Literature Circles/Genre Circles Independent Reading Vocabulary Roots	

English Pacing Guide
Grade 7

Quarter	Cycle I	Cycle II	Assessment
Q1	• Review 6 +1 traits • Writing pre-assessment (teacher choice) • Parts of speech 7.6.4	• Instances of persuasion, propaganda, and faulty reasoning 7.2.10 • Electronic journalism 7.7.7 • Persuasive essay 7.5.4 • Edit 7.4.9 • Revise 7.4.10	ISTEP + September 15-26 Applied Skills (OE) Basic Skills (MC) **CFA=7.5.4 & 7.6.4** Persuasive essay (5 x 5)
Q2	• *The Boy in the Striped Pajamas* 7.3.1 & 7.3.5 • Simple, compound, and complex sentences 7.6.10	• Quotation marks and commas 7.6.7 • Narrative essay 7.5.1 • Edit 7.4.9 • Revise 7.4.10	**CFA=7.5.1 & 7.6.10** Narrative essay (5 x 5)
Q3	• Short Story survey "fiction" 7.3.1 • Capitalization 7.6.8 • Hyphens, dashes, and brackets 7.6.6	• Literary response and analysis (fiction) 7.4.3 & 7.5.2 • Poetry survey 7.3.7	**CFA=7.4.3 & 7.5.2** Literary response and analysis (poem or short story)
Q4	• Write research report 7.5.3 • Misplaced modifiers 7.6.1 • Give credit for paraphrased and quoted information 7.4.6 • Use note-taking, outlining, and summarizing techniques 7.4.4	• Write research 7.5.3 • Oral presentation 7.7.10 • Infinitives 7.6.2	March 2—March 11 Writing Assessment (Applied Skills) April 27—May 6 Progress Assessment (Multiple Choice, Standards 1-6)

Reading Pacing Guide
Grade 8

Quarter	Cycle I	Cycle II	Assessment
Q1	Short Stories Unit (Selections can either be from literature book or teacher's choice) 8.3.2, 8.3.3, 8.3.4, 8.3.7, 8.3.8, 8.7.7 • Comprehension Strategies • Reinforce Literary Elements Vocabulary in Context 8.1.3 Idioms 8.1.1 Independent Reading & Response (1 book per 9 weeks) 8.5.2, 8.5.7, 8.7.5, 8.7.9, 8.7.11 Use correct language conventions 8.6.5,8.6.6, 8.6.7	Core Work 8.2.4, 8.3.2, 8.3.4, 8.3.5, 8.3.6, 8.7.7 • *Romiette and Julio* • Reinforce Literary Elements Vocabulary in Context 8.1.3 Idioms 8.1.1 Independent Reading & Response (1 book per 9 weeks) 8.5.2, 8.5.7, 8.7.5, 8.7.9, 8.7.11 Use correct language conventions 8.6.5,8.6.6, 8.6.7	
Q2	Unit 9 - Argument & Persuasion 8.2.2, 8.2.3, 8.2.4, 8.2.6, 8.2.9, • Nonfiction/ Informational Texts Vocabulary in Context 8.1.3 Idioms 8.1.1 Independent Reading & Response (1 book per 9 weeks) 8.5.2, 8.5.7, 8.7.5, 8.7.9, 8.7.11 Use correct language conventions 8.6.5,8.6.6, 8.6.7	Unit 8 - Facts and Information & (Problem/ Solution) Writing 8.2.4, 8.2.5, 8.2.7, 8.2.9, • Technical Documents (reading & writing) 8.2.1, 8.4.7, 8.4.8, 8.4.9, 8.5.5, 8.5.6, 8.7.15 Vocabulary in Context 8.1.3 Idioms 8.1.1 Independent Reading & Response (1 book per 9 weeks) 8.5.2, 8.5.7, 8.7.5, 8.7.9, 8.7.11 Use correct language conventions 8.6.5,8.6.6, 8.6.7	

English Pacing Guide
Grade 8

Quarter	Cycle I	Cycle II	Assessment
Q1	Introductory Unit • Literary Elements • Reading Strategies • ISTEP prep • Writing Process (6+1) 8.3.6; 8.4.9; 8.6.4 Unit 1 – Plot/Conflict	Unit 1 - Plot/Conflict (Cont.) • Personal Narrative Unit 2 Character & Pt. of View • Descriptive Writing 8.3.2	ISTEP+ Sept. 15-26 - Applied Skills (OE) - Basic S kills (MC) CFA # 1: Narrative Writing Prompt 8.5.1
Q2	Unit 3 –Setting & Mood • Compare/Contrast Essay • Quote Analysis • Journaling/Bellwork 8.6.1; 8.6.2	Unit 4 –Theme & Symbol Core Works • *To Kill A Mockingbird* 8.1.3; 8.3.2; 8.3.5;	CFA # 2: Literary Response & Analysis Writing Prompt 8.5.2
Q3	Unit 7 –Historical Perspective Point of View 8.3.7 Core Works • *Les Miserables* (x-classes)	Unit 9 – Persuasive Writing/Speaking 8.5.4 Unit 10 – Research Strategies 8.2.9; 8.4.2; 8.4.5; 8.4.9; 8.5.3; 8.6.4; 8.7.1; 8.7.3; 8.7.6	CFA # 3: Persuasive Writing Prompt 8.5.4
Q4	Unit 6 – Style, Voice, & Tone • Literary Analysis 8.3.6; 8.7.11	Unit 5 - Poetry • Lyrical Analysis 8.1.1; 8.3.1	ISTEP+ March 2-11 - Writing Assessment - (Applied Skills) ISTEP+ April 27–May 6 - Progress Assessment - (Multiple Choice, Standards 1-6)

Core Works

Grade 6
Roll of Thunder, Hear My Cry by Mildred Taylor
The City of Ember by Jeanne DuPrau
Nothing but the Truth (Honors) by Avi

Grade 7
The Boy in the Striped Pajamas by John Boyne
We Beat the Street by Sampson Davis, Rameck Hunt and George Jenkins
Code Orange (Honors) by Caroline Cooney

Grade 8
To Kill a Mockingbird by Harper Lee
Romiette and Julio by Sharon Draper
Les Miserables (Honors) by Victor Hugo

Core Work: Grade 6 English Curriculum
Roll of Thunder, Hear My Cry

Taylor, Mildred D. <u>Roll of Thunder, Hear My Cry</u>. New York: Penguin Books, 1976.

Intended Audience

Roll of Thunder, Hear My Cry will be read by all Grade 6 English students for whole-class study. Set in the 1930's, this book deals with issues of racial prejudice, character values, and staunch determination to win against all odds. It also provides excellent background for reading related to the Great Depression and *To Kill a Mockingbird.*

Summary (From classicnote)

Ten-year-old Cassie Logan heads to the first day of school with her brothers, twelve-year-old Stacey, seven-year-old Christopher-John, and six-year-old Little Man. It is October of 1933, and they, with their Papa, Mama, and grandmother Big Ma, are a black family living in rural Mississippi. The family owns four hundred acres of land, half of which is mortgaged, and Papa must work half the year on the railroad far away to pay for it. Mr. Granger, whose family owned the land during slavery times, wants to buy it back and constantly threatens to take it from them.

On the way to school, TJ Avery, a troublemaker of thirteen, and his younger brother Claude tell how the Berry's, three black men, were burned -- one killed -- by the white Wallace brothers. A white boy, Jeremy Simms, joins them for part of the walk. He goes to the white Jefferson Davis County School while they go to Great Faith Elementary. At school, Cassie and Little Man get in trouble with the teacher, Miss Crocker, when they are upset with their used textbooks, which list the condition as "very poor" next to their race. Mama, who is a seventh-grade teacher, pastes paper over the inside covers of her students' books.

Papa returns unexpectedly from the railroad with a big, strong man named Mr. Morrison, who got in a fight with some white men and lost his job on the railroad. He will be staying with the Logan's.

In October, the children must walk to school in the rain and mud and are splashed by the vindictive driver of the white school's bus. (The black school cannot afford a bus because the county doesn't give it enough money.) One day, after being forced off the road into a muddy ditch, Stacey leads his siblings in digging a trench across the road at lunchtime to make it look like the road has washed out. After school, they watch from the forest as the bus drives into it, breaking its axle, flooding its engine, and leaving the white students without a bus for two weeks.

Later, the children hear that the "night men" are out. Cassie sees cars approach the house in the middle of the night and then turn around. Horrified, TJ tells the story that the "night men" tarred and feathered a black man, Sam Tatum, for accusing Jim Lee Barnett, who owns the Mercantile in the neighboring town of Strawberry, of cheating him.

Next, Stacey follows TJ to the Wallace's store, where he's been forbidden to go, and punches TJ, before Mr. Morrison catches him and brings him home. There, Mr. Granger has just finished threatening to take the land from Big Ma. Stacey confesses to Mama, who punishes the four children for going to the store by taking them to see Mr. Berry, who was burned so badly he can no longer speak. Mama begins to arrange a boycott of the Wallace and Barnett stores.

Big Ma takes Stacey, Cassie, and TJ to the market in Strawberry. While Big Ma talks to Mr. Jamison, a friendly white attorney, TJ admires a pistol in the store. When Mr. Barnett waits on white customers while ignoring TJ, Cassie tries to remind him of their presence, he calls her a "little nigger," then throws her out of the store for arguing with him. In the street, Cassie bumps into Jeremy's sister Lillian Jean and is forced by Mr. Simms to say, "I'm sorry, Miss Lillian Jean," as Big Ma looks on.

Uncle Hammer comes to visit for Christmas and is prevented from going after Mr. Simms by Mr. Morrison. Mama explains to Cassie that Big Ma had no choice but to not confront Mr. Simms. Uncle Hammer drives the family around in his new Packard and also gives Stacey a new coat. TJ makes fun of him in it, because it is so big on him, so Stacey gives it to TJ till it fits. Uncle Hammer makes him give it to him permanently for being irresponsible enough to let TJ take it. On Christmas, Mr. Morrison tells the story of how his entire family was killed when an angry white mob attacked his house, where two young men accused of molesting a white woman had hidden, the Christmas he was six.

Big Ma puts the land in Hammer and Papa's names to protect it. Mr. Jamison agrees to provide credit for the families who have agreed to have Papa shop for them in far-away Vicksburg. Mr. Granger, who owns the land where the Wallace store sits, threatens Uncle Hammer and Papa with the loss of their land.

Cassie pretends to be friends with Lillian Jean, acting subservient, calling her Miss and carrying her books until one day she takes her into the woods and fights with her, pulling her hair until she apologizes for Strawberry and threatening to tell the secrets she's shared if she says anything to her father. Mama fails TJ on a test for cheating, and in retribution, he mentions at the Wallace store about her covering the inside of the books. Kaleb Wallace, Harlan Granger, and another man from the school board come to Mama's class when she is teaching a lesson about the injustices of slavery, look in the books, and fires her.

Stacey stops being friends with TJ, and TJ starts hanging around with RW and Melvin Simms, who are eighteen and nineteen and white. Mr. Avery, Mr. Lanier, and several other people stop buying goods in Vicksburg when Mr. Granger and Mr. Montier raised the percentages of cotton they want from their sharecroppers and threaten to kick anyone associated with the boycott off their land.

On the return trip from Vicksburg, Papa, Mr. Morrison, and Stacey must stop when the back wheels fall off the wagon. As they fix them, the Wallace's truck stops behind them and someone shoots at Papa, grazing his temple. The horse frights, and the wheel of the wagon rolls over Papa's leg, breaking it.

Papa can't go back to work on the railroad, but it looks like they might just scrape by when the bank calls in the note on their mortgage. Uncle Hammer sells his Packard to pay for it. He brings the money the week of the revival, a religious and social event, but must leave quickly so as not to incite further tensions. TJ shows up at the revival with RW and Melvin, who he says are his friends and who will buy him anything, even the pistol at the Barnett Mercantile. When Stacey and everyone else ignore him and goes into the church, TJ is upset but finally leaves with the Simms brothers.

That night, thunder rolls and Mr. Morrison watches outside the house. TJ taps on the door in the middle of the night and tells Cassie and Stacey that he broke into the Barnett Mercantile with RW and Melvin to steal the gun. When Mr. Barnett comes down to investigate, RW and Melvin, who were disguised with stockings over their faces and gloves, hit him with the flat side of the axe. Just then his wife comes down and sees her husband; they throw her against the stove, knocking her out. TJ threatens to tell, and they beat him badly. He asks Stacey to help him to get home, and all four Logan children end up walking TJ back to his house in the middle of the night.

The Logan children watch from the woods as the Wallace's, Simms brothers, and other whites break into the Avery house and drag out its inhabitants, beating them. Some call for hanging TJ, Mr. Morrison, and Papa. Mr. Jamison arrives, trying to stop them. Stacey sends the other children home to tell the adults.

After hearing the story from Cassie, Papa sets off with his shotgun and Mr. Morrison. Soon, Mama notices smoke coming from the cotton, which is burning. She and Big Ma go off to fight the fire, which is heading towards the woods. Before dawn, Jeremy Simms comes by and says that all the men (whom Cassie and her brothers saw at the Avery's) have gone to fight the fire and that Papa and Stacey are all right. Just then, it begins to rain, and within an hour, the fire stops.

Cassie and Little Man rush to the cotton where they see neighbors helping to put out the rest of the blaze. Mama and Big Ma take them and Stacey home. There, Stacey tells her that Mr. Jamison tried to stop the hanging, and Mr. Granger would do nothing until he smelled smoke and sent all the men off to fight the fire. That's when Mr. Morrison, but strangely, not Papa, went to get Stacey in the woods. Cassie realizes that the fire didn't start from lightening, like everyone thinks, but that Papa set it. Papa and Mr. Morrison arrive home and Papa tells Stacey and Cassie that TJ is with the sheriff and will probably be put on the chain gang. Stacey bursts into tears and runs off. Papa follows after putting Cassie to bed. Once in bed, Cassie cries for TJ and the land.

Relationship of the Book to the MSDWT Program

This book provides opportunities for the reader to respond to literature using interpretive, critical, and evaluative processes. It also offers opportunities for persuasive writing, collecting and organizing information (research), and writing and delivering a speech.

Indiana Standards that could be covered by teaching this book include:

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development
6.1.1   Read aloud grade-level-appropriate poems, narrative text (stories), and
       expository text (informational) fluently and accurately and with appropriate timing, changes
       in voice, and expression.
6.1.2   Identify and interpret figurative language and words with multiple meanings.

Standard 2 READING: Reading Comprehension (Focus on Informational Materials)
6.2.3   Connect and clarify main ideas by identifying their relationships to multiple
       sources and related topics.
6.2.4   Clarify an understanding of texts by creating outlines, notes, diagrams,
       summaries, or reports.
6.2.6   Determine the adequacy and appropriateness of the evidence presented for
       an author's conclusions and evaluate whether the author adequately supports inferences.

Standard 3 READING: Literary Response and Analysis

6.3.2   Analyze the effect of the qualities of the character on the plot and the
          resolution of the conflict.
6.3.3   Analyze the influence of the setting on the problem and its resolution.
6.3.4   Define how tone and meaning are conveyed in poetry through word choice,
          figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and
          rhyme.
6.3.6   Identify and analyze features of themes conveyed through characters,
          actions, and images.
6.3.7   Explain the effects of common literary devices, such as symbolism, imagery,
          or metaphor, in a variety of fictional and non-fictional texts.

Impact of the Book

Reading this core work will provide opportunities for students to explore and respond to different cultural perspectives, study the effects of racial tension and prejudice, and share in-depth character studies.

Potential Problems with the Work

This work does deal with sensitive issues of prejudice and discrimination during the 1930's. Some students may need more background information to understand the subtle as well as overt acts of subjugation.

Resources

Substantive information related to this core work can be readily accessed through many sources. Some of those sources are: NCTE, the International Reading Association, and the ALAN Review. An example of this material is the biography under supplemental information.

ClassicNotes: Roll of Thunder Hear My Cry www.classicnote.com
Quest1 www.fsu.edu/canal/ENGLISH/webquests/roll.htm
The KidReach Reading Center www.westga.edu~kidreach

Collection of Supplementary Information

Biography of Mildred Taylor (1943-)

Mildred Taylor was born in Jackson, Mississippi, on September 13, 1943, to Wilbert Lee and Deletha Marie (Davis) Taylor. She would later say she "was born in a segregated city in a segregated state in a segregated America." The Taylor's had lived in Mississippi since the times of slavery. But, only three weeks after their daughter's birth, the Taylor family moved to Toledo, Ohio, where Mildred Taylor would remain until graduating from the University of Toledo in 1965.

Several incidents of racial violence had occurred in the Jackson area around the time of September 1943, and Taylor's father decided to seek a new life for his family in the North. He chose Toledo because a large network of friends and relatives already made their homes there. Still, the Taylor family took long car trips to the South throughout Mildred's childhood, and the environments experienced on these trips would provide the settings for her future novels.

The family traveled each summer to a pre-Civil Rights era South, where segregation remained a reality. But for Taylor, the South of racism and segregation was also a "South of family and community." The mule Jack and mare Lady, who appear in the book *Roll of Thunder, Hear My Cry* were the real animals Taylor rode during her summers in the South.

The strength of family is an important theme in the Taylor's books, and stories about her family -- aunts, uncles, great-grandparents -- going back to the times of slavery filled Taylor's childhood, told by her father as they sat by the fire in their Ohio home and by family members in both Ohio and Mississippi. Taylor calls these stories "a different history from the one I learned in school" and credits her father's storytelling with her decision, by the time she entered high school, that she would become a writer.

Taylor's father attempted to instill in her and her sister Wilma an awareness of their past and future. When the family moved into a newly integrated Toledo neighborhood the year Taylor was ten, she became the only black child in her class and realized her actions would be judged as representative of her race. There, she was shocked by the "lackluster" histories of black Americans found in her history books. When she shared her own knowledge of black history with the class, however, the students and teacher thought she was making things up.

Because she was already living in the North, Taylor was not directly exposed to the Civil Rights Movement, which began when she was in high school. However, when a black student was chosen to be homecoming queen at Taylor's school during her freshman year, in 1957, many white students reacted with anger and even violence, reminding Taylor that racism was far from dead. When then-Senator John F. Kennedy visited Toledo, Taylor was elected by her classmates to report on the visit and found herself inspired by Kennedy's interest in the civil rights movement.

Taylor attended college at the University of Toledo. She spent much of her free time writing, a process she found difficult but which she was determined to do. She first patterned her writing after Charles Dickens and Jane Austen but found emulating such literary styles to be unnatural and to make her work "stiff and unconvincing." Taylor's first novel, written when she was nineteen, was titled *Dark People, Dark World.* Told in the first person, this story of a blind white man in Chicago's black ghetto was never published, though one publisher expressed interest in a shortened, edited version.

Inspired by Kennedy, Taylor applied for and was selected to join the Peace Corps and teach in Ethiopia. Her father was both proud of his daughter and like his wife, worried about her being so far away for so long. After graduating with a degree in education from the University of Toledo, Taylor accepted the Peace Corp job and taught English on a Navajo reservation in Arizona and history in Ethiopia. Her experiences in Africa inspired Taylor to reconsider the stories her father had told her about her own strong, proud black relatives.

Upon returning to the United States in 1967 after two years in the Peace Corps, Taylor worked as a Peace Corps recruiter from 1967-1968 and as a Peace Corps instructor in Maine during 1968. In the fall of 1968, Taylor matriculated at the University of Colorado's Graduate School of Journalism. There, during the era of Black Power, she joined the Black Student Alliance and was instrumental in the creation of a black studies program at the university. After receiving her master's degree, Taylor worked for the Black Education Program as a study skills director.

Through her involvement in the BSA, Taylor studied black culture, black history, and black politics, and was approached by Life magazine to write an article about the BSA. The magazine disagreed with Taylor's portrayal of the organization and never published the article. Disappointed, Taylor returned to Ethiopia and sought to rethink her goals in life.

Taylor moved to Los Angeles after returning to the United States and worked at a number of temporary jobs as she began to focus on her writing and even refused a job at CBS as she continued to write. In August 1972, she married Errol Zea-Daly. The two divorced in 1975 and have one daughter.

Taylor's first break came when she won a contest sponsored by the Council on Interracial Books for Children. Her winning book *Song of the Trees* (1975) was the revision of an old manuscript, based upon a family story about trees cut down by money-hungry white men. Taylor had originally planned to tell the story from the point of view of the grandmother but instead found it to be more successful when told by eight-year-old Cassie Logan.

Roll of Thunder, Hear My Cry was Taylor's second book about the Logan family. Published in 1976, it won the Newbery Award, which awards excellence in books written for children. The book was dedicated to Taylor's father, of whom she spoke in her acceptance speech as her inspiration, and who was the basis for the characters of Stacey and David. A television miniseries adaptation of the book, starring Morgan Freeman, aired on ABC TV in 1978.

Another Logan family book, *Let the Circle Be Unbroken* (1981), continues the story of the Logan's and their community's struggle during the Great Depression, and in the fourth Logan family book, *The Road to Memphis* (1990), revisits Cassie as a high school senior attending school in Jackson, Mississippi, far from her family. Both books met with great critical acclaim. A related book, *Mississippi Bridge* (1990), is narrated not by Cassie but by Jeremy Simms, a character in Taylor's earlier books about the Logan's. Taylor's last Logan book, *The Well: David's Story* (1995) depicts a ten-year-old David Logan -- Cassie's father -- during a summer in which there is a drought. It too received critical praise.

Two other books, *The Friendship* and *The Gold Cadillac*, both published in 1987 also address the theme of racism. The former depicts a friendship between a white man and black man in 1930s Mississippi that eventually turns to violence, and the latter is based upon the car trips Taylor took to the South with her family as a child.

Now living in Colorado, Taylor received the Jason Award for *The Well: David's Story* in 1997. She is also the recipient of the Newbery Award and a multiple recipient of the Boston Globe-Horn Book Award, the Jane Addams Book Award, the Coretta Scott King Award, and the Christopher Award.

Alternative Book Choices

<u>Sounder</u> by William H. Armstrong

Core Work: Grade 6 English/Reading
The City of Ember

DuPrau, Jeanne. <u>The City of Ember.</u> USA: Random House. May 2003.

Intended Audience

All Washington Township students in Grade 6 Honors and Academic Classes will participate in a whole-class study of *The City of Ember.*

Summary (From *Novel Units* Teacher Guide)

The City of Ember takes place in fictional, futuristic Ember – "the only light in the dark world"(p.25) 241 years after the city's creation. The story begins on Assignment Day, when all 12-years-olds randomly select jobs for the next three years. Lina Mayfleet longs to be a messenger, while Doon harrow aspires to fix Ember's deteriorating generator as a Pipeworks laborer. Over time, supplies and food in Ember have come scarce, and the city now suffers from persistent blackouts. Lina, who struggles to take care of her grandmother and younger sister Poppy, discovers scraps instructions about how to escape from Ember and turns to Doon for help. Once Doon and Lina discern the Instructions' meaning, they risk their own lives to escape Ember. Along the way Doon and Lina learn how much they truly value their crumbling city and its citizens.

Relationship of the Book to the MSDWT Program
The class study of *The City of Ember*, along with accompanying groups and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
6.1.2 Identify and interpret figurative languages and words with multiple meanings.

6.1.4 Understand unknown words in informational texts by suing word, sentence and paragraph clues to determine meaning.

<u>Standard 3 READING: Comprehension and Analysis of Literary Text</u>
6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict

6.3.3 Analyze the influence of the setting on the problem and its resolution.

6.3.5 Identify the speaker and recognize the difference between first-person and third-person narration.

6.3.6 Identify and analyze features of the themes conveyed through characters, actions and images.
6.3.9 Identify the main problems or conflict of the plot and explain how it is resolved.

Standard 5 WRITING: Applications

6.5.4 Write responses to literature that: develop an interpretation that shows careful reading, understanding, and insight, organize the interpretations around several clear ideas, and support statements with evidence from the text.

6.5.8. Write summaries that contain the main ideas of the reading selections and the most significant details.

Standard 7 LISTENING AND SPEAKING: Skills, Strategies and Applications

6.7.15 Ask questions that seek information not already discussed.

6.7.12 Deliver oral responses to literature that: develop an interpretations that shows careful reading, understanding and insight, organize the presentation around several clear ideas, premises, or images, and develop and justify the interpretations thought the use of examples from the text.

A study of characters and problem solving in *The City of Ember* relates well to discussion of the Washington Township Character Values: Respect, Responsibility, Honesty, Caring, Courage and Self-Discipline.

Impact of the Book

The study of this novel *The City of Ember* leads to students thinking, discussing and writing that provides students the opportunity to define, reflect upon and even begin to change some of their personal attitudes and behaviors. Following are some specific examples:
- Follow one's dreams
- Preserving resources for the future
- Taking a courageous stand
- Thinking independently and objectively
- Solving problems
- Standing up for what is right
- Be able to identify with a character and understand one does not always have to follow the majority opinion

Potential Problems with the Work

There seems to be no potential problems with this novel choice. The mayor is greedy and seems to have his own interest at heart, not the city's. A motion picture is due to be released in October of 2008. There is conflict between the protagonists and authority figures in the novel.

Collection of Information about the Book

ALA Notable Children's Book 2004
Best Children's Books of the year 2004; Bank Street College of Education
Capitol Choices, 2004
IRA Children's Literature Choice List, 2004

VOYA "While Ember is colorless and dark, the book itself is rich with description. . . . Part mystery, part adventure story, this novel provides science fiction for those who do not like science fiction."

USA Today "DuPrau's first foray into fiction creates a realistic post-apocalyptic world where everyone has lived underground for so long that they assume it has always been that way. . . . Reminiscent of post-apocalypse fiction like Robert O'Brien's Z for Zachariah, DuPrau's book leaves Doon and Lina on the verge of the undiscovered country and readers wanting more."

Resources

http://www.mce.k12tn.net/reading52/city_of_ember.htm
http://suzyred.com/2006cityofember.html
http://www.nytimes.com/learning/teachers/lessons/19990708thursday.html
http://www.wattsnew.com/wattsnew3/castlegate/castlegate.html
http://www.ideafinder.com/history/inventions/story074.htm http://www.galaxy.net/~k12/electric/
http://www.pbs.org/wgbh/amex/edison/sfeature/acdc.html http://blackdog4kids.com/games/word/

Alternate Book Choices

The Giver by Lois Lowry
Waterbound by Jane Stemp
Shade's Children by Garth Nix
Among the Hidden by Margaret Peterson Haddix
The Last Book in the Universe by Rodman Philbrick
Gathering Blue by Lois Lowry
Feed by M. T. Anderson
The City of Gold and Lead by John Christopher
The Cure by Sonia Levitin
The Ear, the Eye, and the Arm by Nancy Farmer
Ender's Game by Orson Scott Card

Core Work: Grade 6 Honors English
Nothing But the Truth

Avi. *Nothing But the Truth: A Documentary Novel*. **New York: Avon Books, Inc. 1991.**

Intended Audience

All Washington Township students in Grade 6 Honors English classes will participate in a whole-class study of *Nothing But the Truth.*

Summary (From McDougal Littell *Classzone*)

Nothing But the Truth is a documentary novel laying out the evidence of how one student's penchant to hum along with the playing of "The Star Spangled Banner" resulted in national media coverage, culminating in the professional demise of a well-meaning English teacher. Phillip Malloy likes to hum as the national anthem is played over the school's intercom system each morning. Despite the English teacher's repeated requests for him to stop, Phillip continues until he is suspended. His parents challenge the school, and chaos ensues. Phillip is struggling to achieve status in sports and assert his individuality in the classroom. He is a freshman—invincible and careless. Philip is testing authority and self-reliance while exploring his own independence. More importantly, he is unaware of the eventual consequences of his actions to himself and others. A major theme of this book is truth and the search for complete truth amongst the multiple versions of the same incident.

Relationship of the Book to the MSDWT Program

The class study of *Nothing But the Truth*, along with accompanying groups and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development
6.1.2 Identify and interpret figurative languages and words with multiple meanings.

6.1.4 Understand unknown words in informational texts by using word, sentence and paragraph clues to determine meaning.

Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text
6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

6.2.8 Identify how an author's choice of words, examples and reasons are used to persuade the reader of something.

Standard 3 READING: Comprehension and Analysis of Literary Text

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

6.3.3 Analyze the influence of the setting on the problem and its resolution.

6.3.5 Identify the speaker and recognize the difference between first-person and third-person narration.

6.3.6 Identify and analyze features of the themes conveyed through characters, actions and images.

6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.

6.3.9 Identify the main problems or conflict of the plot and explain how it is resolved.

Standard 5 WRITING: Applications

6.5.4 Write responses to literature that: develop an interpretation that shows careful reading, understanding, and insight, organize the interpretations around several clear ideas, and support statements with evidence from the text.

6.5.8. Write summaries that contain the main ideas of the reading selections and the most significant details.

Standard 7 LISTENTING AND SPEAKING: Skills, Strategies and Applications

6.7.15 Ask questions that seek information not already discussed.

6.7.12 Deliver oral responses to literature that: develop an interpretations that shows careful reading, understanding and insight, organize the presentation around several clear ideas, premises, or images, and develop and justify the interpretations thought the use of examples from the text.

Impact of the Book

Nothing But the Truth addresses relationships between students, teachers, administrators and the public. The documentary style requires readers to make inferences as they read critically through a variety of documents presented in the book. Students will have the opportunity to reflect and critically evaluate the choices and reactions of the characters in the book to the boy's right of freedom of speech. Through class discussion and writing the students could cover the following concepts.

- Challenges and Triumphs
- The Individual vs. Society
- Constitutional rights of students
- Patriotism
- Appearance vs. reality
- Evaluate the credibility of sources
- The Bill of Rights

Potential Problems with the Work

Before beginning this novel, the teacher should front load information about the Bill of Rights. If students are not at least aware of these rights, the resolution may not make sense.

Collection of Information about the Book

Newbery Honor Book
Avi is a well-known award-winning young adult author.

From Publishers Weekly: It is clear that Avi is attuned to the modern high school scene. With frankness and remarkable insight, he conveys the flaws of the system while creating a story that is both entertaining and profound.

From School Library Journal: Admirably well crafted and thought provoking. --Ellen Fader, Westport Public Library,

Resources

www.readwritethink.org/lessons/lesson_view.asp?id=394
www.readwritethink.org/materials/persuasion_map/
http://litplans.com/authors/Avi.html
http://litplans.com/titles/Nothing_but_the_Truth_Avi.html
http://www.maslibraries.org/infolit/samplers/nothing.html
Stand Up with the ACLU http://www.aclu.org/standup/index.html
Foundation for Individual Rights in Education http://www.thefire.org/
Free Speech http://www.thefire.org/index.php/topic/11
First Amendment Center
http://www.firstamendmentcenter.org/Speech/studentexpression/Index.aspx
The Free Expression Policy Project http://www.fepproject.org/

Alternate Book Choices

Listen to Learn by Teri Tibbet
The Chocolate War by Robert Cormier
Let Me Hear You Whisper by Paul Zindel
Monster by Walter Dean Myers
Freak the Mighty by Rodman Philbrick
And Then There Were None by Agatha Christie

Core Work: Grade 7 English
The Boy in the Striped Pajamas

Boyne, John. <u>The Boy in the Striped Pajamas</u>, USA: David Fickling Books, 2006.

Intended Audience

All Washington Township students in Grade 7 English classes will participate in a whole-class study of *The Boy in the Striped Pajamas.*

Summary

When Bruno is forced to move away from his enormous Berlin home with his family, his life changes forever. Besides moving into a smaller house with no "nooks and crannies" to explore, besides having no one to play with except for his older sister, he's surrounded by soldiers that are constantly in and out of his father's downstairs office as well as other grown-ups who always seem angry or unhappy.

Bruno misses his friends and his grandparents. He doesn't understand what's going on around him. He hates everything about "Out-With" and is very lonely until he meets the boy on the other side of the fence.

Relationship of the book to the MSDWT Program

The class study of *The Boy in the Striped Pajamas,* along with accompanying groups and individual assignments, will focus on the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.

7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

<u>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text</u>
7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

<u>Standard 3 READING: Comprehension and Analysis of Literary Text</u>
7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.

7.3.6 Compare reviews of literary works and determine what influenced the reviewer.

7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Standard 5 WRITING: Applications
7.5.2 Write responses to literature that develop interpretations that show careful reading, understanding, and insight, organize interpretations around several clear ideas, premises, or images from the literary work, and support statements with evidence from the text.

7.5.5 Write summaries of reading materials that include the main ideas and most significant details, use the student's own words, except for quotations, and reflect underlying meaning, not just the superficial details.

Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

7.7.9 Deliver oral summaries of articles and books that include the main ideas and the most significant details, state ideas in own words, except for when quoted directly from sources, and demonstrate a complete understanding of sources, not just superficial details.

Impact of the Book

The Boy in the Striped Pajamas addresses relationships between family members, peers, and adults. Through class discussion and writing the students should cover the following concepts:
   Patriotism
   Bravery
   Social Class System
   Gender roles
   World War II
   Holocaust

Potential Problems with the Book

Before beginning this novel, the teacher should front load information about the Holocaust and World War II. If students are not made aware of who was responsible for the Holocaust and concentration camps, they will have a difficult time making the inferences needed in order to comprehend the novel.

Resources

Auschwitz-Birkenau Memorial and Museum **www.auschwitz.org.pl**
The Holocaust/Shoah Page **www.mtsu.edu/~baustin/holocamp.html**
Holocaust Cybrary **http://www.remember.org/auschwitz**
Hitler Historical Museum **www.hitler.org**

Alternate Book Choices

Number the Stars by Lois Lowry
The Devil's Arithmetic by Jane Yolen
Daniel's Story by Carol Matas
Milkweed by Jerry Spinelli

Core Work: Grade 7 Reading
We Beat the Street

Davis, Sampson, Rameck Hunt, and George Jenkins. <u>We Beat the Street : How a Friendship Pact Led to Success</u>. New York: Dutton Juvenile, 1975.

Intended Audience

All Washington Township students in Grade 7 Reading classes will participate in a whole-class study of *We Beat the Street*.

Summary (From School Library Journal)

The Three Doctors, as the subjects of this inspirational book call both themselves and their nonprofit foundation, grew up in a tough neighborhood in Newark, NJ. Draper tells a story featuring each of the young men by turn, followed by his comments on how a single event affected him across time. Davis, for instance, remembers the hospital where he later became an emergency-medicine physician as the same one where his foot was treated after an incident when he was six. Hunt recalls first meeting Sampson and Jenkins in ninth grade. Jenkins tells of the friends' success at moving from high school to college. Draper adds dialogue and evokes the pivotal moment in each vignette as though it were a scene in one of her realistic novels. The book takes the young men through college and medical school and into their careers. While Jenkins seems relatively calm and serious from the beginning, Hunt found himself in trouble right into medical school. Davis had trouble getting an emergency-medicine internship-and then found himself back in his Newark neighborhood, right where he knew he'd be serving his hometown.

Relationship of the Book to the MSDWT Program

The class study of *We Beat the Street*, along with accompanying group and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

<u>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text</u>
7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.

Standard 3 READING: Comprehension and Analysis of Literary Text

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.

7.3.8 Analyze the influence of the setting on the problem and its resolution.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Standard 4 WRITING: Processes and Features

7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)

7.5.2 Write responses to literature that: develop interpretations that show careful reading, understanding, and insight, organize interpretations around several clear ideas, premises, or images from the literary work, and support statements with evidence from the text.

7.5.5 Write summaries of reading materials that: include the main ideas and most significant details, use the student's own words, except for quotations, and reflect underlying meaning, not just the superficial details.

Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.

7.7.2 Determine the speaker's attitude toward the subject.

7.7.9 Deliver oral summaries of articles and books that: include the main ideas and the most significant details, state ideas in own words, except for when quoted directly from sources, and demonstrate a complete understanding of sources, not just superficial details.

Impact of the Book

We Beat the Street is a nonfiction work dealing with concepts very important to teens today. The authors, Sampson Davis, George Jenkins, and Rameck Hunt, provide positive role models for all teens. These three men grew up in poverty where drugs and gangs were rampant. They developed a bond that allowed them to achieve their goals of becoming doctors. In addition to being exposed to a nonfiction piece of literature, students will recognize and discuss the following themes:

Friendship
Peer pressure
Dangerous situations/Impulsive behavior
Drug use
Acceptance
Overcoming obstacles
Responsibility
Self-discipline

Potential Problems with the Work

In this novel, irresponsible acts are made by the main characters, such as skipping class, using drugs, and stealing. The teacher should front load information about the importance of acting responsibly before beginning this novel.

Collection of Information about the Book

New York Times Bestseller
VOYA Nonfiction Honor List

From Publishers Weekly: Readers searching for role models will find much to cheer and emulate here.

From School Library Journal: An epiphanic story…the writing is simple and accessible and there is plenty of action for reluctant readers.

Resources

The Three Doctors, Inc. http://www.threedoctors.com/
We Beat the Street http://www.webeatthestreet.com/
Teacher Vision http://www.teachervision.fen.com/biographies/printable/55160.html
Sharon Draper http://sharondraper.com/lessonsdetail.asp?lesson=11
San Diego State University
http://edweb.sdsu.edu/courses/EDTEC596/Units/Respon/Responsibility.html

Alternate Book Choices

The Pact by Sampson Davis, George Jenkins, and Rameck Hunt
Tears of a Tiger by Sharon M. Draper
Letters to a Young Brother by Hill Harper
Gifted Hands by Ben Carson

Core Work: Grade 7 Honors English
CODE ORANGE

Cooney, Caroline. <u>Code Orange</u>. New York: Laurel Leaf, a division of Random House Inc. 2007.

Intended Audience

All Washington Township students in Grade 7 Honors will participate in a whole-class study of *Code Orange.*

Summary

In top, utterly terrifying form, Cooney leads a gregarious New York City teenager to a century-old sample of smallpox scabs. As dedicated to avoiding study as he is to getting closer to classmate Olivia, Mitty is oblivious to the danger he, she, and everyone else in the crowded city is in from his possible exposure to this hyper-contagious, utterly devastating disease--until he starts looking into smallpox for a school project. Drawing from several medical resources, which she lists at the end, Cooney lays out the illness's history and symptoms in precise, gruesome detail as a horrified Mitty writhes on the horns of a dilemma: Is the virus still active? Can he find a way to prevent an epidemic if it is? Should he tell the authorities, and look like a total dork if it isn't? Then, in a heart-stopping twist, Mitty is kidnapped by terrorists intent on using him as a biological weapon. Readers won't soon forget either the profoundly disturbing premise of this page-turner or its likable, ultimately heroic slacker protagonist.Relationship of the Book to the MSDWT Program

The class study of *Code Orange*, along with accompanying group and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
8.1.1   Analyze idioms and comparisons, such as analogies, metaphors, and
similes, to infer the literal and figurative meanings of phrases.
8.1.3   Verify the meaning of a word in its context, even when its meaning is not
directly stated, through the use of definition, restatement, example, comparison, or contrast.

<u>Standard 3 READING: Literary Response and Analysis</u>
8.3.2   Evaluate the structural elements of the plot, such as subplots, parallel
episodes, and climax; the plot's development; and the way in which conflicts are (or are not)
addressed and resolved.
8.3.3   Compare and contrast the motivations and reactions of literary characters
from different historical eras confronting either similar situations and conflicts or similar hypothetical
situations.
8.3.4   Analyze the importance of the setting to the mood, tone and meaning
of the text.
8.3.5   Identify and analyze recurring themes (such as good versus evil) that
appear frequently across traditional and contemporary works.
8.3.6   Identify significant literary devices, such as metaphor, symbolism, dialect
or quotations, and irony, which define a writer's style and use those elements to interpret the work.

Standard 5 WRITING: Writing Applications
8.5.2 Write responses to literature.

Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications
8.7.11 Deliver oral responses to literature.

A study of characters and conflicts in *Code Orange* relates well to discussion of the Washington Township Character Values: Respect, Responsibility, Honesty, Caring, Courage, and Self-Discipline.

The reading and vocabulary levels of this novel exceed 7th grade level, making it a rigorous choice for the honors students. The medical vernacular used in the novel will provide ample opportunity for vocabulary study.

The middle school teams have the opportunity to plan an interdisciplinary unit (English and Science) concerning the theme of disease and its cause/effect, comparing and contrasting the social climate in the early years of small pox medicine and the present.

Impact of the Book

The study of the novel *Code Orange* leads to student thinking, discussing, and writing that provides students the opportunity to define, reflect upon, and even begin to change some of their personal attitudes and behaviors. Following are some specific examples of discussion topics:

1. In Chapter One, Mitty learns that the term paper assigned by his biology teacher, Mr. Lynch, requires a bibliography that includes at least four physical books, so that students' research is not done exclusively online. Discuss how the Internet is as important as any character in this novel.

2. Mitty is a likeable slacker. How do his relationships with his friends, the people in his neighborhood, and his family change as the story develops? How does Mitty himself change? Discuss Mitty's feelings about his "hometown," New York City. How does where you live change your view of the world?

3. Except for laboratory samples, variola major, a killer virus, has been eliminated by scientists. How can people feel safe despite the threat of bioterrorism? How involved should government become with scientific research?

4. Mitchell John Blake and Olivia Clark are classmates and friends, yet each wants more from their friendship. How do Mitty and Olivia signal their interest to each other? Do male and female approaches to romantic involvement differ? How?

5. Often teenagers do not confide in their parents, even though their parents want to know what's going on. Discuss the complex relationship between Mitty and his parents. Can you understand his parents' point of view?

6. The FBI and the CDC come to Mitty's school seeking information. Discuss the issues of privacy vs. homeland security.

7. When Mitty sends out a general e-mail asking for information on the scabs he has found, he has no idea who might reply. Who are the bad guys in this story? How do you think people such as terrorists justify killing innocent people? Can you think of any cause that would lead you to violent action?

8. Mitty realizes that turning himself in to the proper authorities could mean life or death–not only for him, but also for millions of people. Discuss how Mitty develops a stronger sense of patriotism and decides to go with the woman he believes is from the CDC. What is the meaning of being a good citizen?

9. As Mitty writes his term paper, he goes through the editing process and provides character guidance on specific ways of avoiding plagiarism. (pg. 45, 71)

Potential Problems with the Work

If the plot is plausible, then it is also plausible, however unlikely, that extensive research into the topic could trigger outside involvement similar to its depiction in the book.

Resources

Supplementary information is available at these websites:

www.amazon.com

http://www.mysterybooks.ca/catalog/display.pperl?isbn=9780385732604&view=rg

Core Work: Grade 8 English
To Kill a Mockingbird

Lee, Harper. <u>To Kill a Mockingbird</u>. New York: Warner Books, Inc. 1982.

Intended Audience

All Washington Township students in Grade 8 Honors and Academic Classes will participate in a whole-class study of *To Kill a Mockingbird*.

Summary   (from Amazon.com editorial by Alix Wilber)

"Set in the small southern town of Maycomb, Alabama, during the Depression, *To Kill a Mockingbird* follows three years in the life of 8-year-old Scout Finch, her brother, Jem, and their father, Atticus – three years punctuated by the arrest and eventual trial of a young black man accused of raping a white woman. Though her story explores big themes, Harper Lee chooses to tell it through the eyes of a child. The result is a touching and tender novel of race, class, justice, and the pain of growing up.

Like the slow-moving occupants of her fictional town, Lee takes her time getting to the heart of her tale; we first meet the Finches the summer before Scout's first year at school. She, her brother, and Dill Harris, a boy who spends the summer with his aunt in Maycomb, while away the hours reenacting scenes from *Dracula* and plotting ways to get a peek at the town bogeyman, Boo Radley. At first, the circumstances surrounding the alleged rape of Mayella Ewell, the daughter of a drunk and violent white farmer, barely penetrate the children's consciousness. Then Atticus is called on to defend the accused, Tom Robinson, and soon Scout and Jem find themselves caught up in events beyond their understanding. During the trial, the town exhibits its ugly side, but Lee offers plenty of counterbalance as well – in the struggle of an elderly woman to overcome her morphine habit before she dies; in the heroism of Atticus Finch, standing up for what he knows is right; and finally in Scout's hard-won understanding that most people are essentially kind 'when you really see them'. By turns funny, wise, and heartbreaking, *To Kill a Mockingbird* is one classic that continues to speak to new generations, and deserves to be reread often.

Relationship of the Book to the MSDWT Program

The class study of *To Kill a Mockingbird*, along with accompanying group and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
8.1.1   Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
8.1.3   Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Standard 3 READING: Literary Response and Analysis
8.3.2   Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.
8.3.3   Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.
8.3.4   Analyze the importance of the setting to the mood, tone and meaning of the text.
8.3.5   Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.
8.3.6   Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.
8.3.7   Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author.

Standard 5 WRITING: Writing Applications
8.5.2   Write responses to literature.

Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications
8.7.11   Deliver oral responses to literature.

A study of characters and conflicts in *To Kill a Mockingbird* relates well to discussion of the Washington Township Character Values: Respect, Responsibility, Honesty, Caring, Courage, and Self-Discipline.

The reading and vocabulary levels of this novel exceed 8th grade level, making it a rigorous choice for the academic students.

The middle school teams have the opportunity to plan an interdisciplinary unit (English and Social Studies) concerning the theme of justice and race relations, comparing and contrasting the social climate in the early years of our nation with that of the Roosevelt years and the present.

Impact of the Book

The study of the classic novel *To Kill a Mockingbird* leads to student thinking, discussing, and writing that provides students the opportunity to define, reflect upon, and even begin to change some of their personal attitudes and behaviors. Following are some specific examples along with a novel reference.

- Keep an open mind. (Gossip and the mystery of Boo Radley.)
- Tolerate and respect differences among people. (Atticus' advice to Scout – "climb into another person's skin and walk around in it.")
- Show compassion toward others. (Scout's treatment of Walter Cunningham.)
- Understand the process of maturing. (Jem's changing reaction to events in Maycomb, his comments about "folks".)
- Respect, relate to, and cooperate with significant adults. (Scout's changing relationship with Aunt Alexandra.)
- Take a courageous stand. (Atticus' encounter with the mob at the jailhouse.)
- Think independently and objectively. (Dolphus Raymond and his discussion with Dill.)

Potential Problems with the Work

Before planning the study of this novel, the teacher should note a few areas of potential concern. Although the mention of rape and the evidence of child abuse are not the main events in the plot, they do play a part in developing the themes of tolerance and compassion. In addition, some language in the book is hurtful and offensive, although realistic for the setting (for example: "nigger", "god-damn", "son-of-a-bitch"). Finally, some character roles may be seen as stereotypically negative, such as Calpurnia, the African-American cook and nanny of the Finch children. Students initially think of her as a "slave". In the end, the positive discussions and valuable life lessons the students learn from the novel study far outweigh these potential concerns.

Collection of Information about the Book

A 1991 "Survey of Lifetime Reading Habits" conducted by the Book-of-the-Month Club and the Library of Congress's Center for the Book found that "among the books mentioned by its 5,000 respondents, Harper Lee's *To Kill a Mockingbird* was second only to the Bible in being 'most often cited as making a difference' in people's lives". The novel has become a staple of junior high and high school English classes. (Claudia Johnson)

"I think the reason *To Kill a Mockingbird* is so popular in literature classes is that, although complex, it's not at all subtle. Harper Lee's text provides splendid passages for teaching about literary techniques like imagery, irony, and symbolism. The story also appeals to students because it's a story of growing up for both Jem and, to a lesser extent, Scout." (Claudia Johnson)

Pulitzer Prize for Fiction – 1961

"A first novel of such rare excellence that it will no doubt make a great many readers slow down to relish more fully its simple distinction. A novel of strong contemporary national significance." (Chicago Tribune)

Resources

Supplementary information is available at these websites:

www.amazon.com
www.thelearningpage@LibraryofCongress/cweb2.loc.gov/ammen/ndlpedu.edu
www.notesinthemargin.org
www.cbsnews.com

Alternate Book Choices

Silent to the Bone by E.L. Koninsburg
Just Ask Iris by Lucy Frank
Mind's Eye by Paul Fleischman
Burning Up by Caroline B. Cooney
Among the Hidden by Margaret Peterson Haddox
Among the Imposters by Margaret Peterson Haddox
Take-Offs and Landings by Margaret Peterson Haddox

Core Work: Grade 8 Reading
Romiette and Julio

Draper, Sharon. <u>Romiette and Julio</u>. New York: Simon Press. 1999.

Intended Audience

All Washington Township students in Grade 8 Reading Classes will participate in a whole-class study of *Romiette and Julio.*

Summary (from Barnes and Noble www.bn.com)

"When Romiette Cappelle and her best friend, Destiny, decide to order The Scientific Soul Mate System from the back of Heavy Hunks magazine, they're not sure what they're getting into. But Destiny, a self-proclaimed psychic, assures Romi that for $44.99 plus shipping and handling, it's the only way they're ever going to find out who their soul mates really are. If nothing else, maybe Romi will get some insight into that recurring dream she's been having about fire and water.

But they never expect that the scented candle and tube of dream ointment will live up to their promises and merge Romiette's destiny with that of Julio Montague, a boy she's just met in the 'cosmos' of an Internet chat room. It turns out they go to the same high school, not to mention having almost the same names as Shakespeare's famous lovers!

Sweet-scented dreams of Julio have almost overtaken Romi's nightmares, when suddenly they return, but this time in real life. It seems the Devildogs, a local gang, violently oppose the relationship of Romiette and Julio. Soon they find themselves haunted by the purple-clad shadows of the gang, and the fire and water of Romiette's dream merge in ways more terrifying -- and ultimately more affirming -- than even Destiny could have foreseen.

Relationship of the Book to the MSDWT Program

The class study of *Romiette and Julio*, along with accompanying group and individual assignments, will focus on the accomplishment of the following Indiana Academic Standards:

<u>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</u>
8.1.1   Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
8.1.3   Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Standard 3 READING: Literary Response and Analysis
8.3.2   Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.
8.3.4   Analyze the importance of the setting to the mood, tone and meaning of the text.
8.3.5   Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.
8.3.6   Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.

Standard 5 WRITING: Writing Applications
8.5.2   Write responses to literature.

Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications
8.7.11   Deliver oral responses to literature.

A study of characters and conflicts in *Romiette and Julio* relates well to discussion of the Washington Township Character Values: Respect, Responsibility, Honesty, Caring, Courage, and Self-Discipline.

Romiette and Julio provides a background for studying *Romeo and Juliet* in grade 9 at North Central High School.

Impact of the Book

The study of the novel *Romiette and Julio* leads to student thinking, discussing, and writing that provides students the opportunity to define, reflect upon, and even begin to change some of their personal attitudes and behaviors. Following are some specific examples along with a novel reference.

- Understand appropriate Internet use. (Romiette and Julio meet in online chatroom.)
- Tolerate and respect differences among people. (Interracial relationship)
- Show compassion toward others. (Search party formed to find Romiette.)
- Take a courageous stand. (Alone Julio saves from Romiette.)
- Overcome personal fears. (Romiette overcomes fear of water.)

Potential Problems with the Work

Before planning the study of this novel, the teacher should note a few areas of potential concern. The main characters in the novel meet in an online chatroom and decide to meet, which could be seen as risky behavior. Another concern is the superstition. Romi and Destiny purchase a game and conduct a séance in hopes of meeting her true love. Also, this book presents gang behavior and harassment. Finally, Sharon Draper writes with informality and slang. There are multiple uses of the word "hell" in the context of the plot and racial slurs are used towards Hispanics. There are references to sexual content is used in conversation.

Collection of Information about the Book

From School Library Journal
Grade 6-10-Sharon M. Draper's novel (Atheneum, 1999) is a contemporary retelling of Shakespeare's drama, *Romeo and Juliet*. It contains many elements of the original, combined with many updates from *West Side Story* and a happy ending. The very currency of the characters' language and expressions make the story convincing and suspenseful. Julio Montague meets Romiette Cappelle in an Internet chat room when his family moves to Cincinnati to escape from the gangs in his high school. The gang theme is prominent in this story, along with the age-old issues of teens confronting parents' values and beliefs and racial misunderstandings. Young adult listeners will appreciate the tension and danger that develops in the story as these young lovers strive to avoid being star-crossed. This fast-paced story of young love and near-tragedy will be a popular addition both for its similarities to and its differences from Shakespeare's tale.
Jane P. Fenn, Corning-Painted Post West High School, Painted Post, NY *Copyright 2003 Reed Business Information, Inc.*

From Kirkus Reviews
A tale of forbidden love with intentional references to Shakespeare's play, perhaps especially to its *West Side Story* incarnation, with a similar focus on issues of race and gangs. Julio Montague, a recent Texas transplant to Cincinnati, quickly falls for ``Afroqueen'' during cyber-chats on the Internet. He soon discovers his soulmate is African-American Romiette Cappelle, who coincidentally attends his high school. The two are destined to meet and fall in love, despite warnings from the local gang who strongly disapproves of their romance. After the two central players ignore several warnings, gun-wielding gang leaders kidnap them, bind them, and cast them adrift in a boat that is struck by lightning, nearly drowning them (and straining credibility). The parallels to Shakespeare's play are often self-conscious and belabored, drawn at odd moments in the story. Still, a straightforward, uncluttered narrative will hook readers into the well-paced plot and sympathetic characters; loose ends are tied more neatly than a package, prettying up the ending by putting a happily-ever-after spin on the lovers' fates. (Fiction. 12-14) -- Copyright ©1999, Kirkus Associates, LP. All rights reserved. --This text refers to the Hardcover edition.

Resources

Supplementary information is available at these websites:
www.amazon.com
www.sharondraper.com
www.webenglishteacher.com/draper.html

Alternate Book Choices

West Side Story by Authur Laurents
The First Part Last by Angela Johnson
Copper Sun by Sharon Draper

Core Work: Grade 8 Honors Curriculum
Les Miserables

Hugo, Victor. <u>Les Miserables</u>. New York: Washington Square Press Published by Pocket Books, 1964.

Intended Audience

Les Miserables, a novel that has been described as both a social commentary and an adventure story, was selected for use as a core work with English 8 Honors students. This novel tells the story of Jean Val Jean who rises above his life as a convict and becomes a responsible father and community member. Students who read this book will gain insight into the power of goodness. This novel will help a teacher present the Washington Township Character Values of Respect, Responsibility, Honesty, Caring, Courage, and Self-Discipline. In addition, this challenging read will introduce Honors students to the Romantic period in literature and provide an opportunity for the study literary devices such as symbolism, irony, and recurring motif. The novel also provides an opportunity to study the elements of plot in the historical novel genre.

Summary

Les Miserables is the story of Jean Val Jean, an ex-convict recently released from prison. Val Jean's story begins in the town of Digne in 1815 during a time of political unrest in France following the defeat of Napoleon. After pleading with several citizens for food and a place to rest, Val Jean is directed to the home of Monsieur Charles Francois-Bienvenu Myriel, the Bishop of Digne, where he is offered a spot at the dinner table and fresh linens to sleep on for the night. However, Val Jean is still an angry and bitter man. During the night he robs the bishop of his silver and steals away into the night. When the gendarmes return him to the bishop with the silver, the bishop offers him forgiveness and an opportunity for a better life by stating that the silver is Jean Val Jean's. To Val Jean he says, "My brother, you belong no longer to evil, but to good. It is your soul that I am buying for you." This is the act of kindness that changes Val Jean forever by challenging him to live a life of goodness.

The Washington Square Press edition of the novel provides student readers with five episodes, each focusing on one character. Jean Val Jean's problems and the social dilemmas of post-Napoleonic France are the threads that run throughout.

The episode entitled "Fantine" brings together a young "fallen woman" and her daughter Cosette, and describes their struggles to survive. In this section the reader encounters the evil Thenardiers who abuse Cosette and cheat Fantine. Parallel to their struggles is the story of Jean Val Jean who has used the bishop's silver to become a responsible, benevolent citizen and leader. However, danger lurks in the shadows in the form of Javert, the relentless gendarme, who wants only to pursue the letter of the law and hold Val Jean accountable for infractions that would lead him back to prison. During this adventure, the lives of Cosette, Fantine, Val Jean and Javert intersect with tragic results.

In the following section, entitled "Cosette," Val Jean fulfills his promise to Fantine when he finds Cosette at the chophouse of the evil Thenardiers and takes her away to a life of ease and comfort. However, the relentless Javert is always on his heels, and Val Jean and Cosette must hide and live life in isolation.

As Cosette thrives and matures under the care of the now loving Val Jean, she encounters Marius, the love of her life. The section entitled "Marius" informs the reader of the political and social struggles prevalent in 19th Century France. Marius, a young student, faces a crisis when he makes a political decision that is devastating to his family and throws him into the middle of social unrest in Paris.

During the episode entitled "St. Denis," nearly all of the characters are brought together at a barricade thrown up by angry students to protest the treatment of citizens following the death of a famous general. This episode ends when an angry Val Jean marches to the barricades in search of Marius, whom he believes has ruined his happy life with Cosette.

In the final episode, "Jean Val Jean," Val Jean is faced with a life-changing decision. Should he let the wounded Marius die at the barricade, or should he endanger his own life to save him? In keeping with the theme of the novel, he makes the right decision. The denouement of the novel moves from Cosette's marriage to Marius, to her inability to return her father's love with the same intensity as he has given her, to Val Jean's death with Cosette at his side.

Relationship of the Book to the MSDWT Program

Les Miserables is a tool for teaching the following Indiana Academic Standards in Language Arts:

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development
8.1.1   Analyze idioms and comparisons, such as analogies, metaphors, similies, to infer the literal and figurative meanings of phrases.
8.1.2   Understand the influence of historical events on English word meaning and vocabulary expansion.

Standard 3 READING: Literary Response and Analysis
Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. *Les Miserables* connects to the study of French for some students, for others the book helps them to look in depth at an important historical period.

8.3.2   Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.
8.3.3   Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.
8.3.4   Analyze the importance of the setting to the mood, tone, and meaning of the text.
8.3.5   Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.
8.3.6   Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.
8.3.7   Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Impact of the Book

Les Miserables is a highly symbolic, multi-layered story that deals with the conflict between good and evil, compassion for others, friendship and loyalty, and romance. Even though the novel is about another time and place, students learn that the issues surrounding one's attempt to be a good human being do not change from generation to generation. Students are often inspired when they make a real life connection between the act of kindness that saved Jean Val Jean and the acts of kindness that they might perform to impact the quality of the life of another person.

Potential Problems with the Work

The length of the novel requires a substantial time commitment for both the student and the teacher.

Resources

Website: The Literature Network

Alternate Book Choices

The Hunchback of Notre Dame by Victor Hugo
Tale of Two Cities by Charles Dickens

Indiana's Core Standards for Grade 6 English/Language Arts

1 CORE STANDARD
Vocabulary and Concept Development
Use knowledge of word and context clues to determine the meaning of words in informational and literary texts. Compare and contrast the meanings of closely related words.
[Standard Indicators: 6.1.2, 6.1.4, 6.1.5]

2 CORE STANDARD
Informational Text: Structure, Comprehension, and Analysis
Compare and contrast the organization and structural features of different types of informational text, including media and online sources. Identify main points and supporting evidence in outlines, summaries and reports that follow a clear organizational pattern.
[Standard Indicators: 6.2.1, 6.2.2, 6.2.4, 6.2.7, 6.4.3, 6.4.6]

3 CORE STANDARD
Literary Text: Comprehension and Analysis
Analyze how word choice and figurative language create tone and meaning in literary texts, using evidence from the text to support conclusions. Describe types and purposes of literary devices, find examples of each in texts, and interpret them within their contexts.
[Standard Indicators: 6.3.3, 6.3.4, 6.3.6, 6.3.7, 6.3.9]

4 CORE STANDARD
Writing: Informational, Research and Persuasive Texts
Use a variety of strategies to develop ideas for topic sentences for research and determine the purpose, audience and appropriate organization for each piece of writing. Use reading and note taking skills to find and summarize relevant information from sources to be interpreted and/or cited. Include a topic sentence and multiple paragraphs with supporting evidence leading to logical conclusions. Revise writing, improving clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.
[Standard Indicators: 6.2.3, 6.2.4, 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.5, 6.4.8, 6.4.9, 6.4.10, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6, 6.5.7, 6.5.8]

5 CORE STANDARD
Writing: Literary Text
Use graphic organizers and a list or notebook of ideas to plan writing. Choose a literary form (e.g., story, poem) that best suits the purpose. Include a developed plot or main idea, sensory details, varied word choices, and character development. Revise writing for clarity, organization and meaning. Proofread and edit writing.
[Standard Indicators: 6.3.1, 6.3.8, 6.3.9, 6.4.1, 6.4.2, 6.4.8, 6.4.9, 6.4.10, 6.5.1, 6.5.6, 6.5.7]

6 CORE STANDARD

English Language Conventions

Write sentences that show clear relationships between main and supporting ideas. Check and edit parts of sentences for correct subject/verb agreement with indefinite pronouns (e.g., *each*, *all*).
[Standard Indicators: 6.6.1, 6.6.2, 6.6.6]

7 CORE STANDARD

Listening and Speaking

Deliver oral presentations that are logically organized, provide context and relevant details, and include strategies, such as visual and media displays, to engage listeners. Identify persuasive techniques used within speeches and presentations. Analyze how these techniques, along with language choices and physical cues, affect the tone and meaning of a presentation.
[Standard Indicators: 6.7.1, 6.7.2, 6.7.4, 6.7.5, 6.7.7, 6.7.8, 6.7.9, 6.7.10, 6.7.11, 6.7.12, 6.7.13, 6.7.14, 6.7.16]

Indiana's Core Standards for Grade 7 English/Language Arts

1 CORE STANDARD
Vocabulary and Concept Development
Identify and use a variety of types of context clues (e.g., restatement, definition) to determine the meanings of words within particular texts. Use knowledge of Greek, Latin and Anglo-Saxon roots and word parts to understand subject-area vocabulary.
[Standard Indicators: 7.1.2, 7.1.3]

2 CORE STANDARD
Informational Text: Structure, Comprehension and Analysis
Compare and contrast the purposes and features of different types of informational texts. Identify and use the most complete, accurate and appropriate sources for particular purposes. Identify, chart and explain cause/effect connections, including those that are not explicitly stated within the text.
[Standard Indicators: 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.7, 7.2.9]

3 CORE STANDARD
Literary Text: Comprehension and Analysis
Analyze and describe the connection of setting, narrative voice, language, mood, and tone to the plot and meaning of literary works of different lengths (e.g., short story, essay, novella, novel) within American, British, and world literature. Compare reviews of literary works, identifying the main points of each.
[Standard Indicators: 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9]

4 CORE STANDARD
Writing: Informational, Research and Persuasive Texts
Use a variety of strategies to develop topic sentences. Determine the purpose, audience and organization for the piece of writing. Use reading and note-taking skills to find and summarize relevant information from sources selected for accuracy, appropriateness and reliability. Write pieces with a well-defined thesis and a variety of types of supporting evidence leading to logical conclusions. Revise writing, improving clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.
[Standard Indicators: 7.2.4, 7.2.6, 7.2.7, 7.2.8, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6, 7.4.8, 7.4.9, 7.4.10, 7.5.2, 7.5.3, 7.5.5, 7.5.6, 7.5.7]

5 CORE STANDARD

Writing: Literary Text

Use graphic organizers, a list or notebook of ideas, and various strategies to plan writing. Write biographical and literary texts that contain conflicts and resolutions, major and minor characters, meaningful settings, and/or expressive language. Display a command of basic narrative strategies (e.g., timing, dialogue, detailed description) to advance the plot and develop characters. Review, revise and edit writing.

[Standard Indicators: 7.3.3, 7.3.9, 7.4.1, 7.4.2, 7.4.8, 7.4.9, 7.4.10, 7.5.1, 7.5.6, 7.5.7]

6 CORE STANDARD

English Language Conventions

Write sentences and paragraphs that show clear relationships between main and supporting ideas. Edit parts of sentences to correct pronoun antecedents, punctuation, and verb tense agreement.

[Standard Indicators: 7.6.1, 7.6.2, 7.6.5, 7.6.6, 7.6.7, 7.6.10]

7 CORE STANDARD

Listening and Speaking

Develop persuasive speeches, oral summaries, and research presentations that are organized to achieve particular purposes, and are supported with relevant details, reasons and examples. Deliver presentations with effective speaking techniques. Analyze oral and media communications, evaluating the credibility of details and sources.

[Standard Indicators: 7.7.1, 7.7.3, 7.7.4, 7.7.5, 7.7.7, 7.7.9, 7.7.10, 7.7.11]

Indiana's Core Standards for
Grade 8 English/Language Arts

1 CORE STANDARD
Vocabulary and Concept Development
Identify the difference between the literal and figurative meanings of words given the context in which they occur. Make connections between the history and etymology of words and their present meanings.
[Standard Indicators: 8.1.1, 8.1.2]

2 CORE STANDARD
Informational Text: Structure, Comprehension and Analysis
Analyze different informational documents serving the same purpose to determine the strengths of each (in coherence of structure, development and accuracy of ideas, extent of information) and to find which best fulfill their function.
[Standard Indicators: 8.2.1, 8.2.2, 8.2.3, 8.2.6, 8.2.7, 8.2.9]

3 CORE STANDARD
Literary Text: Comprehension and Analysis
Describe the characteristics of different forms of poetry and the structural elements of fiction. Chart and analyze the overall structure of plots (including subplots and parallel episodes) within literary texts and connect to the mood, devices, themes, language and ideas within the texts. Discuss the historical context of different works (including those within American, British and world literature).
[Standard Indicators: 8.3.1, 8.3.2, 8.3.5, 8.3.7]

4 CORE STANDARD
Writing: Informational, Research and Persuasive Texts
Use a variety of strategies to develop topics, and display knowledge of how to organize pieces for different purposes, topics and audiences. Use note-taking skills to summarize relevant information from carefully evaluated paper and online sources. Write pieces with a well-defined thesis, a balance of original ideas and evidence, and a clear and well-supported conclusion. Revise writing, improving clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.
[Standard Indicators: 8.2.6, 8.2.9, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.7, 8.4.8, 8.4.9, 8.4.10, 8.4.11, 8.5.2, 8.5.3, 8.5.6, 8.5.7, 8.7.12]

5 CORE STANDARD
Writing: Literary Text

Use graphic organizers, a list or notebook of ideas, and various strategies to plan writing. Write biographical, descriptive, and literary text that is told from a distinct point of view, follows a clear organizational pattern, contains necessary elements of the chosen form (e.g., plot, setting, rhythm, rhyme), incorporates precise and varied vocabulary, and shows a command of basic literary devices (e.g., symbolism, alliteration, personification). Review, revise and edit writing.
[Standard Indicators: 8.3.2, 8.3.6, 8.3.8, 8.4.1, 8.4.2, 8.4.7, 8.4.8, 8.4.9, 8.4.10, 8.5.1, 8.5.6, 8.5.7]

6 CORE STANDARD
English Language Conventions

Write paragraphs that display varied sentence constructions and clear and meaningful connections of ideas within sentences. Edit pieces of writing to correct spelling, grammar and punctuation.
[Standard Indicators: 8.6.1, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7]

7 CORE STANDARD
Listening and Speaking

Outline the organization of speeches and deliver presentations that are well-organized and supported with details, language, and speech techniques appropriate to a particular purpose and audience. Analyze and evaluate speeches to determine the validity of a speaker's conclusions. Identify the impact of visual images on listeners' opinions.
[Standard Indicators: 8.7.1, 8.7.2, 8.7.3, 8.7.8, 8.7.9, 8.7.10, 8.7.11, 8.7.12, 8.7.13, 8.7.15]

ISTEP+ Writing Applications Overview
Grades 6–12

Score Level	Ideas and Content Does the writing sample:	Organization Does the writing sample:	Style Does the writing sample:	Voice Does the writing sample:
6	· Fully accomplish the task? · Include thorough, relevant, and complete ideas?	· Organize ideas logically?	· Exhibit exceptional word usage? · Demonstrate exceptional writing technique?	·Demonstrate effective adjustment of language and tone to task and reader?
5	· Fully accomplish the task? · Include many relevant ideas?	· Organize ideas logically?	· Exhibit very good word usage? · Demonstrate very good writing technique?	·Demonstrate effective adjustment of language and tone to task and reader?
4	· Accomplish the task? · Include relevant ideas?	· Organize ideas logically?	· Exhibit good word usage? · Demonstrate good writing technique?	· Demonstrate an attempt to adjust language and tone to task and reader?
3	· Minimally accomplish the task? · Include some relevant ideas?	· Exhibit an attempt to organize ideas logically?	· Exhibit ordinary word usage? · Demonstrate average writing technique?	· Demonstrate an attempt to adjust language and tone to task and reader?
2	· Only partially accomplish the task? · Include few relevant ideas?	· Exhibit a minimal attempt to organize ideas logically?	· Exhibit minimal word usage? · Demonstrate minimal writing technique?	· Demonstrate language and tone that may be inappropriate to task and reader?
1	· Fail to accomplish the task? · Include very few relevant ideas?	· Organize ideas illogically?	· Exhibit less than minimal word usage? · Demonstrate less than minimal writing technique?	· Demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Development Rubric is used for the actual scoring of ISTEP+ student papers.

ISTEP+
Writing Applications Rubric
Grades 6–12

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT
Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Present a unifying theme or main idea without going off on tangents?
· Stay completely focused on topic and task?
Does the writing sample include thorough, relevant, and complete ideas? Does it:
· Include in-depth information and exceptional supporting details that are fully developed?
· Fully explore many facets of the topic?

ORGANIZATION
Are the ideas in the writing sample organized logically? Does the writing:
· Present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
· Progress in an order that enhances meaning?
· Include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

STYLE
Does the writing sample exhibit exceptional word usage? Does it:
· Include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
· Demonstrate control of a challenging vocabulary?
Does the writing sample demonstrate exceptional writing technique?
· Is the writing exceptionally fluent?
· Does it include varied sentence patterns, including complex sentences?
· Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE
Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it:
· Exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
· Demonstrate a strong sense of audience?
· Exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

IDEAS AND CONTENT
Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Present a unifying theme or main idea without going off on tangents?
· Stay focused on topic and task?
Does the writing sample include many relevant ideas? Does it:
· Provide in-depth information and more than adequate supporting details that are developed?
· Explore many facets of the topic?

ORGANIZATION
Are the ideas in the writing sample organized logically? Does the writing:
· Present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
· Progress in an order that enhances meaning of text?
· Include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (writing may have an occasional lapse.)

STYLE
Does the writing sample exhibit very good word usage? Does it:
· Include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
· Demonstrate control of vocabulary?
Does the writing sample demonstrate very good writing technique?
· Is the writing very fluent?
· Does it include varied sentence patterns, including complex sentences?
· Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE
Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it:
· Exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
· Demonstrate a sense of audience?
· Exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT
Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Present a unifying theme or main idea? (writing may include minor tangents.)
· Stay mostly focused on topic and task?
Does the writing sample include relevant ideas? Does it:
· Include sufficient information and supporting details? (details may not be fully developed; ideas may be listed.)
· Explore some facets of the topic?

ORGANIZATION
Are the ideas in the writing sample organized logically? Does the writing:
· Present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
· Generally progress in an order that enhances meaning of text?
· Include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

STYLE
Does the writing sample exhibit good word usage? Does it:
· Include vocabulary that is appropriately chosen with words that clearly convey the writer's meaning?
· Demonstrate control of basic vocabulary?
Does the writing sample demonstrate good writing technique?
· Is the writing fluent?
· Does it exhibit some varied sentence patterns, including some complex sentences?
· Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE
Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:
· Generally exhibit an appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
· Demonstrate some sense of audience?
· Attempt an original perspective?

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT
Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Attempt a unifying theme or main idea?
· Stay somewhat focused on topic and task?
Does the writing sample include some relevant ideas? Does it:
· Include some information with only a few details or list ideas without supporting details?
· Explore some facets of the topic?

ORGANIZATION
Is **there an attempt to logically organize ideas in the writing sample? Does the writing:**
· Have a beginning, a middle, or an end that may be weak or absent?
· Demonstrate an attempt to progress in an order that enhances meaning?
(Progression of text may sometimes be unclear or out of order.)
· Demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)

STYLE
Does the writing sample exhibit ordinary word usage? Does it:
· Contain basic vocabulary with words that are predictable and common?
· Demonstrate some control of vocabulary?
Does the writing sample demonstrate average writing technique?
· Is the writing generally fluent?
· Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?
· Is it generally ordinary and predictable?

VOICE
Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:
· Demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?
· Demonstrate little sense of audience?
· Generally lack an original perspective?

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT
Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Attempt a main idea?
· Sometimes lose focus or ineffectively display focus?
Does the writing sample include few relevant ideas? Does it:
· Include little information and few or no details?
· Explore only one or two facets of the topic?

ORGANIZATION
Is there a minimal attempt to logically organize ideas in the writing sample?
· Does the writing have only one or two of the three elements: beginning, middle, and end?
· Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
· Are transitions weak or absent (e.g., few or no topic sentences)?

STYLE
Does the writing sample exhibit minimal word usage? Does it:
· Contain limited vocabulary? (some words may be used incorrectly.)
· Demonstrate minimal control of vocabulary?
Does the writing sample demonstrate minimal writing technique?
· Does the writing exhibit some fluency?
· Does it rely mostly on simple sentences?
· Is it often repetitive, predictable, or dull?

VOICE
Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it:
· Demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
· Demonstrate little or no sense of audience?
· Lack an original perspective?

ISTEP+ Writing Applications Rubric
Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

IDEAS AND CONTENT
Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it:
· Difficult for the reader to discern the main idea?
· Too brief or too repetitive to establish or maintain a focus?
Does the writing sample include very few relevant ideas?
· Does it include little information with few or no details or unrelated details?
· Is it unsuccessful in attempts to explore any facets of the prompt?

ORGANIZATION
Are the ideas in the writing sample organized illogically?
· Does it have only one or two of the three elements: beginning, middle, or end?
· Is it difficult to follow, with the order possibly difficult to discern?
· Are transitions weak or absent (e.g., without topic sentences)?

STYLE
Does the writing sample exhibit less than minimal word usage? Does it:
· Contain limited vocabulary, with many words used incorrectly?
· Demonstrate minimal or less than minimal control of vocabulary?
Does the writing sample demonstrate less than minimal writing technique? Does it:
· Lack fluency?
· Demonstrate problems with sentence patterns?
· Consist of writing that is flat and lifeless?

VOICE
Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it:
· Demonstrate difficulty in choosing an appropriate register?
· Demonstrate a lack of a sense of audience?
· Lack an original perspective?

ISTEP+
Extended Response
Writing Applications Rubric
Grades 6–12

ISTEP+ Extended Response Writing Applications Rubric
Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

IDEAS AND CONTENT
Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Present a unifying theme or main idea without going off on tangents?
· Stay focused on topic and task?
Does the writing sample include many relevant ideas? Does it:
· Provide ample information and more than adequate supporting details that are developed?
· Explore many facets of the topic?

ORGANIZATION
Are the ideas in the writing sample organized logically? Does the writing:
· Present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
· Progress in an order that enhances meaning of text?
· Include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

STYLE
Does the writing sample exhibit very good word usage? Does it:
· Include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
· Demonstrate control of vocabulary?
Does the writing sample demonstrate very good writing technique?
· Is the writing very fluent?
· Does it include varied sentence patterns including complex sentences?
· Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE
Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it:
· Exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
· Demonstrate a sense of audience?
· Exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

ISTEP+ Extended Response Writing Applications Rubric
Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT
Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Present a unifying theme or main idea? (Writing may include minor tangents.)
· Stay mostly focused on topic and task?
Does the writing sample include relevant ideas? Does it:
· Include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
· Explore some facets of the topic?

ORGANIZATION
Are the ideas in the writing sample organized logically? Does the writing:
· Present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
· Generally progress in an order that enhances meaning of text?
· Include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

STYLE
Does the writing sample exhibit good word usage? Does it:
· Include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
· Demonstrate control of basic vocabulary?
Does the writing sample demonstrate good writing technique?
· Is the writing fluent?
· Does it exhibit some varied sentence patterns, including some complex sentences?
· Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE
Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:
· Generally exhibit an appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
· Demonstrate some sense of audience?
· Attempt an original perspective?

ISTEP+ Extended Response Writing Applications Rubric
Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT
Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:
· Attempt a unifying theme or main idea?
· Stay somewhat focused on topic and task?
Does the writing sample include some relevant ideas? Does it:
· Include some information with only a few details or list ideas without supporting details?
· Explore some facets of the topic?

ORGANIZATION
Is there an attempt to logically organize ideas in the writing sample? Does the writing:
· Have a beginning, a middle, or an end that may be weak or absent?
· Demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)
· Demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)

STYLE
Does the writing sample exhibit ordinary word usage? Does it:
· Contain basic vocabulary with words that are predictable and common?
· Demonstrate some control of vocabulary?
Does the writing sample demonstrate adequate writing technique?
· Is the writing generally fluent?
· Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?
· Is it generally ordinary and predictable?

VOICE
Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:
· Demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?
· Demonstrate little sense of audience?
· Generally lack an original perspective?

ISTEP+ Extended Response Writing Applications Rubric
Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT
Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?
· Writing may attempt a main idea or the main idea may be difficult to discern.
· Does the writing sometimes lose focus or ineffectively establish focus?
Does the writing sample include few relevant ideas?
· Does the writing sample include little information and few or no details?
· Writing may explore only one or two facets of the topic.

ORGANIZATION
Is there a minimal attempt to logically organize ideas in the writing sample?
· Does the writing have only one or two of the three elements: beginning, middle, and end?
· Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
· Are transitions weak or absent (e.g., few or no topic sentences)?

STYLE
Does the writing sample exhibit minimal word usage? Does it:
· Contain limited vocabulary? (Words may be used incorrectly.)
· Demonstrate minimal or less than minimal control of vocabulary?
Does the writing sample demonstrate minimal or less than minimal writing technique?
· Does the writing exhibit some or little fluency?
· Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
· Is it often repetitive, predictable, or dull?

VOICE
Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it:
· Demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
· Demonstrate little or no sense of audience?
· Lack an original perspective?

Metropolitan School District of Washington Township
MIDDLE SCHOOL SUPPLEMENTARY NOVELS
FOR ENGLISH AND READING

AUTHOR	TITLE	SCHOOL	GRADE
Adams	*Watership Down*	EW	8 Honors
		NV	7
Adamson	*Born Free*	WL	7
Alexander	*Time Cat*	EW /WL	6 Humanities
Armstrong	*Call It Courage*	NV	7 Honors
		EW/WL	6 Humanities
Armstrong	*Sounder*	EW/WL	6 Humanities
Arrick	*Chernowitz*	NV	7 Honors
Avi	*Nothing But The Truth*	EW/WL	8 Honors
Avi	*Shadrach's Crossing*	EW	8 Honors
Avi	*The True Confessions of Charlotte Doyle*	All	7 **D.C. Heath**
Babbitt	*The Eyes of the Amaryllis*	All	7 **D.C. Heath**
Babbit	*Tuck Everlasting*	All	6 **D.C. Heath**
Bach	*Jonathan Livingston Seagull*	NV	7 Honors
Barrett	*Lilies of the Field*	NV	8 Honors
Borland	*When the Legends Die*	EW	7 Honors
		NV/WL	8 Honors
Bronte'	*Jane Eyre*	NV	7 Honors
Burnford	*The Incredible Journey*	EW/NV	6 Humanities
Buss	*Journey of the Sparrows*	WL	6
Card	*Ender's Game*	EW	7/8 Honors
Card	*Speaker for the Dead*	EW	7/8 Honors
Carroll	*Alice In Wonderland*	All	6 Humanities
Carson & Murphy	*Gifted Hands*	WL	6 Humanities
Christie	*And Then There Were None*	EW/WL	6 Humanities
Christie	*Ten Little Indians*	NV	6 Humanities
Cleaver	*Where the Lilies Bloom*	EW/NV	7 Honors
Cohen	*Deadly Game at Stony Creek*	NV	8 Honors
Cole	*Celine*	EW	8 Honors
Collier	*My Brother Sam is Dead*	EW/NV	8 Honors
Conrad	*Taking the Ferry Home*	EW	8
Cooney	*Flight #116 is Down*	EW	6
Crane	*Red Badge of Courage*	EW	8 Honors
Creech	*Walk Two Moons*	EW/WL	6 Humanities
Cussler	*Treasure*	EW	7 Honors
Dickens	*A Christmas Carol*	WL	7 Honors
Dickens	*Great Expectations*	All	7 Honors
Dickens	*Oliver Twist*	NV	8 Honors
Duncan	*A Summer of Fear*	EW	7 Honors
Durant	*Lessons of History*	NV	7 Honors
Fast	*April Morning*	NV	8 Honors
Forbes	*Johnny Tremain*	EW/NV	8 Honors
Fox	*Monkey Island*	WL	7 Honors
Francis	*Driving Force*	EW	7/8 Honors

Author	Title		
Frank	*Alas Babylon*	EW	7 Honors
Frank	*Diary of a Young Girl*	All	8 **D.C. Heath**
George	*Who Really Killed Cock Robin?*	WL	6 Humanities
Gilbreth	*Cheaper by the Dozen*	EW/NV	6 Humanities
Goodrich & Hackett	*Diary of Anne Frank*	NV	8 Honors
Gordon	*Waiting for the Rain*	WL	7
Greene	*Summer of My German Soldier*	WL	7 Honors
		All	8 **D.C. Heath**
Guy	*The Friends*	WL	7
Hamilton	*The House of Dies Drear*	NV	7 Honors
Heinlein	*Tunnel in the Sky*	EW	7/8 Honors
Higa	*The Girl With the White Flag*	WL	6 Humanities
Hinton	*That Was Then, This is Now*	WL	8 Honors
Hobbs	*Downriver*	EW	7 Honors
Holman	*The Wild Children*	EW	7
Holman	*Slakes Limbo*	WL	7 Honors
Hugo	*Les Miserables*	NV/WL	8 Honors
Hugo	*The Hunchback of Notre Dame*	EW	7
Hunt	*Across Five Aprils*	EW/NV	8 Honors
Hunt	*No Promises in the Wind*	NV	7 Honors
Hurmence	*A Girl Called Boy*	EW	8 Honors
		NV	6 Humanities
Jacques	*Mossflower*	EW	7/8 Honors
Jiang	*Red Scarf Girl: A Memoir of the Cultural Revolution*	WL	7 Reading
Johnson	*The Grizzly*	NV	6 Humanities
Johhston	*Glory in the Flower*	EW	7/8 Honors
Jones	*Acorn People*	EW	7 Honors
		NV/WL	8 Honors
Judson	*Cold River*	EW	7
Kerr	*Gentlehands*	EW	8 Honors
Konigsburg	*A Proud Taste for Scarlet and Miniver*	All	6 Humanities
Konigsburg	*The View from Saturday*	EW	6 Humanities
Kipling	*Captains Courageous*	EW	8 Honors
Laksy	*Beyond the Burning Time*	WL	8 English
Lasky	*True North*	WL	8 English
Lee	*To Kill a Mockingbird*	All	8 Honors
L'Engle	*A Wrinkle in Time*	EW/NV	6 Humanities
LeGuin	*Eye of the Heron*	WL	7
LeGuin	*Wizard of Earthsea*	EW	7 Honors
Levitin	*The Return*	EW	7/8 Honors
Lipsyte	*The Contender*	All	8 **D.C. Heath**
London	*The Call of the Wild*	EW/NV	8 Honors
Lowry	*The Giver*	WL	6 Humanities
Magorian	*Goodnight Mr. Tom*	EW	7 Honors
Massie	*Nicholas and Alexandra*	EW/NV	7 Honors
Matas	*Kris's War*	EW	7/8 Honors

MIDDLE SCHOOL SUPPLEMENTARY NOVELS
FOR ENGLISH AND READING (CONTINUED)

Matas	*Sworn Enemies*	WL	7 Honors
Mazer	*The Island Keeper*	EW	8 Honors
McGraw	*The Golden Goblet*	EW/WL	6 Humanities
McGraw	*Moccasin Trail*	EW	6
McKinley	*The Hero and the Crown*	EW	7/8 Honors
Moerie	*Save the Queen of Sheba*	NV	8 Honors
Meyers	*Won't Know Till I Get There*	WL	6 Humanities
Miklowitz	*The War Between the Classes*	WL	8 Honors
Myers	*Fast Sam, Cool Clyde & Stuff*	EW	8 Honors
Myers	*Scorpians*	EW	7/8 Honors
Nelson	*A Girl Who Owned a City*	All	6 Humanities
O'Dell	*Island of the Blue Dolphins*	NV	6 Humanities
O'Dell	*Sarah Bishop*	EW	6
Orwell	*Animal Farm*	EW/NV	7 Honors
Paterson	*Park's Quest*	EW	7 Honors
Paterson	*Sign of the Chrysanthemum*	NV	7 Honors
Paulsen	*Hatchet*	EW	6 Humanities
Paulsen	*A Soldier's Heart*	WL	8 English
Peck	*A Day No Pigs Would Die*	EW	7/8 Honors
Peck	*Voices After Midnight*	WL	6 Humanities
Rawlings	*The Yearling*	EW	7 Honors
Reiss	*The Upstairs Room*	NV	6
Richter	*Friedrich*	EW	7/8 Honors
Richter	*The Light in the Forest*	NV	7 Honors
		WL	8 Honors
Rinaldi	*An Acquaintance with Darkness*	WL	8 English
Rinaldi	*Cast Two Shadows*	WL	8 English
Roberts	*View From the Cherry Tree*	NV	6 Humanities
Sandoz	*Winter Thunder*	EW/NV	7 Honors
Schaefer	*Shane*	EW	7/8 Honors
Serraillier	*Escape From Warsaw*	NV	7 Honors
Shakespeare	*(Introductory Activities)*	EW	7
Shakespeare	*A Midsummer Night's Dream*	EW	7/8Honors
		NV/WL	8 Honors
Shakespeare	*Taming of the Shrew*	WL	8 Honors
Shusterman	*The Eyes of Kid Midas*	WL	6 Humanities
Smucker	*Runaway to Freedom*	EW	8 Honors
Snyder	*The Egypt Game*	EW	6
Soto	*Baseball in April*	EW	7 Honors
Speare	*The Bronze Bow*	All	6 Humanities
Speare	*The Witch of Blackbird Pond*	EW	6 Humanities
		NV	8 Honors
Spinelli	*Maniac Magee*	EW/WL	6 Humanities
Spinelli	*There's Girl in My Hammerlock*	EW	8 Honors
Squire	*Greek Myths*	EW/NV	7 Honors
Steinbeck	*The Red Pony*	NV/WL	7 Honors
		EW	8 Honors

Stevenson	*Kidnapped*	EW	7 Honors
Stevenson	*Treasure Island*	NV	6 Humanities
Stewart	*The Moon-Spinners*	EW	7/8 Honors
Strasser	*The Wave*	WL	8 Honors
Swartout	*Bless the Beasts and the Children*	EW	8 Honors
Taylor	*The Cay*	EW/NV	6 Humanities
Taylor	*Roll of Thunder, Hear My Cry*	NV	6 Humanities
		EW/WL	7 Honors
Tolkien	*The Hobbit*	All	6 Honors
Voight	*Izzy, Willy-Nilly*	All	7 **D.C. Heath**
Wells	*Invisible Man*	WL	7
Wells	*The Time Machine*	NV	6 Humanities
West	*Massacre at Fall Creek*	WL	8 Honors
Wojiechowska	*Shadow of a Bull*	EW/WL	6 Humanities
White	Deathwatch	EW	6
Yep	*Dragon Wings*	EW	7
Yolen	*Briar Rose*	WL	8 Honors
Zendel	*Pigmen*	All	8 **D.C. Heath**

Indiana Reading List
Grades 6 – 8

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 6 – 8. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary
The Acorn People – Jones, Ron
The Adventures of Tom Sawyer – Twain, Mark
Anne of Green Gables – Montgomery, Lucy Maud
The Cat Ate My Gymsuit – Danziger, Paula
The Cay – Taylor, Theodore
Child of the Owl –Yep, Laurence
A Christmas Carol – Dickens, Charles
Durango Street – Bonham, Frank
Eyes of Darkness – Highwater, Jamake
Firefly Summer – Bulpre, Pura
Flowers for Algernon – Keyes, Daniel
Friendly Persuasion – West, Jessamyn
The Friends – Guy, Rosa
Ganesh – Bosse, Malcolm
The Glory Field – Myers, Walter Dean
Holes – Sachar, Louis
Homecoming – Voigt, Cynthia
Island of the Blue Dolphins – O'Dell, Scott
The Islander – Rylant, Cynthia
The Journey Home – Uchida, Yoshiko

Lisa, Bright and Dark – Neufield, John
The Little Prince – De Saint-Exupery, Antoine
Little Women – Alcott, Louisa May
M.C. Higgins, the Great – Hamilton, Virginia
The Moves Make the Man – Brooks, Bruce
My Side of the Mountain – George, Jean Craighead
Park's Quest – Paterson, Katherine
The Pearl – Steinbeck, John
Roll of Thunder, Hear My Cry – Taylor, Mildred D.
Summer of My German Soldier – Greene, Bette
Summer of the Swans – Byars, Betsy
The True Confessions of Charlotte Doyle – Avi
Words by Heart – Sebestyen, Ouida
Year of Impossible Goodbyes – Choi, Sook Nyui
The Yearling – Rawlings, Marjorie Kinnan
Historical Fiction
Across Five Aprils – Hunt, Irene
After the Dancing Days – Rostkowski, Margaret
Bull Run – Fleischman, Paul

Catherine, Called Birdy – Cushman, Karen
Johnny Tremain – Forbes, Esther
Lyddie – Paterson, Katherine
The Night Journey – Lasky, Kathryn
Out of the Dust – Hesse, Karen
The Slave Dancer – Fox, Paula
The Watsons Go to Birmingham –1963 – Curtis, Christopher Paul
The Witch of Blackbird Pond – Speare, Elizabeth George
Science Fiction/Fantasy
Abel's Island – Steig, William
The Book of Three – Alexander, Lloyd
The Hobbit – Tolkien, J.R.R.
I, Robot – Asimov, Isaac
The Lion, the Witch and the Wardrobe – Lewis, C.S.
Peter Pan – Barrie, James
Phantom Tollbooth – Juster, Norton
The Shepherd Moon – Hoover, H.M.
Swiftly Tilting Planet – L' Engle, Madeleine
The Time Machine – Wells, H.G.
Tuck Everlasting – Babbitt, Natalie
A Wizard of Earthsea – Le Guin, Ursula
Z for Zachariah – O'Brien, Robert C.

Mystery/Adventure
The Adventures of Sherlock Holmes
– Doyle, Arthur Conan
And Then There Were None –
Christie, Agatha
Call of the Wild – London, Jack
Hatchet – Paulsen, Gary
Motel of the Mysteries –
Macauley, David
Stranded – Mikaelsen, Ben
Treasure Island –
Stevenson, Robert Louis
The Westing Game –
Raskin, Ellen

Folklore/Fairy Tales/Mythology
Aesop's Fables – Aesop
American Tall Tales –
Osborne, Mary Pope
The Crest and the Hide (and other African stories) –
Courlander, Harold
D'Aulaire's Norse Gods and Giants –
D'Aulaire, Ingri and Edgar
Favorite Folktales from Around the World – Yolen, Jane
Grimm Fairy Tales –
Grimm, Jacob and Wilhelm
(original authors)
Jason and the Argonauts –
Osborne, Mary Pope (ed.)
The People Could Fly: American Black Folktales –
Hamilton, Virginia
Three Strong Women –
Stamm, Claus and
Kazue Mizumura

Poetry
Selections from *Been to Yesterdays* –
Hopkins, Lee Bennet
Selections from *The Collected Poems of John Ciardi* –
Ciardi, John
Selections from *Custard and Company* – Nash, Ogden

Selections from *The Dream Keeper and Other Poems* –
Hughes, Langston
Selections from *Ego Tripping and Other Poems for Young People* –
Giovanni, Nikki
Selections from *Four Ancestors: Stories, Songs, and Poems from Native North America* –
Bruchac, Joseph
"The Highwayman" –
Noyes, Alfred
Selections from *Inner Chimes* –
Goldstein, Bobbye
"The Midnight Ride of Paul Revere" –
Longfellow, Henry Wadsworth
"Odes to Common Things" –
Neruda, Pablo
"Song of Myself" – Whitman, Walt
Selections from *You Come Too* –
Frost, Robert

Short Stories
Selections from *Baseball in April and Other Stories* – Soto, Gary
"The Bear" – Faulkner, William
"Boys and Girls" – Munro, Alice
"The Celebrated Jumping Frog of Calaveras County" – Twain, Mark
"Charles" – Jackson, Shirley
"A Day's Wait" –
Hemingway, Ernest
Selections from *Eight Plus One* –
Cormier, Robert
"The Legend of Sleepy Hollow" –
Irving, Washington
"A Mother in Mannville" –
Rawlings, Marjorie Kinnan
"The Night the Bed Fell" –
Thurber, James
"Raymond's Run" –
Bambara, Toni Cade
"Riki Tiki Tavi" – Kipling, Rudyard

Newsweek
Science World
Scope
Time
USA Today

Reference Tools (in printed and electronic format)
Atlas/Almanac, such as:
Printed: *New View Almanac; World Almanac and Book of Facts*
CD-ROM: *Microsoft Encarta Deluxe 2005*
Online: The Worldfact Book
(www.odci.gov/cia/publications/factbook)

Dictionary, such as:
Printed: *American Heritage Student Dictionary; Merriam-Webster's Intermediate Dictionary*
Online: Merriam-Webster Online Dictionary
(www.m-w.com)

Encyclopedia, such as:
Printed: *Compton's Encyclopedia and Fact-Index; World Book Encyclopedia*
CD-ROM: *Microsoft Encarta Encyclopedia Deluxe 2005; 2005 World Book CD-ROM Multimedia Encyclopedia*
Online: Encarta
(www.encarta.msn.com);
Fact Monster
(www.factmonster.com)

Other Resources, such as:
Printed: *Authors of Books for Young People; Encyclopedia of American History; World Explorers and Discoverers; Larousse Dictionary of Scientists; Living World, Lands and Peoples; Readers' Guide to Periodical Literature; World Book Encyclopedia of People and Places; World Leaders: People Who Shaped the World*

CD-ROM: *Junior Discovering Authors* Online: Homework Center (www.multnomah.lib.or.us/lib/homework); Word Central (www.wordcentral.com) **Thesaurus, such as:** Printed: *The American Heritage Student Thesaurus; Facts on File Student's Thesaurus* Online: Merriam-Webster Online Thesaurus (www.m-w.com)	**Informational, Technical, and Practical Documents:** Agendas Applications: sports, club membership, contest Class Schedules Letters: personal, business Manuals: computer, electronic equipment, appliance Recipes Travel Schedules and Itineraries	

6+1 Trait® Writing

Scoring Continuum

WOW!	IDEAS
Exceeds expectations	ORGANIZATION
	VOICE
	WORD CHOICE SENTENCE FLUENCY
	CONVENTIONS
	PRESENTATION

5 STRONG:
shows control and skill in this trait; many strengths present

4 EFFECTIVE:
on balance, the strengths outweigh the weaknesses; a small amount of revision is needed

3 DEVELOPING:
strengths and need for revision are about equal; about half-way home

2 EMERGING:
need for revision outweighs strengths; isolated moments hint at what the writer has in mind

1 NOT YET:
a bare beginning; writer not yet showing any control

IDEAS

5   This paper is clear and focused. It holds the reader's attention.
Relevant anecdotes and details enrich the central theme.

A. The topic is narrow and manageable.
B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
C. Reasonably accurate details are present to support the main ideas.
D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
E. The reader's questions are anticipated and answered.
F. Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

3   The writer is beginning to define the topic, even though
development is still basic or general.

A. The topic is fairly broad; however, you can see where the writer is headed.
B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.
C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
E. The reader is left with questions. More information is needed to "fill in the blanks."
F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

1   As yet, the paper has no clear sense of purpose or central
theme. To extract meaning from the text, the reader must make
inferences based on sketchy or missing details. The writing reflects more than one of these
problems:

A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.
B. Information is limited or unclear or the length is not adequate for development.
C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
D. The writer has not begun to define the topic in a meaningful, personal way.
E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.
F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

ORGANIZATION

5   The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.

A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.
B. Thoughtful transitions clearly show how ideas connect.
C. Details seem to fit where they're placed; sequencing is logical and effective.
D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
E. The title, if desired, is original and captures the central theme of the piece.
F. The choice of structure matches the purpose and audience, with effective paragraph breaks.

3   The organizational structure is strong enough to move the reader through the text without too much confusion.

A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
B. Transitions sometimes work; at other times, connections between ideas are unclear.
C. Sequencing shows some logic, but not under control enough that it consistently supports the development of ideas. The structure may be predictable and taking attention away from the content.
D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
E. A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic.
F. The organization sometimes supports the main point or story line, with an attempt at paragraphing.

1   The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:

A. There is no real lead to set-up what follows, no real conclusion to wrap things up.
B. Connections between ideas are confusing or absent.
C. Sequencing is random and needs lots of work.
D. Pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa.
E. No title is present (if requested) or, if present, does not reflect the content.
F. Problems with organization make it hard for the reader to understand the main point or story line, with little or no attempt at paragraph breaks.

VOICE

5 The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.

A. The writer connects strongly with the audience through the intriguing focus of the topic, selection of relevant details, and the use of natural, engaging language.
B. The purpose of the writing is accurately reflected in the writer's choice of individual and compelling content, and the arrangement of ideas.
C. The writer takes a risk by the inclusion of personal details that reveal the person behind the words.
D. Expository or persuasive writing reflects a strong commitment to the topic by the careful selection of ideas that show why the reader needs to know this.
E. Narrative writing is personal and engaging, and makes you think about the author's ideas or point of view.

3 The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling.

A. The writing attempts to connect with the audience in an earnest, pleasing, but impersonal manner
B. The writer seems aware of a purpose, and attempts to select content and structures that reflect it.
C. The writer occasionally reveals personal details, but primarily avoids risk.
D. Expository or persuasive writing lacks consistent engagement with the topic, and fails to use ideas to build credibility.
E. Narrative writing is sincere, but does not reflect a unique or individual perspective on the topic.

1 The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement.

A. The writer's ideas and language fail to connect with the audience.
B. The writer has no clear purpose, and the chosen style does not match the content or ideas.
C. The writing is risk free, and reveals nothing about the author.
D. Expository or persuasive writing is lifeless and mechanical, or lacks accurate information.
E. Narrative: The development of the topic is so limited that no point of view is discernable.

WORD CHOICE

5   Words convey the intended message in a precise, interesting,
and natural way. The words are powerful and engaging.

A. Words are specific and accurate. It is easy to understand just what the writer means.
B. Striking words and phrases often catch the reader's eye and linger in the reader's mind.
C. Language and phrasing are natural, effective, and appropriate for the audience.
D. Lively verbs add energy while specific nouns and modifiers add depth.
E. Choices in language enhance the meaning and clarify understanding.
F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

3   The language is functional, even if it lacks much energy. It is
easy to figure out the writer's meaning on a general level.

A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.
B. Familiar words and phrases communicate but rarely capture the reader's imagination.
C. Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).
D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.
E. The words and phrases are functional with only one or two fine moments.
F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.

1   The writer demonstrates a limited vocabulary or has not searched for
words to convey specific meaning.

A. Words are so nonspecific and distracting that only a very limited meaning comes through.
B. Problems with language leave the reader wondering. Many of the words just don't work in this piece.
C. Audience has not been considered. Language is used incorrectly making the message secondary to the misfires with the words.
D. Limited vocabulary and/or misused parts of speech seriously impair understanding.
E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.
F. Jargon or clichés distract or mislead. Redundancy may distract the reader.

SENTENCE FLUENCY

5   The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.

A. Sentences are constructed in a way that underscores and enhances the meaning.
B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.
C. Purposeful and varied sentence beginnings add variety and energy.
D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it.
E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

3   The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.

A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.
B. Sentences are usually constructed correctly; they hang together; they are sound.
C. Sentence beginnings are not ALL alike; some variety is attempted.
D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate.
E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.

1   The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:

A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.
B. There is little to no "sentence sense" present. Even if this piece was flawlessly edited, the sentences would not hang together.
C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.
D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language.
E. The text does not invite expressive oral reading.

CONVENTIONS

5   The writer demonstrates a good grasp of standard writing conventions
 (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing)
and uses conventions effectively to enhance readability. Errors tend to be so few that just minor
touch-ups would get this piece ready to publish.

A. Spelling is generally correct, even on more difficult words.
B. The punctuation is accurate, even creative, and guides the reader through the text.
C. A thorough understanding and consistent application of capitalization skills are present.
D. Grammar and usage are correct and contribute to clarity and style.
E. Paragraphing tends to be sound and reinforces the organizational structure.
F. The writer may manipulate conventions for stylistic effect—and it works! The piece is very close to
being ready to publish.

> GRADES 7 AND UP ONLY: The writing is sufficiently complex to allow the writer to show skill in using
> a wide range of conventions. For writers at younger ages, the writing shows control over those
> conventions that are grade/age appropriate.

3   The writer shows reasonable control over a limited range of standard
 writing conventions. Conventions are sometimes handled well and enhance readability; at other
times, errors are distracting and impair readability.

A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are
problematic.
B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes,
colons, parentheses) is sometimes missing/wrong.
C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be
spotty.
D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct
or accurately applied all of the time.
E. Paragraphing is attempted but may run together or begin in the wrong places.
F. Moderate editing (a little of this, a little of that) would be required to polish the text for publication.

1   Errors in spelling, punctuation, capitalization, usage, and grammar and/or
paragraphing repeatedly distract the reader and make the text difficult to read. The writing
reflects more than one of these problems:

A. Spelling errors are frequent, even on common words.
B. Punctuation (including terminal punctuation) is often missing or incorrect.
C. Capitalization is random and only the easiest rules show awareness of correct use.
D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.
E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the
organizational structure of the text.
F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line)
would be required to polish the text for publication.

PRESENTATION
(optional)

5   The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.

A. If handwritten (either cursive or printed), the slant is consistent, letters are clearly formed, spacing is uniform between words, and the text is easy to read.
B. If word-processed, there is appropriate use of fonts and font sizes which invites the reader into the text.
C. The use of white space on the page (spacing, margins, etc.) allows the intended audience to easily focus on the text and message without distractions. There is just the right amount of balance of white space and text on the page. The formatting suits the purpose for writing.
D. The use of a title, side heads, page numbering, bullets, and evidence of correct use of a style sheet (when appropriate) makes it easy for the reader to access the desired information and text. These markers allow the hierarchy of information to be clear to the reader.
E. When appropriate to the purpose and audience, there is effective integration of text and illustrations, charts, graphs, maps, tables, etc. There is clear alignment between the text and visuals. The visuals support and clarify important information or key points made in the text.

3   The writer's message is understandable in this format.

A. Handwriting is readable, although there may be discrepancies in letter shape and form, slant, and spacing that may make some words or passages easier to read than others.
B. Experimentation with fonts and font sizes is successful in some places, but begins to get fussy and cluttered in others. The effect is not consistent throughout the text.
C. While margins may be present, some text may crowd the edges. Consistent spacing is applied, although a different choice may make text more accessible (e.g., single, double, or triple spacing).
D. Although some markers are present (titles, numbering, bullets, side heads, etc.), they are not used to their fullest potential as a guide for the reader to access the greatest meaning from the text.
E. An attempt is made to integrate visuals and the text although the connections may be limited.

1   The reader receives a garbled message due to problems relating to the presentation of the text.

A. Because the letters are irregularly slanted, formed inconsistently, or incorrectly, and the spacing is unbalanced or not even present, it is very difficult to read and understand the text.
B. The writer has gone wild with multiple fonts and font sizes. It is a major distraction to the reader.
C. The spacing is random and confusing to the reader. There may be little or no white space on the page.
D. Lack of markers (title, page numbering, bullets, side heads, etc.) leave the reader wondering how one section connects to another and why the text is organized in this manner on the page.
E. The visuals do not support or further illustrate key ideas presented in the text. They may be misleading, indecipherable, or too complex to be understood.

MODEL FOR EFFECTIVE INSTRUCTION:

GUIDE TO BEST PRACTICES

M.S.D. of Washington Township, Indianapolis, Indiana
Dr. James D. Mervilde, Superintendent

MODEL FOR EFFECTIVE INSTRUCTION: GUIDE TO BEST PRACTICES
District Priorities

- Teach the district's standards-based curriculum, K – 12, using research-based instructional practices
- Teach, model, and incorporate district character values of *Respect, Responsibility, Honesty, Caring, Courage,* and *Self-Discipline*
- Increase the quality of reading and writing instruction across the curriculum, K – 12
- Incorporate thinking strategies for learning across the curriculum, K – 12
- Provide balanced mathematics instruction, including problem-solving, writing, spiral review, and direct instruction
- Use data sources to collect meaningful data to monitor and improve instruction
- Provide intensive academic support to help each student learn at the highest possible level in preparation for college; teach writing, inquiry, collaboration and reading; organizational and study skills; critical thinking, high-level questioning, and note taking.
- Use a variety of media and technology resources to access, organize, and analyze information
- Participate in professional development activities to improve instruction, increase student learning, and reduce achievement gaps
- Use appropriate strategies for increasing educational access and educational performance for diverse learners
- Foster parent and community involvement to enhance student achievement

Classroom Climate and Management	*Learning Environment*

Preparing lessons and activities in advance; having resources and materials ready prior to instruction	Establishing high expectations for every student
	  • Respecting students
	  • Greeting students by name each day
	  • Recognizing strengths
	  • Being consistent and fair
	  • Knowing students' interests
	  • Modeling district character values
	  • Valuing different cultures and languages
	  • Expecting active listening

Posting or reviewing daily class schedule or agenda in class so that everyone is informed of what will happen during the class period or day	
Sharing classroom expectations, procedures, and consequences with students and parents	
Employing flexible seating/grouping arrangements that support activity-based learning, communication, and cooperation	Providing a supportive learning community within the classroom, i.e., evidence of positive interactions between teachers and students
Giving clear oral and written instructions for assignments and classroom activities to every student	Involving every student in learning by moving throughout the classroom to be near all students, calling on all students, giving students time to respond, providing prompt feedback, listening to all students, and challenging all students
Bringing closure to each unit or lesson, e.g., by using KWL, learning log, and/or student responses to metacognitive questions	Using effective verbal and non-verbal communication, e.g., voice, tone, body language, etc.
Assisting students to set goals for learning, and providing frequent feedback on progress toward achieving goals	Displaying representative samples of student work
	Creating a classroom climate that supports learning, including classroom management
	Establishing and implementing clearly defined classroom procedures
	Maintaining positive home/school connections by effectively communicating with parents through the timely use of a variety of methods, e.g., email, phone calls, homework hotlines, websites, progress reports, class and/or teacher developed newsletters, etc.
	Implementing the Five-Step Discipline Plan, school rules, and Board policies

MODEL FOR EFFECTIVE INSTRUCTION: GUIDE TO BEST PRACTICES
District Priorities
(Continued)

Instruction	*Assessment*

▪ Demonstrating thorough knowledge of content area(s) and district standards-based curriculum
 	
▪ Engaging every student in learning activities
 	
▪ Incorporating higher-level thinking strategies in all curricular areas
  • Monitoring for meaning
  • Activating, utilizing, and building background knowledge (applying knowledge)
  • Asking questions
  • Drawing inferences
  • Determining importance
  • Creating sensory images
  • Analyzing and synthesizing information
  • Problem solving
 	
▪ Implementing research-based instructional strategies that affect student achievement (adapted from *Classroom Instruction That Works*, 2001)
  • Identifying similarities and differences
  • Summarizing and note taking
  • Reinforcing effort and providing recognition
  • Using appropriate homework and practice to deepen understanding and skills
  • Incorporating nonlinguistic representation
  • Using cooperative learning and other peer learning/teaching opportunities
  • Setting objectives and providing feedback
  • Generating and testing hypotheses
  • Questions, cues, and advanced organizers
 	
• Differentiating instruction to meet the needs of each student
 	
• Integrating technology into the delivery of instruction
	▪ Implementing assessment strategies for learning, including
	  • Providing a clear and understandable vision of the standard and learning objective(s)
	  • Using examples and models of strong and weak performance
	  • Offering regular descriptive feedback in a timely manner
	  • Teaching students to self assess and set goals
	  • Designing lessons to focus on one aspect of quality at a time
	  • Teaching students focused revision
	  • Engaging students in self-reflection, and letting them keep track of and share their learning
	
	▪ Demonstrating an understanding of effective assessment for learning, including
	  • What is the purpose for the assessment, and who will use the results?
	  • What is being assessed, and do students understand what is being assessed?
	  • What method is being used to assess?
	
	▪ Collecting data about student learning from a variety of sources, including
	  • Ongoing classroom-based assessments, projects, and performances
	  • Student portfolios
	  • Standardized tests
	  • Rubric assessments

CLASSROOM VISITATION

Teacher: _____   Evaluator: _____   Date: _____

Classroom Climate and Management	Learning Environment	Instruction	Assessment

SELF-ASSESSMENT RUBRIC FOR EFFECTIVE INSTRUCTION
(Optional—not part of the teacher evaluation process)

Criteria	Level of Performance			
	Unsatisfactory	Basic	Competent	Proficient
Classroom Climate and Management	*Little or no evidence of planning for instruction; materials and resources not prepared in advance* • Little or no evidence of classroom expectations or procedures • Little or no evidence of daily schedule/agenda • Little or no evidence of goal setting by students • Little or no communication with parents • Unclear or incomplete instructions for assignments and activities • Mismatch between classroom organization and instruction	*Some evidence of planning; some materials and resources ready prior to instruction* • Some classroom expectations and procedures shared with students • Daily schedule/agenda sometimes shared with students • Goals set by teacher for whole class • Some sporadic communication with parents • Instructions for assignments and activities given orally only • Some alignment of classroom organization with instruction	• Evidence of planning; most resources and materials ready prior to instruction • Basic classroom expectations and procedures shared with students and parents • Daily schedule/agenda posted or reviewed • Goals set in cooperation with students • Regular communication with parents • Clear oral and written instructions for assignments • Classroom organization usually aligned with instruction	• Evidence of thorough planning; all resources and materials ready prior to instruction • All classroom expectations and procedures shared with students and parents and observed through student behavior • Daily schedule/agenda posted or reviewed and closure brought to each class or day • Frequent communication with parents using a variety of means • Clear and complete oral and written instruction given for assignments and activities • Classroom organized for individual and group work as appropriate to instruction
Learning Environment	• Low expectations for most students • Little or no respect demonstrated for students • Little or no attempt to involve students in the lesson • Inappropriate verbal and/or nonverbal communication • Little or no use of classroom management strategies; disorganized and chaotic learning environment • Little or no home school connection	• High expectations for some students • Respects some students some of the time • Involves a few selected students in lessons • Sometimes uses inappropriate verbal or non-verbal communication • Some effective classroom management strategies used • Some home school connections established	• High expectations for many students • Respects students most of the time • Attempts to involve most students in the lesson • Uses appropriate verbal and nonverbal communication skills with most students • Appropriate classroom management techniques used most of the time • Positive home school connection established with most parents	• High expectations for all students • Respects and values students, parents, and colleagues • Effectively involves all students in the lessons • Consistently uses effective verbal and nonverbal communication skills with all students, parents, and colleagues • Effective classroom management techniques used consistently • Consistently maintains positive home school partnership
Instruction	• Limited knowledge of content area and/or district curriculum • Fails to engage students in learning activities; no variety in learning tasks • Little or no use of effective instructional strategies • Instruction is consistently teacher centered and not developmentally appropriate • Rarely uses research-based instructional practices • Little or no differentiation of instruction to meet the needs of students • Little or no connections made to other subjects or real life situations • Little or no integration of technology into instruction	• Some knowledge of content area and district curriculum • Engages some students in learning activities; uses routine tasks • Incorporates higher-level thinking occasionally • Instruction is sometimes student centered and developmentally appropriate • Sometimes uses research-based instructional practices • Instruction is differentiated to meet the learning needs of some students • Makes limited connections to other subjects and real life situations • Sometimes integrates technology into instruction	• Adequate knowledge of content area and district curriculum • Engages most students in learning activities most of the time; uses interesting tasks • Incorporates higher-level thinking strategies some of the time • Instruction is usually student centered and developmentally appropriate • Usually uses research-based instructional practices • Instruction is differentiated to meet the learning needs of many students • Makes some connections to other subjects and real life situations • Frequently integrates technology into instruction	• Thorough knowledge of content area and district curriculum • Consistently engages all students in learning activities; uses a variety of challenging and engaging tasks • Consistently incorporates higher-level thinking strategies in all curricular areas • Instruction is consistently student centered and developmentally appropriate • Consistently uses research-based instructional practices • Instruction is differentiated to meet the learning needs of all students • Makes frequent connections to other subjects and real life situations • Effectively and appropriately integrates technology into instruction

SELF-ASSESSMENT RUBRIC FOR EFFECTIVE INSTRUCTION (Continued)

(*Optional—not part of the teacher evaluation process*)

Criteria	Level of Performance			
	Unsatisfactory	Basic	Competent	Proficient
Assessment	▪ Little or no evidence of using assessment strategies for learning ▪ Little or no evidence that instruction is connected to informal or formal assessment ▪ Little or no understanding of effective assessment for learning ▪ Little or no evidence of formative evaluation; summative evaluation used only to assign grades ▪ Little or no evidence of collecting data about student learning from a variety of sources ▪ Little or no evidence of alignment with curriculum, instruction, and standards	▪ Occasionally implements assessment strategies for learning ▪ Sometimes uses the results of informal and formal assessments to plan instruction ▪ Exhibits minimal understanding of effective assessment for learning ▪ Occasionally uses authentic assessments ▪ Occasionally collects data about student learning from a variety of sources ▪ Evidence of some alignment of assessment with curriculum, instruction, and standards	▪ Implements some assessment strategies for learning ▪ Assessment usually drives instruction ▪ Exhibits some degree of understanding of effective assessment for learning ▪ Sometimes uses authentic assessment tasks ▪ Sometimes engages students in reflection and self-assessment ▪ Sometimes collects data about student learning from a variety of sources ▪ Assessment aligned with curriculum, instruction, and standards	▪ Consistently implements assessment strategies for student learning ▪ Ongoing assessment continuously drives instruction ▪ Exhibits a high degree of understanding of effective assessment for learning ▪ Regularly uses authentic assessment tasks ▪ Regularly engages students in reflection and self-assessment ▪ Consistently collects data about student learning from a variety of sources ▪ Assessment clearly aligned with curriculum, instruction, and standards

Glossary of Terms

Activating, Utilizing, and Building Background Knowledge—students activate relevant, prior knowledge, use current understanding as the first step in the problem-solving process, and build knowledge by assimilating new knowledge with prior learning

Analyzing and Synthesizing Information—students continually monitor overall meaning, important concepts, and themes while reading and solving problems; generalize from patterns they observe; and synthesize concepts when they use them in real-world applications

Asking Questions—students generate questions before, during, and after reading or solving a problem; ask questions for different purposes; and use different approaches to solving problems

Assessment for Learning—gathering data to document students' learning and growth; used to plan curriculum and instruction to meet the needs of students

Building on Prior Knowledge—connecting new knowledge to what students already know about a topic

Cooperative Learning—using cooperative grouping strategies to develop positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing

Creating Sensory Images—students immerse themselves in rich detail as they read and create images connected to the sense of sight, hearing, taste, touch, and smell to enhance understanding; use mental pictures, models of shapes, numbers, and processes to build understanding of concepts; and visually represent thinking through drawings, pictures, graphs, and charts

Determining Importance—students identify key ideas, themes, patterns, and relationships; distinguishing between important and unimportant information; identify and use key words to build understanding of a problem; and distinguish between essential and extraneous information

Drawing Inferences—students draw conclusions about their reading; make, confirm, and/or revise reasonable predictions; and know when and how to infer answers to unanswered questions

Engaged Learning—making students responsible for their own learning by defining learning goals and problems that are meaningful to them

Generating and Testing Hypotheses—the process of applying knowledge in one or more of the following tasks: systems analysis, problem solving, historical investigation, invention, experimental inquiry, and decision making

Homework and Practice—providing students with opportunities to refine and extend their knowledge; homework assignments should clearly articulate the purpose and outcome

Metacognitive Questions—students mentally ask questions about their own learning, such as "What did I learn?" What more do I want to learn about this topic?" "What am I still confused about?"

Monitoring for Meaning—students reflect on their growing understanding, recognize when they understand and when they do not, check to make sure that answers are reasonable, and use manipulatives, charts, and diagrams to make sense of problems

Nonlinguistic Representation—knowledge stored in an imagery mode, i.e., expressed as mental pictures or physical sensations, including graphic representations, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activities

Notetaking—students must make a determination as to what is most important and then state that information in a shortened form

Portfolios—collection of student work designed to show growth and development; includes student reflection and self-assessment

Problem Solving—students listen to others' strategies and adjust their own; use estimation to determine if their answer is reasonable; use trial and error to build thinking; cross check by using more than one way to do a problem; use a variety of tools to enhance meaning

Providing Recognition—giving abstract symbolic recognition (e.g., verbal reward) is more effective than tangible rewards

Reinforcing Effort—students can learn the connection between effort and achievement

Self Assessment—student's ability to monitor learning and recognize when they do not understand and should seek more information

Setting Objectives and Providing Feedback—the process of establishing a direction for learning and providing feedback to students on how well they are doing

Similarities and Differences—identification of similarities and differences can be accomplished in a variety of ways, including comparing, classifying, creating metaphors, and creating analogies

Summarizing—students must analyze information at a fairly deep level and delete some information, substitute some information, and keep some information

Questions, Cues, and Advance Organizers—techniques that help students activate prior knowledge, i.e., retrieve what they already know about a topic

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I.   Rationale and Process

II. Grade 6 Table of Contents

III. Grade 7 Table of Contents

IV. Grade 8 Table of Contents

V.   Portfolio Rubric

VI. Reflection Questions

VII. Data Table and Reflection

VIII. Student Self-Reflection

MSD Washington Township
Middle School Portfolio
Rationale and Process

History and Purpose

Student portfolios have been used in Washington Township for more than a decade. They were developed as a part of the curriculum writing process in order to reflect the guidelines of both district and state level academic standards.

The portfolios illustrate students' abilities to generate topics for writing, create multiple drafts of a text, revise their writing based upon feedback, and reflect upon their writing. Additionally, portfolios encourage students to see their growth over time as a writer.   Furthermore, teachers can look at a student portfolio to learn about the student's writing skills, including areas of strength and need. Finally, portfolios can be shared with parents to demonstrate student understanding and mastery of writing skills.

Portfolio Process

The portfolio process begins at Grade 6 when students are introduced to the portfolio maintenance process. Schools will devise a system for maintenance of portfolios, and teachers will provide time and assistance to students when compiling their portfolios; however, students are responsible for filing their work within the portfolio system. During the final month of school, each student will complete a written reflection (see "Reflecting on Myself as a Writer") describing his/her growth over the course of the year.   Students will use the Portfolio Table of Contents to organize their pieces in the portfolio, which will be submitted to the teacher at the conclusion of the school year.

The portfolio will be moved from grade 6 to 7 and grade 7 to 8 at the start of the next school year. The teacher should use the student reflection to learn about the student's writing skills. The portfolio contents should be given to the student at the end of the 8th grade year, typically as a part of the 8th grade ending ceremony.   Should a student withdraw, a portfolio should be given to him/her on his/her final day of school.

Portfolio Contents

1. The "Reflecting on Myself as a Writer" questions should guide the students as they construct their reflection.
2. Each year the student will follow the Portfolio Table of Contents for the grade level, which corresponds to the appropriate Indiana Academic Standards.
3. In addition, students will select two pieces of their choice.
4. The "Student Self-Reflection" form will help your students as they compile and organize their portfolios.
5. Students should illustrate their writing process with at least one of their texts. This includes prewriting, drafts, and other pieces that illustrate revision or reflection.

MSD Washington Township
Grade 6
Portfolio Table of Contents

_____   _____
Student   Teacher

Required Materials

1. Student Reflection

_____
Title   Date

2. Narrative (6.5.1)

_____
Title   Date

3. Research Reports/Presentation Evidence (6.5.3)

_____
Title   Date

4. Response to Literature: Written or multi-modal (6.5.4)

_____
Title   Date

5. Persuasive Compositions (6.5.5)

_____
Title   Date

6. Individual Data Chart with Analysis

7. List of Books Read

Student-selected Materials

Include two pieces of your choice. These pieces could be any of the following texts: writing from another class, poetry, song lyrics, artwork, or other exceptional writing.

_____
Title   Date

_____
Title   Date

MSD Washington Township
Grade 7
Portfolio Table of Contents

_____   _____
Student   Teacher

Required Materials

1. Student Reflection

_____
Title   Date

2. Biographical/Autobiographical Compositions (7.5.1)

_____
Title   Date

3. Research Reports/Presentation Evidence (7.5.3)

_____
Title   Date

4. Response to Literature: Written or multi-modal (7.5.2)

_____
Title   Date

5. Persuasive Composition (7.5.4)

_____
Title   Date

6. Individual Data Chart with Analysis

7. List of Books Read

Student-selected Materials

Include two pieces of your choice. These pieces could be any of the following texts: writing from another class, poetry, song lyrics, artwork, or other exceptional writing.

_____
Title   Date

_____
Title   Date

MSD Washington Township
Grade 8
Portfolio Table of Contents

_____   _____
Student   Teacher

Required Materials

1. Student Reflection

_____
Title   Date

2. Biography/Autobiography/Short Story (8.5.1)

_____
Title   Date

3. Technical Document (8.5.5)

_____
Title   Date

4. Response to Literature: Written or multi-modal (8.5.2)

_____
Title   Date

5. Research Reports/Presentation Evidence (8.5.3)

_____
Title   Date

6. Individual Data Chart with Analysis

7. List of Books Read

Student-selected Materials

Include two pieces of your choice. These pieces could be any of the following texts: writing from another class, poetry, song lyrics, artwork, or other exceptional writing.

_____
Title   Date

_____
Title   Date

MSD Washington Township
Middle School Portfolio Rubrics

Reflection Rubric

	Exemplary	**Sufficient**	**Minimal**
Ideas	Detailed and thoughtful; explains the portfolio thoroughly; Illustrates a *clear understanding* of him/herself as a developing writer	Complete; sufficiently explains the portfolio; Illustrates *some understanding* of him/herself as a writer	Incomplete; not reflective, does not explain each piece; Illustrates *little understanding* of him/herself as a writer
Sentence Fluency	Ideas are skillfully connected, logical, and fluid	Age appropriate transitions are used to connect ideas	Ideas seem disconnected; transitions are lacking
Conventions	No errors that impede meaning	Few errors that impede meaning	Many errors that impede meaning

Portfolio Rubric

	Exemplary	**Sufficient**	**Minimal**
Organization and completeness	All pieces included; Follows the Table of Contents	Missing one or two pieces; One or two pieces out of order	Missing three or more pieces; Several pieces out of order
Presentation	Cover sheet is complete; Reflection is typed; all pieces are stacked, stapled, or paper-clipped; no loose papers	Cover sheet is complete; Reflection is neatly hand-written; most pieces are tidy, but some may unattached	Cover sheet is incomplete; Reflection is sloppy; pieces are disorganized

Data Table

Name _____ Grade _____

Test	Fall	Winter	Spring
Basic Skills Test			
SRI/Star = Lexile			
CFA			

Optional Data

Unit Number	Pretest	Post test
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Reflection

Fall

What areas do you need to improve?

What areas have you mastered?

Set a goal – I will show improvement in the area of …..

Winter

What do you notice about your data?

Did you meet your goal?

Spring

What should I continue to work on the last months of school?

What have I learned from these tests?

MSD Washington Township
Language Arts Writing Portfolio
Reflecting on Myself as a Writer

Consider the following questions as you reflect on the work you've included in your portfolio:
- As you look over all the writing you have done this year, what are some pieces that stand out as exceptional writing to you?
- Why are these writings so strong? What do you like about them?
- When you look back at all of the writing you have included, what are your strengths?
- How has your writing improved since the beginning of the year?
- What are some areas in which you still need improvement?
- Looking back at the work you did, is there anything you would change?
- What have you learned about yourself as a writer during the course of this year?

Use your responses to these questions to generate a written reflection of your portfolio.

Student Self-Reflection (Suggested)

DIRECTIONS: Evaluate the following statements related to your portfolio and mark the appropriate box. Then, prior to portfolio submission, work on improving your portfolio.

	Outstanding	Good	Fair	Needs Improvement
1. My portfolio has all of the required pieces including my reflection and Table of Contents.				
2. My portfolio represents the quality of my work throughout the school year.				
3. My portfolio has at least one piece that shows my understanding of the writing process.				
4. My reflection explains my portfolio and discusses my growth as a writer this year.				
5. My portfolio is neatly collected and organized.				

Metropolitan School District of Washington Township

Middle School Style Sheet

BOOKS:

[Note: The basic form for books is as follows:

Author. Title. Place of publication (first, if more than one is listed): Name of publisher, year (most recent if more than one is listed)]

One Author

Whittle, Abel. Politics in Wessex. Dorchester: Goldfinch Press, 1996.

Two or Three Authors

Whittle, Abel, and Izzy Huett. Manners and Customs of Nineteenth Century England.

London: Westminster, 1994.

Note: Second author is listed first name and then last name.

Single Selection from an Anthology

Hardy, Thomas. "Optimism Abounds." Essays on Happiness. Ed. Sue Bridehead.

London: Trafalgar Press, 1992. 243-245.

No Author

The English Almanac. New York: Macmillan, 1985.

Book in a Series

Arnold, Matthew. Thomas Hardy. English Writers of Optimism. London: Trafalgar

Press, 2003.

Encyclopedia (signed article)

Smith, Ralph. "Rap Music." Worldbook. 2003 .

Encyclopedia (unsigned article)

"Music." Encyclopedia Britannica. 2003 ed.

Middle School Style Sheet

An Article in a Reference Book

"Thomas Hardy." English Writers of the Nineteenth Century. 4th ed. 2001.

PERIODICALS:

[Note: The basic form for periodicals is as follows:

Author. "Title of Article." Title of Periodical day month year: pages.]

Magazine Article (signed)

Windsor, Edward. "What I've Learned from Uncle Thomas." Time 4 June 2007: 54-55.

Note: Date is written in a different way from a book.

Magazine Article (unsigned)

"Hardy Lives." British History Illustrated Mar./ Apr. 2002: 23-27.

Note: No specific date is given because this is a bi-monthly magazine.

Newspaper Article (signed)

McFarland, Donald. "Hardy on Film." USA Today 26 Feb. 2000: 2D.

Newspaper Article (unsigned)

"Casterbridge Comes Alive in New Film." Indianapolis Star 30 May 2000: 4C.

Non Print

Television and Radio Program

"The BBC Shines Again." Narr. Jane Pauley. Dateline. NBC. WTHR, Indianapolis. 18

Nov. 2004.

Recording

Hayward, Justin. The Moody Blues Sing Moody Hardy. Perf. John Lodge, Ray

Thomas, Justin Hayward, Grahame Edge. Wiltshire Records, GE 1052. 2003.

DVD, Videotapes

The Life of Thomas Hardy. Videocassette. Wessex Productions, 2003. 25 minutes.

Middle School Style Sheet

Personal Interview

Kitchen, Michael. Personal interview. 19 June 2007.

Note: If you spoke to interviewee by phone, cite the entry as a telephone interview.

ELECTRONIC SOURCES:

World Wide Web Source

[Note: The basic form for website is as follows:

Author if given. "Title of page." Title of project or database. Version # if given. Date. Publisher. Date of access and network address. Note: URL enclosed in angle brackets; no punctuation between access date and URL.]

Work from Information Database

"This Day in History: November 18." The History Channel Online. 2008. History

Channel.19 June 2008 <http://www.historychannel.com/

thisday/today/980820.html>.

"Hardy." Britannica Online. Vers. 98.2.2008. Encyclopaedia Britannica . 8 May

2008 <http://www.eb.com:180>.

Professional or Personal Site

[Note: title of page is underlined in this case according to MLA, 5th ed.]

Bednarovska, Dorothea. Thomas Hardy Homepage. 15 Sept. 2008

<http://dbedna.oxfordu.edu.uk/~hardy.html>.

Hardy Home Page. Jan. 1, 2008. Dorset County Musuem, Wessex. 14 Nov. 2008

<http://www dorsetcm.hardy.com>.

Gate, Max. Home to Thomas Hardy. 18 Feb. 2006. Lyme Regis Artifacts Research. 12

Apr. 2008 <http://www.lymerar/hardy.com>.

Middle School Style Sheet

Online Encyclopedia Article

"Victoria." Academic American Encyclopedia. Version 98.2. 2008. 8 May 2008 <http://

www.aae.com>.

Online–Newspaper Article

Blessed, Brian. "Toryism in Hardy's Dorset." London Observer Online 15 May 2006. 15

May 2006 <http://www. lobs.com/atla/cyber.html >.

Online–Magazine Article

Wildeve, Damon. "Anger on Egdon Heath." British Heritage Feb./Mar. 2004. 18 Dec.

2008 <http://bher.per.us.uk >.

Online–Book

Hardy, Thomas. Wessex Wanderer. Oxford: Oxford UP, 1948. 5 Nov. 2007

<http://www.wessex.com/ html >.

E-Mail

Winsdor, Edward. "Recent Research in Dorset." E-mail to J. Sue Landaw 14 Nov. 2008.

AUXILIARY REFERENCES FOR WRITING

Helping Verbs

is	be	can	shall	will	may	do
am	being	could	should	would	might	does
been	are	have	has	had		
was	were					

Substitutes for very

intensely	exceedingly	bitterly	surely	especially
unusually	truly	powerfully	richly	mightily
immeasurably	infinitely	severely	chiefly	shockingly

Dead Words

get	very	your	good	lots	well	so
got	nice	you	just	alot	fine	fun
the end						

ALL CONTRACTIONS (won't, I'd, We'll)
ALL ABBREVIATIONS (etc., o.k., CA)
SLANG: awesome, cool, fine, totally, rad, raspy, tight, bad

Prepositions

about	above	across	against	after
along	among	around	at	before
behind	below	beneath	beside	between
beyond	by	down	during	except
for	from	in	into	inside
near	of	off	on	out
over	since	throughout	past	through
upon	toward	under	until	up
to	with	within	without	

Linking Verbs

is	were	appears	turns	feels	continues
am	be	tastes	remains	seems	becomes
was	been	grows	sounds		
are	being				

AUXILIARY REFERENCES FOR WRITING

SYNONYMS FOR <u>SAID</u>

acknowledged	demurred	maintained	responded
acquiesced	denied	mentioned	restated
added	denounced	mimicked	resumed
addressed	described	moaned	retorted
admitted	dictated	mumbled	returned
adonished	directed	murmured	revealed
advised	disclosed	mused	roared
advocated	disrupted	muttered	ruled
affirmed	divulged	nagged	sanctioned
agreed	drawled	narrated	scoffed
alleged	droned	noted	scolded
allowed	elaborated	notified	screamed
announced	emphasized	objected	shouted
answered	entreated	observed	shrieked
approved	enunciated	opined	snapped
argued	estimated	orated	sneered
assented	exclaimed	ordered	sobbed
asserted	explained	petitioned	solicited
assumed	exposed	pleaded	specified
assured	expressed	pled	spoke
asked	faltered	pointed out	sputtered
attested	feared	prayed	stammered
avowed	foretold	predicted	stated
babbled	fumed	proclaimed	stipulated
bantered	giggled	professed	stormed
bargained	grinned	prompted	stressed
began	grunted	propounded	suggested
boasted	held	publicized	taunted
called	implied	quibbled	thought
claimed	indicated	ranted	threatened
commented	inferred	reassured	told
complained	instructed	reciprocated	twitted
confided	itemized	refuted	urged
contradicted	laughed	related	uttered
cried	lectured	remonstrated	vowed
debated	lied	replied	wailed

AUXILIARY REFERENCES FOR WRITING

Transitions

in addition	notwithstanding	soon	further	moreover
while	equally important	again	underneath	instead of
third, first	between	farther	thus	besides
finally, last	similarly	hence	as though	yet
to begin with	first of all	equally	however	so that
to conclude	on the other hand	therefore	though	as a result
unfortunately	consequently	although	accordingly	otherwise

Touch

cool	cold	icy	lukewarm	tepid	warm
steamy	damp	wet	fleshy	rubbery	tough
slippery	mushy	oily	sharp	elastic	crisp
silky	gritty	satiny	sandy	smooth	sharp
rough	thick	pulpy	dry	dull	thin
fragile	tender	prickly	hairy	fuzzy	feathery

Taste

tangy	gingery	overripe	burnt	hot	spoiled
rotten	unripe	medicinal	raw	alkaline	fishy
spicy	peppery	oily	buttery	salty	bitter
flat	hearty	bittersweet	mellow	sugary	crisp
ripe	bland	tasteless	sour	fruity	vinegary

Smell

sweet	minty	acidy	sickly	scented	odorous
acrid	stagnant	fragrant	pungent	burnt	mouldy
musty	gaseous	tempting	aromatic	perfumed	spicy
reeking	heady	mildewed	savory	putrid	damp
fresh	sharp	rotten	dank	stench	earthy
fishy	sour	spoiled	gamy	piney	rancid

Sounds

crash	thud	bump	thump	pandemonium	thunder
bang	smash	explode	roar	scream	screech
shout	whistle	whine	squawk	raucous	bawl
rage	blare	rumble	slam	deafening	stomp
stamp	nose	discord	jangle	disorderly	clash
clamor	tumult	riot	racket	brawl	bedlam
hubbub	blatant	clap	bark	earsplitting	boom
melody	inaudible	piercing	rowdy	rasp	yell
sigh	murmur	whisper	whit	rustle	twitter
patter	hum	mutter	snap	hiss	crackle

AUXILIARY REFERENCES FOR WRITING

MARKS OF CORRECTION FOR WRITTEN WORK

1.	h	heading incorrect or incomplete
2.	mar	faulty margin
3.	PH	poor handwriting
4.	¶	begin paragraph
5.	sp	spelling error
6.	cap	capital letter needed or capital unnecessarily used
7.	O/p	punctuation error
8.	RO	run-on sentence
9.	NS/frag	not a sentence
10.	agr	agreement (pronoun with antecedent, verb with subject)
11.	T	tense
12.	^	something omitted
13.	syl	syllabication, divide only between syllables
14.	ww	wrong word
15.	awk	clumsy or awkward
16.	rep	repetition
17.	?	unclear
18.	X	find the error in the line
19.	INC	incomplete

COSTA'S LEVELS OF QUESTIONS

LEVEL ONE:
* Define - to set forth the meaning of
* Describe - to represent or give an account in words
* Identify - to establish the identity of
* List - a simple series of words or numbers
* Name - to mention or identify by name
* Observe - to see or sense esp. through careful attention
* Recite - to repeat verbatim
* Scan - to examine closely

LEVEL TWO:
* Analyze - to make an analysis of , an examination of a thing to know its parts
* Compare - to examine for likenesses and differences
* Contrast - to show differences when compared
* Group - to cluster
* Infer - to derive as a conclusion from facts or premises
* Sequence - chronological order of events
* Synthesize - the combination of parts or elements into a whole

LEVEL THREE:
* Apply - to put to practical use
* Evaluate - appraise, value
* Hypothesize - to adopt as an hypothesis/assumption
* Imagine - to form a mental picture of something not present; guess
* Judge - to form an estimate or evaluation about something. deduce
* Predict - to declare in advance
* Speculate - to think or wonder about a subject

The Three-Story Intellect
Graphic Organizer for Costa's Level of Questioning

EVALUATE
GENERALIZE
IMAGINE
JUDGE
PREDICT
SPECULATE
IF/THEN
APPLY A PRINCIPLE
HYPOTHESIZE
FORECAST
IDEALIZE

OUTPUT

COMPARE
CONTRAST
CLASSIFY
SORT
DISTINGUISH
EXPLAIN (WHY)
INFER
SEQUENCE
ANALYZE
SYNTHESIZE
MAKE ANALOGIES
REASON

PROCESS

COMPLETE
COUNT
DEFINE
DESCRIBE
IDENTIFY
LIST
MATCH
NAME
OBSERVE
RECITE
SELECT
SCAN

INPUT

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EXAMPLES OF COSTA'S LEVELS OF QUESTIONS

Level One questions cause students to recall information. This level of question causes students to input the data into short-term memory, but if they don't use it in some meaningful way, they may soon forget.

Level Two questions enable students to process information. They expect students to make sense of information they have gathered and retrieved from long-and short-term memory.

Level Three questions require students to go beyond the concepts or principles they have learned and to use these in novel or hypothetical situations.

TOPIC	LEVEL ONE (complete, count, match, name, define, observe, recite, describe, list, identify, recall)	LEVEL TWO (analyze, categorize, explain, classify, compare, contrast, infer, organize, sequence)	LEVEL THREE (imagine, plan, evaluate, judge, predict, extrapolate, invent, speculate, generalize)
Science	What is a gene? What is a chromosome?	Compare and contrast genes and chromosomes.	Use what you know about genes and chromosomes to predict a trait in a child.
Spanish	Conjugate the Spanish verb "ser" in the present tense.	Elaborate on the similarities and differences of the preterit and past tenses in the Spanish language.	"Invent" a new Spanish regular "ar" ending verb. Use it in 6 sentences, using different tenses and persons.
Mathematics	Evaluate this expression: $3x^2$ if $x=4$.	When, if ever, can $x^2'2x$?	Prove whether or not the operation [Y] is commutative given that $a[Y]b=a^2-b$
History	Which amendment in the Constitution gives citizens the right to bear arms?	Compare and contract societal conditions in the US that impacted the inclusion of the second amendment in the US Constitution with conditions today.	If there were a Constitutional amendment that prohibited ownership of weapons by citizens, how might American society be affected?

From Becky Breedlove, AVID Region 9

Class Notes / Learning Log / Textbook Notes

If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.

Name: _____

Class: _____

Period/Block:_____

Date: _____

Topic:

Summary, Reflection, Analysis

Questions/Main Ideas:	Notes:

Summary, Reflection, Analysis

Levels of English Proficiency & Corresponding Student Actions				
LIMITED ENGLISH PROFICIENT (LEP)				FEP
Beginner Level 1	Early Intermediate Level 2	Intermediate Level 3	Advanced Level 4	Fluent English Proficient Level 5
Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks. Student Actions: • Classifies pictures without verbalizing logic behind them • Makes picture collages • Builds picture dictionary based on content • Points to an appropriate response • Creates a pictorial graph/chart • Uses body language	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks. Student Actions: All of the above, and: • Labels pictorial charts with key vocabulary or concepts • Labels pictures with single words or phrases • Sequences events (time/order) • Uses invented spelling • Utilizes graphic organizers • Accept 'yes' or 'no' and either/or	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language. Student Actions: All of the above, and: • Classifies and gives reasons in simple sentences • Gives simple explanations • Describes event/topic • Outlines topics using time sequence, as well as main idea and supporting details • Formulates questions • Compares/contrasts information • Conducts simple interviews	Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident. Student Actions: All of the above, and: • Reasoning expressed more fluently • Expresses opinions • Criticizes and justifies • Uses persuasion • Answers how and why questions • Predicts the outcome of events • Drafts/edits assignments	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. Student Actions: • On par with native English speaking peers

Typical Student Behavior & Appropriate Teacher Behavior by Levels of English Proficiency			
Beginner **Level 1**	**Early Intermediate** **Level 2**	**Intermediate** **Level 3**	**Advanced** **Level 4**
Sample Student Behaviors			
Points or provides other non-verbal response	One-word responses	Participates in small group activities	Participates in reading and writing activities to acquire new information
Actively listens	Short utterances	Demonstrates comprehension in a variety of ways	
Responds to commmands			
Sample Teacher Behaviors			
Gestures	Asks questions that can be answered by yes/no and either/or responses	Focuses content on key concepts	Fosters conceptual development and expanded literacy through content
Language focuses on conveying meanings and vocabulary development		Provides frequent comprehension checks	
Repetition	Models correct responses	Uses performance-based assessment	
		Asks open-ended questions that stimulate language production	

SDAIE Strategies
A Glossary of Instructional Strategies

Sweetwater Union High School, National City, California
www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/glossary.html

Anticipatory Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, evaluation.

Cooperative Dialogue -
1.Students number off one through four.
2.Each student pairs with another student from a different group who has the same number.
3.Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4.Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.
Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.
Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.
Interval Graphs-Chronological order, bar graphs, parallel events, number value.
Flowcharts - Sequential events, directions, decision making, writing reports, study skills.
Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria.
Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first ___pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did ____ ? How does ____relate to your life or experiences? Compare ____to __. What if____? Predict _____) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.
Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.
Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.
Comic Strip Create a 6-paneled comic strip of the lesson content.
Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.
Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:
<u>Right There</u> The answer is located directly in the reading
<u>Think and Search</u> The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.
<u>On My Own The answer is "beyond the lines."</u> The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important.

Quickwriting -Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide 1. Headings Read -Around- Students take turns reading the headings of the reading

2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.

5. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quickwrite until they all have been read. Step 1: A interviews B C interviews D Step 2: B interviews A D interviews C Step 3:A interviews C and D about B B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")
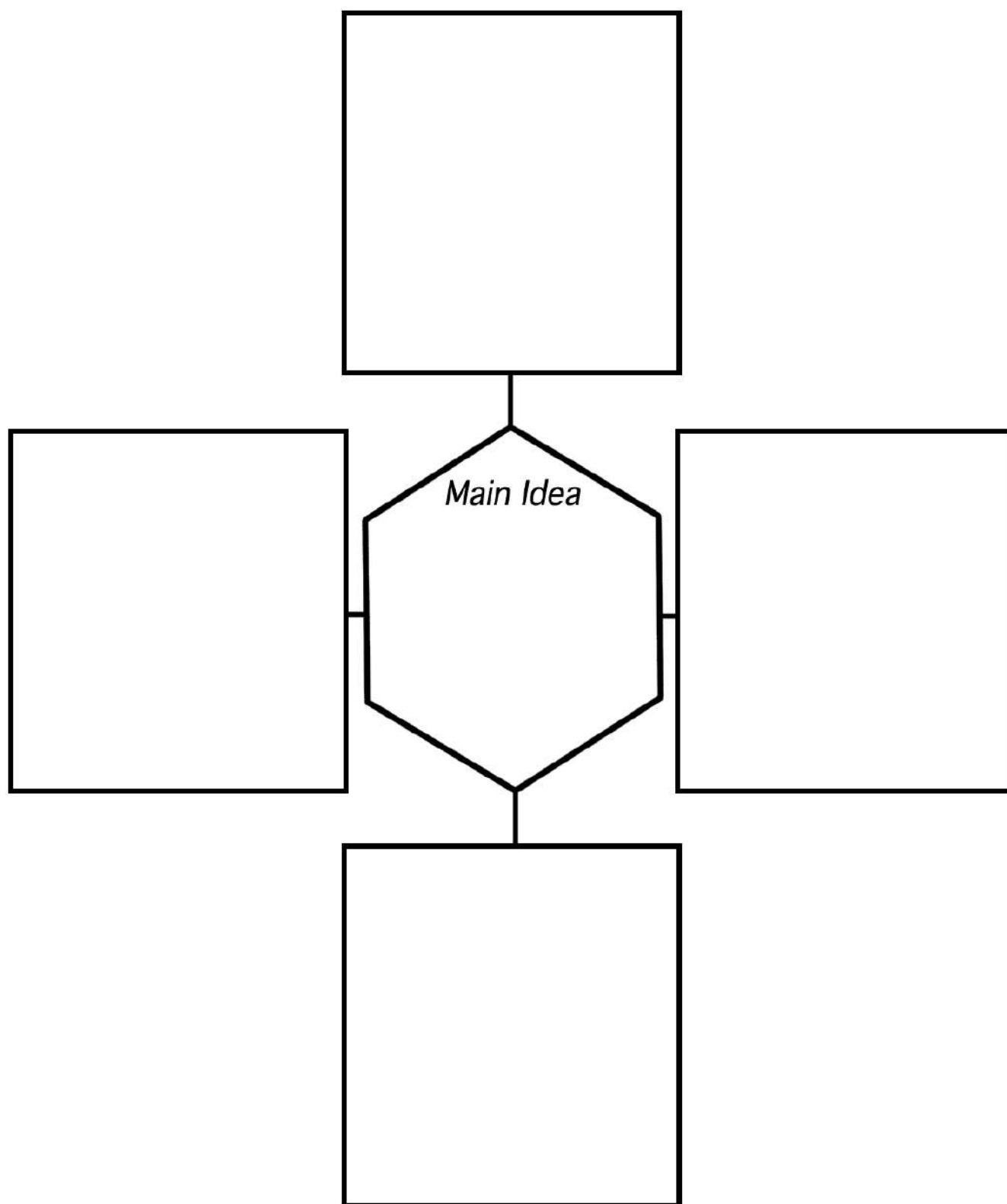
Vocabulary Cards Each student selects a difficult vocabulary word fro the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.
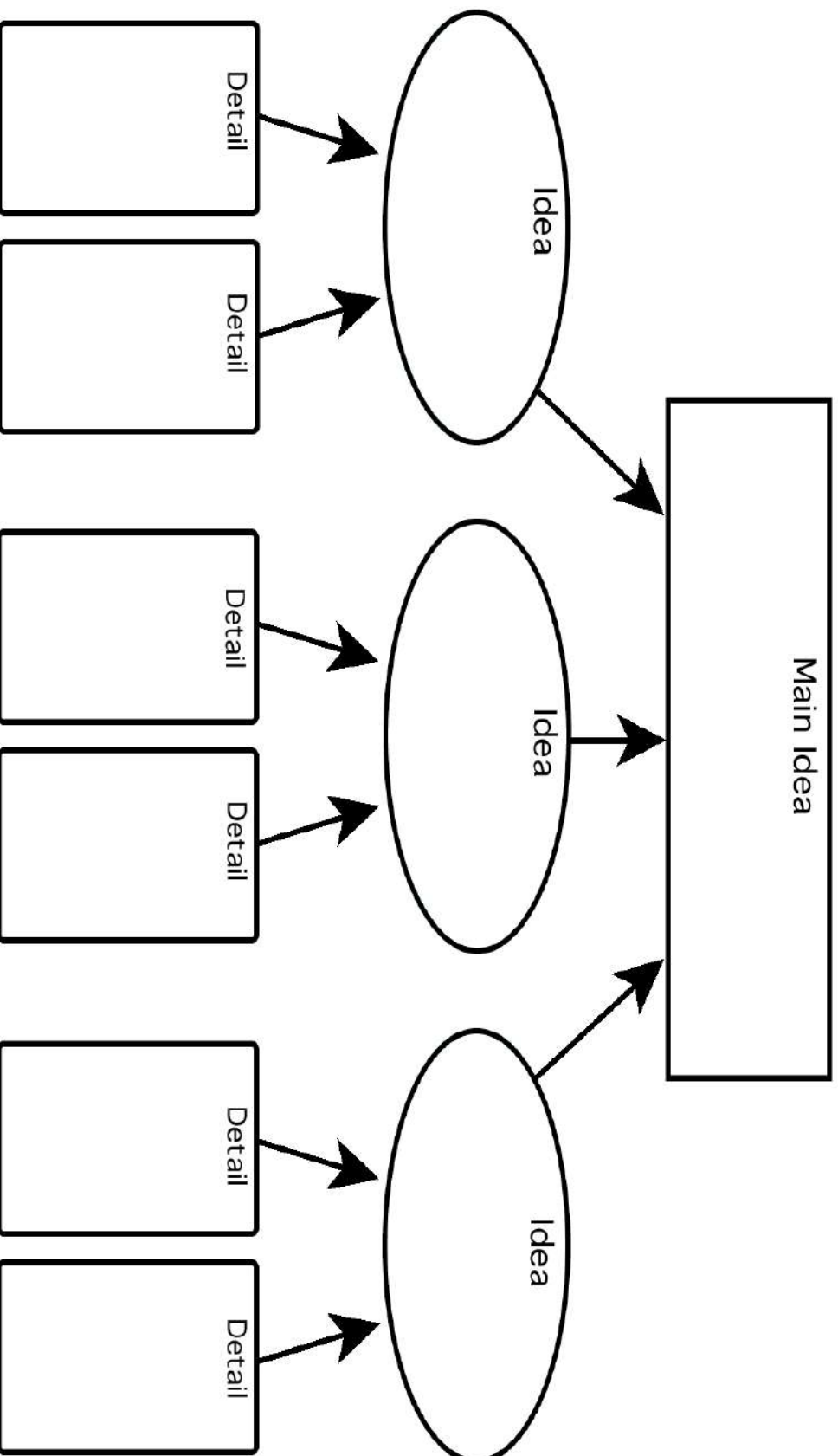
Put the main idea in the center, and related items in the boxes

Main Idea

Main Idea

Idea

Idea
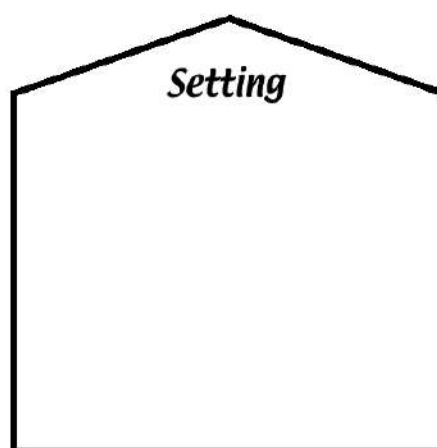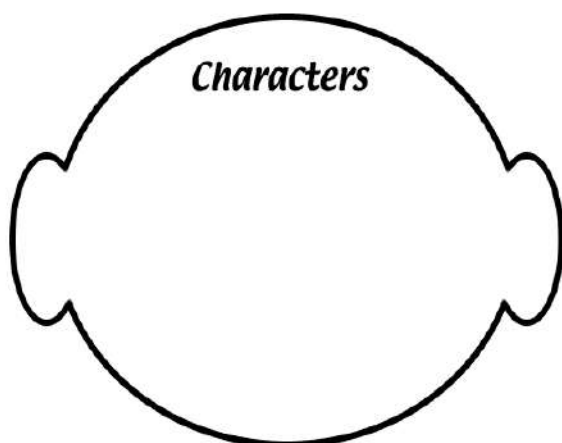
Idea

Detail

Detail

Detail

Detail

Detail

Detail

_____

Characters

Setting

Problem

Events

Solution

Definition

Word

Similar to

Similar to

Use in a sentence

Name _____ edHelper.com Date _____

WHERE

WHEN

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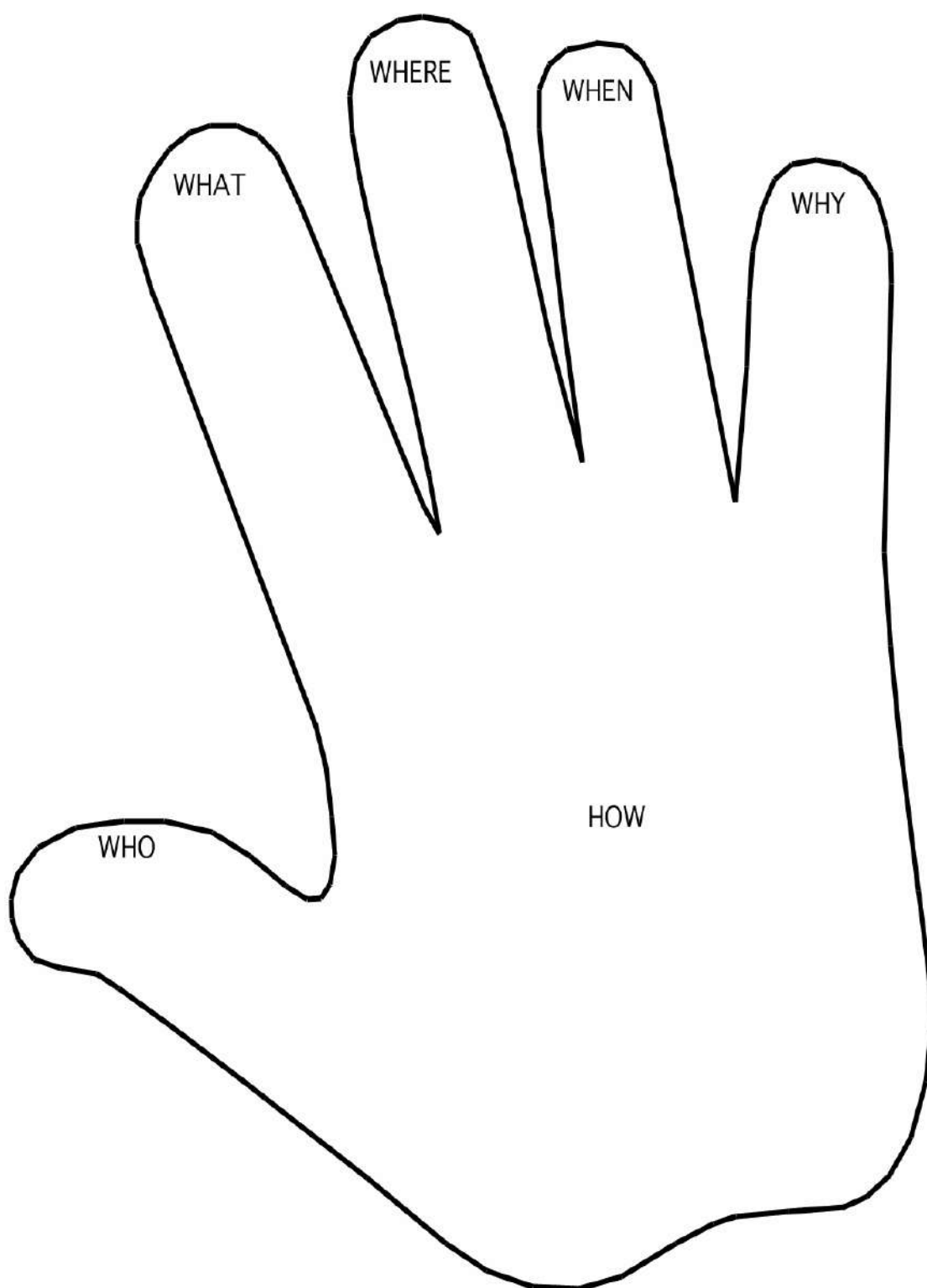
Additional Ideas

The hand serves as a graphic organizer to help the students with finding the main idea and supporting details of a passage of reading.

I put up a poster of the hand on the wall, with "Who?" on the thumb, "What?" on the first finger, then "Where?", "When?", "Why?" on the next fingers, with "How?" on the palm.

We also do a little song, to the tune of "He's Got the Whole World in His Hand" that goes:
I've got the who, what, where, when, why and how.
I've got the who, what, where, when, why and how.
I've got the who, what, where, when, why and how.
I've got the main idea in my hand.

As we sing, we point to the appropriate finger on our own hands. (My middle schoolers act like they think it's silly at first, but later on I hear a lot of under-the-breath singing as they fill in the graphic organizers themselves!)
I model using the hand, and questions, to find the main idea of a familiar reading passage, then they learn how to do it.

Then, when we are reading, I hand out blank "hands" for them to use to fill out the who, what, where, when, why and how of the passage. They write just one or two words for each question. The ideas on the hand help them develop a paraphrased summary of what they have read.
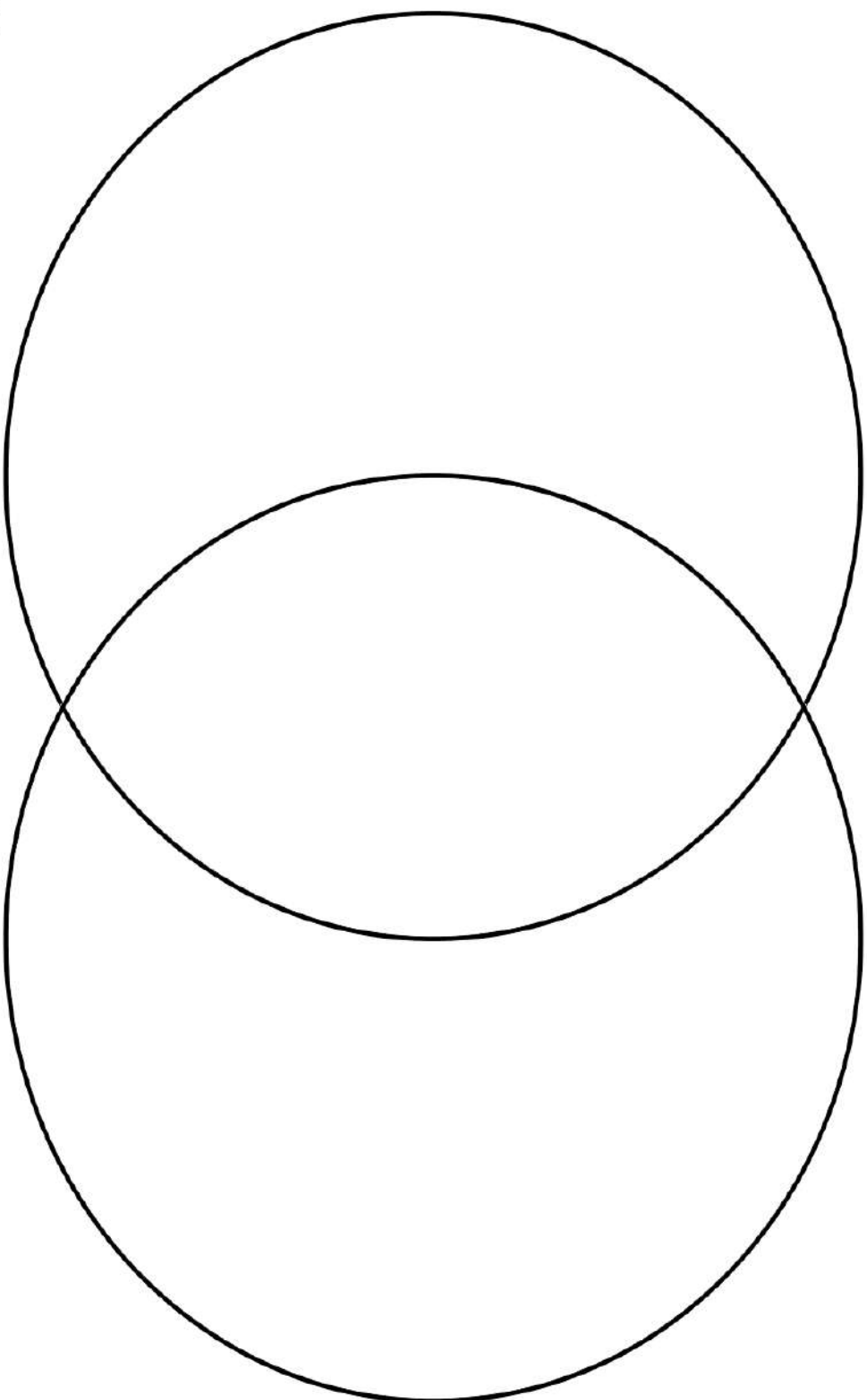
Note: There is also a blank version of this hand graphic available at edHelper.com in the Classroom Helpers section.
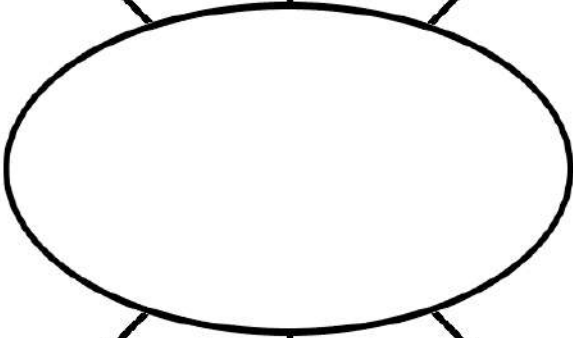
Submitted by Jean Federico

Name _____ edHelper.com Date _____

Put the subject in the center box. Answer the six questions.
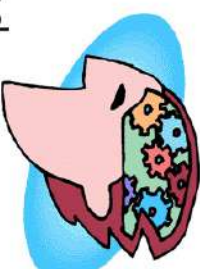
Who

What

Where

When

Why

How

Fill in the first two columns, then observe or read what happened, then fill in the last two columns.

Topic _____

Prediction	Why	What Happened	I Learned

Name_____ Class_____ Date_____

Graphic Organizer
Sensory Details Chart

Event	
Visual Details	
Sounds	
Smells	
Tastes	
Feelings/Textures	