

May 22, 2009

Middle School Language Arts Teachers:

The Anchorage School District has ten middle schools and several alternative schools that all serve middle school students. Three of our middle schools now have campuses that encompass grades 6-8. The state of Alaska grade-level-expectations (GLE's) are the foundation for our curriculum. Curriculum guides have been written to provide teachers a roadmap for the year. A "one size fits all" does not serve our diverse community well, so when possible, teacher and student choice have been built into the guides. Teachers are required to follow the curriculum guides closely to ensure vertical teaming success. It is our collective responsibility to provide students with viable and dynamic curriculum to ensure equity and quality regardless of their assigned classroom or the school they attend.

The original curriculum guide initiative began back in summer of 2006, with a core group of dedicated teachers who were trained in Understanding By Design (a.k.a. backwards design). We are proud of our bottom-up approach to curriculum development. Teachers are the driving force behind our curriculum, and they recommend the best way to teach it. Each year teachers are invited to attend Curriculum Camp where the guides are refreshed. The most recent "refresh" took place in spring 2009. Following are some of the changes you will notice:

All grade levels have...

- One thematically organized teaching unit per quarter
- Streamlined enduring understandings and essential questions
- A sampler of diagnostic/formative/summative assessments to help frame instruction
- Five areas of focus for each teaching unit: reading, writing, grammar, vocabulary, and media literacy
- One required trade book during the first semester and one required trade book during the second semester
- Updated resource list that reflects the new adoption materials (McDougal Littell 2008 *Literature* and *Grammar for Writing*)
- Leveled literature selections and novels (E=Easy, A=Average, C=Challenging)
- GLE's correlated to each teaching unit

Thank you for the endless hours you give providing our students the best language arts instruction possible!

Respectfully,

Mardell Kiesel  
K-12 Language Arts Coordinator

Amy Goodman  
Middle School Language Arts Support Teacher

## 7<sup>th</sup> Grade Language Arts Year-at-a-Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Selections related to Conflicts and Clashes</li> <li>• *Novel: <i>Two Old Women</i></li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Story selections related to Challenges and Change</li> <li>• Poetry</li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Greek and Roman Mythology</li> <li>• *Novel: <i>The Adventures of Ulysses</i></li> <li>• Ongoing self-selected independent reading</li> </ul>	<b>Reading Focus:</b> <ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• Drama</li> <li>• Ongoing self-selected independent reading</li> </ul>
<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Expository Essay (Informative or Descriptive)</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Expository Essay (Comparison-Contrast)</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Expository Essay (Research)</li> </ul>	<b>Writing Focus:</b> <ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• Poetry</li> </ul>
<b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>• The Sentence and Its Parts - Chapter 1</li> <li>• Capitalization - Chapter 10</li> <li>• Punctuation - Chapter 11</li> </ul>	<b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>• Subject/Verb Agreement - Chapter 9</li> <li>• Nouns - Chapter 2</li> <li>• Pronouns - Chapter 3</li> </ul>	<b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>• Verbs - Chapter 4</li> <li>• Adjectives and Adverbs - Chapter 5</li> </ul>	<b>Grammar Focus:</b> <ul style="list-style-type: none"> <li>• Prepositions, Conjunctions, Interjections - Chapter 6</li> </ul>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots</li> <li>• Lesson 2 - Prefixes: Negation and Number</li> <li>• Lesson 3 - Prefixes: Space, Direction, and Time</li> <li>• Lesson 13 - Context Clues: Definition and Restatement</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 4 - Prefixes: Various Types</li> <li>• Lesson 5 - Noun Suffixes</li> <li>• Lesson 6 - Verb Suffixes</li> <li>• Lesson 14 - Context Clues: Comparison and Contrast</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 8 - Anglo-Saxon Word Parts</li> <li>• Lesson 9 - Greek Roots and Combining Forms</li> <li>• Lesson 10 - Latin Roots: Active Verbs</li> <li>• Lesson 12 - Word Families and Derivatives</li> </ul>	<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• Lesson 7 - Suffixes: Adjective and Adverb</li> <li>• Lesson 11 - Structural Analysis of Multisyllabic Words</li> <li>• Lesson 19 - Multiple-Meaning Words</li> <li>• Lesson 20 - Homonyms and Homographs</li> <li>• Lesson 21 - Homophones and Commonly Confused Words</li> </ul>
<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• News Reports p. 908</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• <i>from</i> A Christmas Carol p. 416</li> <li>• Persuasive Techniques in Commercials p. 944</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• <i>from</i> Back to the Future p. 150</li> </ul>	<b>Media Literacy Focus:</b> <ul style="list-style-type: none"> <li>• Style and Mood in Photographs p. 520</li> <li>• <i>from</i> Jackie Robinson p. 828</li> </ul>

\*Gifted students must read an additional challenging (C) book from the approved supplemental list at some point during the year.

**7<sup>th</sup> Grade LA Curriculum Semester 1 - Unit 1**

**Conflicts and Clashes**

**Enduring Understanding:**

Literature and writing provide opportunities for us to learn from conflict.

**Essential Questions:**

- What is conflict?
- How can conflict be resolved?
- What can we learn from conflict?

<p><b>Diagnostic Assessment Examples</b> What do my students already know?</p>	<p><b>Formative Assessment Examples</b> What are my students learning today?</p>	<p><b>Summative Assessment Examples</b> Have my students mastered the content?</p>
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Cloze Test (Assessment File)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Informal Reading Inventory (Assessment File)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Student Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt (Assessment File)</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretest: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzing Setting (Best Practice Toolkit: D15, D62)</li> <li><input type="checkbox"/> Character Analysis Chart (BPT: D5, D28, D29, D52)</li> <li><input type="checkbox"/> Character Map (BPT: D8, D27)</li> <li><input type="checkbox"/> Character Traits and Textual Evidence (BPT: D6, D53)</li> <li><input type="checkbox"/> Character Traits Web (BPT: D7, D54)</li> <li><input type="checkbox"/> Characters and Dialogue (BPT: D9, D56)</li> <li><input type="checkbox"/> Comparing Myself to a Character (BPT: D10, D57)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Evaluating Plot (BPT: D13, D60)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Plot Analysis Frame (BPT: D30, D31)</li> <li><input type="checkbox"/> Plot Diagram (BPT: D12, D59)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Setting Analysis Frame (BPT: D32, D33)</li> <li><input type="checkbox"/> Setting Diagram (BPT: D14, D61)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Theme Analysis Frame (BPT: D34, D35)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mapping Main Ideas and Details (BPT: C6, C45)</li> <li><input type="checkbox"/> RAFT (BPT: C8, C47)</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Test: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expository Essay: Informative or Descriptive</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Test: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts and Social Studies Integrated Project</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Selections related to Conflicts and Clashes</li> <li>• Alaska novel</li> <li>• Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Expository Essay (Informative or Descriptive)</li> </ul> <p><b>Grammar Focus:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>• The Sentence and Its Parts - Chapter 1</li> <li>• Capitalization - Chapter 10</li> <li>• Punctuation - Chapter 11</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>• Lesson 1 - Word Parts: Base Words, Prefixes, Suffixes, and Roots</li> <li>• Lesson 2 - Prefixes: Negation and Number</li> <li>• Lesson 3 - Prefixes: Space, Direction, and Time</li> <li>• Lesson 13 - Context Clues: Definition and Restatement</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>• News Reports p. 908</li> </ul>	<p><b>Reading Terms:</b></p> <p>Character Setting Plot Theme Exposition Rising action Climax Falling action Resolution Conflict</p> <p><b>Writing Terms:</b></p> <p>Summarize Thesis statement Supporting details Transitions Conclusion Prewriting Drafting Revising Editing Publishing Ideas/content Organization Voice Word choice Sentence fluency Conventions/mechanics</p> <p><b>Grammar Terms:</b></p> <p>Subject Predicate Verb</p> <p><b>Vocabulary Terms:</b></p> <p>Prefixes Suffixes Roots Base words Context clues</p> <p><b>Media Terms:</b></p> <p>Newsworthiness Timeliness Proximity Widespread impact Human interest Compelling video and photos</p>	<p><b>Required Literature:</b></p> <p>Gifted students must read an additional novel or full-length text at some point during the year. Teachers will decide when to provide this additional reading experience. The book selected must be Challenging (C) and only taught within the quarter it is listed (see Supplementary Literature below).</p> <p><i>Two Old Women (A)</i> - Velma Wallis</p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader’s Workshops:</b></p> <p>Parts of a Story p. 24 Character and Point of View p. 176 Understanding Theme p. 304</p> <p><b>Fiction:</b></p> <p>“Seventh Grade” p. 30 (E) “Thank You, M’am” p. 62 (E) “Rikki-tikki-tavi” p. 72 (A) “The War of the Wall” p. 326 (A) “What Do Fish Have to Do with Anything?” p. 338 (A) “The People Could Fly” p. 480 (C)</p> <p><b>Nonfiction:</b></p> <p>“The Legacy of the Vietnam War” p. 208 (A) “What Do You Know About Sharks?” p. 872 (E) “Great White Sharks” p. 884 (A) “Pro Athlete’s Salaries Aren’t Overly Exorbitant” p. 918 (A) “Do Professional Athletes Get Paid Too Much?” p. 922 (A)</p> <p><b>Poetry:</b></p> <p>“Casey at the Bat” p. 128 (C) “It Was a Long Time Before” p. 280 (A) “Abuelito Who” p. 284 (A) “Maggie and Milly and Molly and May” p. 514 (C) “Who Are You Little I” p. 517 (C) “Old Age Sticks” p. 518 (C) “The Names” p. 548 (A)</p> <p><b>Drama:</b></p> <p>“The Monsters Are Due on Maple Street” p. 134 (A)</p> <p><b>Additional Supplementary Literature</b> (Inventories vary at each middle school)</p> <p><b>Easy:</b></p> <p><i>To the Summit</i> - Claire Rudolf Murphy <i>Julie of the Wolves</i> - Jean Craighead George <i>Watersky</i> - Terry Whitebeach</p>

**THE STUDENT WILL:**

**Reading:**

- Identify and apply the elements of fiction
- Apply ACTIVE comprehension/thinking strategies:  
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Write a summary paragraph with a topic sentence, supporting details, and evidence (no conclusion)
- Write an expository essay (5 paragraphs minimum) with a thesis statement, supporting details, evidence, and conclusion
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Review and apply the six traits of effective writing (ideas/content, organization, voice, word choice, sentence fluency, and conventions)

**Grammar:**

- Identify and use the parts of a sentence accurately
- Use correct subject/verb agreement
- Review capitalization and punctuation conventions

**Vocabulary:**

- Identify word parts, including base words, prefixes, suffixes, and roots
- Identify and use restatement and definition context clues to understand unfamiliar words

**Media Literacy:**

- Analyze the similarities and differences in media

**(Additional Supplementary Literature Cont.)**

(Inventories vary at each middle school)

**Average:**

*Aleutian Sparrow* - Karen Hesse  
*Death Walk* - Walt Morey  
*Home Is the North* - Walt Morey  
*On the Edge of Nowhere* - James Huntington  
*Trial by Wilderness* - David Mathieson  
*Woodsong* - Gary Pauslen

**Challenging:**

*Call of the Wild* - Jack London  
*Libby: The Alaskan Diaries and Letters of Libby Beaman* - Betty John  
*White Fang* - Jack London  
*Tisha* - Robert Specht  
*Mrs. Mike* - Benedict Freedman and Nancy Freedman

**Choice Writing Materials:**

Writing Workshop: Descriptive Essay p. 158 (McDougal Littell *Literature*)  
*WriteSmart* DVD (McDougal Littell *Literature*)  
*Step Up to Writing*  
*Write Source 2000*  
*Write Traits Kit*  
*Inside Writing*  
*Daily Sentence Composing*

**McDougal Littell Tech Support Hotline:**

1-800-727-3009

**www.classzone.com**

My user name: \_\_\_\_\_ My password: \_\_\_\_\_

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.4, 3.1.5; ASD 3.1.6, 3.1.7)</p> <p>⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2)</p> <p>⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2; ASD 3.5.3)</p> <p>⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.4)</p> <p>⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3; ASD 3.7.4, 3.7.5, 3.7.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Analyze more complex materials</li> </ul> <p>⇒ R 3.8 Differentiate between fact and opinion in text. (3.8.1, 3.8.2; ASD 3.8.3)</p> <p>⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate theme and the evolution of ideas among major works from a particular time and place (e.g. Greek and/or Roman myths or philosophies, Alaska Native myths and history, etc.)</li> <li>• Consider solutions to problems presented in a reading within a philosophical framework</li> </ul> <p>⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences.</p>	<p>⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4)</p> <p>⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.2, 3.2.3)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ W3.4.a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ W3.4.b. Form and explain own standards or judgments of quality writing (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Expand vocabulary to reflect advanced level of reading material</li> </ul> <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

**Enduring Understanding:**

Literature and writing provide opportunities for us to explore challenges and change.

**Essential Questions:**

- How do our differences affect the challenges we face?
- How do people create change?
- Can where you are change who you are?

<p align="center"><b>Diagnostic Assessments</b> What do my students already know?</p>	<p align="center"><b>Formative Assessments</b> What are my students learning today?</p>	<p align="center"><b>Summative Assessments</b> Have my students mastered the content?</p>
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Prompt</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretests: Subject-Verb Agreement &amp; Nouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparison Matrix (A24, A56)</li> <li><input type="checkbox"/> Core Analysis Frame: Drama (BPT: D44, D45)</li> <li><input type="checkbox"/> Core Analysis Frame: Fiction (BPT: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame – Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Poetic Content (BPT: D38, D39)</li> <li><input type="checkbox"/> Poetic Form &amp; Structure (BPT: D42, D43)</li> <li><input type="checkbox"/> Poetic Language &amp; Style (BPT: D40, D41)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Y Chart (BPT: A27, A59)</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Tests: Subject-Verb Agreement &amp; Nouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expository Essay: Comparison-Contrast</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Tests: Subject-Verb Agreement and Nouns (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language arts and social studies integrated project. (See appendix)</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Story selections related to Challenges and Change</li> <li>• Poetry</li> <li>• Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• Expository Essay (Comparison-Contrast)</li> </ul> <p><b>Grammar Focus:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>• Subject/Verb Agreement - Chapter 9</li> <li>• Nouns - Chapter 2</li> <li>• Pronouns - Chapter 3</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>• Lesson 4 - Prefixes: Various Types</li> <li>• Lesson 5 - Noun Suffixes</li> <li>• Lesson 6 - Verb Suffixes</li> <li>• Lesson 14 - Context Clues: Comparison and Contrast</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>• <i>from</i> A Christmas Carol p. 416</li> <li>• Persuasive Techniques in Commercials p. 944</li> </ul>	<p><b>Reading Terms:</b></p> <p>Point of view Suspense Foreshadowing Flashback Personification Onomatopoeia Alliteration Simile Metaphor Repetition</p> <p><b>Writing Terms:</b></p> <p>Compare Contrast Thesis statement Supporting details Transitions Conclusion Prewriting Drafting Revising Editing Publishing Ideas/content Organization Voice Word choice Sentence fluency Conventions/mechanics</p> <p><b>Grammar Terms:</b></p> <p>Subject Predicate Verb Nouns Pronouns</p> <p><b>Vocabulary Terms:</b></p> <p>Prefixes Suffixes Base words Context clues</p>	<p><b>No Required Literature</b></p> <p>Gifted students must read an additional novel or full-length text at some point during the year. Teachers will decide when to provide this additional reading experience. The book selected must be Challenging (C) and only taught within the quarter it is listed (see Supplementary Literature below).</p> <p><b>Choice Reading Materials</b> (McDougal-Littell <i>Literature</i>)</p> <p><b>Reader's Workshops:</b></p> <p>Mood, Tone, and Style p. 438 Appreciating Poetry p. 542</p> <p><b>Fiction:</b></p> <p>"The Last Dog" p. 42 (C) "Zebra" p. 182 (C) "The Scholarship Jacket" p. 216 (E) "A Retrieved Reformation" p. 226 (C) "Three Century Woman" p. 240 (A) "Charles" p. 250 (A) "Amigo Brothers" p. 310 (A) "A Crush" p. 364 (A) "Dark They Were, and Golden-Eyed" p. 444 (A) {not in eEdition} "A Day's Wait" p. 466 (A)</p> <p><b>Nonfiction:</b></p> <p>"Homeless" p. 356 (A) "Stars with Wings" p. 588 (C) "Eleanor Roosevelt" p. 760 (C) "Like Black Smoke: The Black Death's Journey" p. 894 (A) "A World Turned Upside Down: How the Black Death Affected Europe" p. 902 (A) "Why We Shouldn't Go To Mars" p. 928 (C) "Remarks at the Dedication of the Aerospace Medical Health Center" p. 936 (C)</p> <p><b>Poetry:</b></p> <p>"The Rider" p. 204 (A) "One Perfect Rose" p. 508 (A) "Song for an April Dusk" p. 512 (A) (not in eEdition) "The Earth is a Living Thing" p. 554 (A) "Sleeping in the Forest" p. 558 (A) "Gold" p. 559 (A) "Scaffolding" p. 562 (C) "The World is Not a Pleasant Place to Be" p. 566 (C) "Annabel Lee" p. 567 (C) "Two Haiku" p. 582 (E) "Fireflies" p. 585 (E) "Fireflies in the Garden" p. 586 (E) "Jabberwocky" p. 592 (C)</p>

**THE STUDENT WILL:****Reading:**

- Identify and apply the elements of fiction & poetry
- Analyze literary devices
- Apply ACTIVE comprehension/thinking strategies:  
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Write an expository compare/contrast essay (5 paragraphs minimum) with a thesis statement, supporting details, evidence, and a conclusion
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Review and apply the six traits of effective writing (ideas/content, organization, voice, word choice, sentence fluency, and conventions)

**Grammar:**

- Identify and use nouns accurately
- Identify and use pronouns accurately

**Vocabulary:**

- Identify and use prefixes to determine word meaning
- Identify and use noun & verb suffixes to determine word meanings
- Identify and use comparison and contrast context clues to determine meanings of unfamiliar words

**Media Literacy:**

- Analyze theme in movies
- Analyze the influence of advertising

**Media Terms:**

Director's plan  
 Director's tools  
 Actor's performance  
 Theme  
 Camera shots  
 Lighting  
 Dialogue  
 Voice-over  
 Body movements  
 Facial expressions  
 Tone of voice  
 Persuasive techniques  
 Emotional appeals  
 Bandwagon  
 Repetition  
 Visual techniques  
 Color  
 Editing and pasting  
 Sound techniques  
 Music  
 Sound effects

**(Choice Reading Materials Cont.)**

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” p. 596 (C)  
 “Two Limericks” p. 598 (C)  
 “My Mother Enters the Work Force” p. 844 (A)  
 “Washington Monument by Night” p. 848 (A)

**Drama:**

“A Christmas Carol” p. 386 (C)

**Additional Supplementary Literature**

(Inventories vary at each middle school)

**Easy:**

*The Breadwinner* - Deborah Ellis  
*Journey to Jo'burg* - Beverley Naidoo

**Average:**

*Song of Be* - Lesley Beake  
*The Ear, the Eye, and the Arm* - Nancy Farmer  
*Waiting for the Rain* - Sheila Gordon  
*Kiss the Dust* - Elizabeth Laird

**Challenging:**

*Shabanu* - Suzanne Fisher Staples  
*Chain of Fire* - Beverley Naidoo  
*The Old Man and the Sea* - Ernest Hemingway  
*Shipwreck at the Bottom of the World* - Jennifer Armstrong  
*The Return* - Sonia Levitin

**Choice Writing Materials:**

Writing Workshop: Comparison-Contrast Essay p. 286 (McDougal Littell *Literature*)  
*WriteSmart* CD-Rom (McDougal Littell *Literature*)  
*Step Up to Writing*  
*Write Source 2000*  
*Write Traits Kit*  
*Inside Writing*  
*Daily Sentence Composing*

**McDougal Littell Tech Support Hotline:**

1-800-727-3009

**www.classzone.com**

My user name: \_\_\_\_\_ My password: \_\_\_\_\_

Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.4, 3.1.5; ASD 3.1.7)</p> <p>⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2)</p> <p>⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1; ASD 3.5.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Listen to and correctly apply oral instructions for complex tasks.</li> </ul> <p>⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.3, 3.6.4)</p> <p>⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Analyze more complex materials</li> </ul> <p>⇒ R 3.8 Differentiate between fact and opinion in text. (3.8.1, 3.8.2; ASD 3.8.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Ask probing questions to seek elaboration and clarification of complex ideas.</li> <li>• Develop, articulate, and support personal opinions with textual references.</li> </ul> <p>⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3)</p> <p>⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences.</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Use challenging reading materials that are relevant to them.</li> </ul>	<p>⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.2, 3.1.3, 3.1.4)</p> <p>⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.2, 3.2.3)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ W3.4.a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ W3.4.b. Form and explain own standards or judgments of quality writing (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Expand vocabulary to reflect advanced level of reading material</li> </ul> <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

**Enduring Understanding:**

Literature and writing provide opportunities for us to discover our place in the world.

**Essential Questions:**

- How do stories of the past impact me today?
- What makes a hero?
- How do stories change over time?

<p align="center"><b>Diagnostic Assessments</b> What do my students already know?</p>	<p align="center"><b>Formative Assessments</b> What are my students learning today?</p>	<p align="center"><b>Summative Assessments</b> Have my students mastered the content?</p>
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Cloze Test (Assessment File)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Informal Reading Inventory (Assessment File)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Student Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Prompt</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretest: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Analysis Frame: Fiction (Best Practice Toolkit: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame: Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Writing, Research, and Study Skills</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Test: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expository Essay (Research)</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Test: The Sentence and Its Parts (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language arts and social studies integrated project. (See appendix)</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Greek and Roman Mythology</li> <li>Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Expository Essay (Research)</li> </ul> <p><b>Grammar Focus:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>Verbs - Chapter 4</li> <li>Adjectives and Adverbs - Chapter 5</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>Lesson 8 - Anglo-Saxon Word Parts</li> <li>Lesson 9 - Greek Roots and Combining Forms</li> <li>Lesson 10 - Latin Roots: Active Verbs</li> <li>Lesson 12 - Word Families and Derivatives</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li><i>from</i> Back to the Future p. 150</li> </ul>	<p><b>Reading Terms:</b></p> <ul style="list-style-type: none"> <li>Characterization</li> <li>Cause and effect</li> <li>Character</li> <li>Setting</li> <li>Plot</li> <li>Theme</li> <li>Myth</li> <li>Folktale</li> <li>Legend</li> <li>Fable</li> <li>Tall tale</li> </ul> <p><b>Writing Terms:</b></p> <ul style="list-style-type: none"> <li>Thesis statement</li> <li>Supporting details</li> <li>Transitions</li> <li>Conclusion</li> <li>Prewriting</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Publishing</li> <li>Ideas/content</li> <li>Organization</li> <li>Voice</li> <li>Word choice</li> <li>Sentence fluency</li> <li>Conventions/mechanics</li> </ul> <p><b>Grammar Terms:</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Adjectives</li> <li>Adverbs</li> </ul> <p><b>Vocabulary Terms:</b></p> <ul style="list-style-type: none"> <li>Roots</li> <li>Context clues</li> </ul> <p><b>Media Terms:</b></p> <ul style="list-style-type: none"> <li>Visuals</li> <li>Documentary</li> <li>Sound</li> <li>Editing</li> <li>Footage</li> </ul>	<p><b>Required Literature:</b></p> <p>Gifted students must read an additional novel or full-length text at some point during the year. Teachers will decide when to provide this additional reading experience. The book selected must be Challenging (C) and only taught within the quarter it is listed (see Supplementary Literature below).</p> <p><i>The Adventures of Ulysses</i> (A) - Bernard Evslin</p> <p><b>Choice Reading Material</b> (McDougal Littell <i>Literature</i>)</p> <p><b>Reader's Workshop:</b></p> <ul style="list-style-type: none"> <li>Myths, Legends, and Tales p. 626</li> <li>Reading for Information p. 868</li> </ul> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>"Prometheus" p. 632 (C)</li> <li>"Orpheus and Eurydice" p. 638 (C)</li> <li>"Icarus and Daedalus" p. 646 (C)</li> <li>"Phaethon, Son of Apollo" p. 652 (C)</li> <li>"Young Arthur" p. 660 (A)</li> <li>"Sir Gawain and the Green Knight" p. 670 (A)</li> <li>"Brer Possum's Dilemma" p. 696 (A)</li> <li>"Waters of Gold" p. 702 (A)</li> <li>"Sally Ann Thunder Ann Whirlwind" p. 712 (E)</li> <li>"Two Ways to Count to Ten" p. 722 (E)</li> <li>"The Race Between Toad and Donkey" p. 730 (E)</li> </ul> <p><i>Mythic Voices:</i> (Paperback collection of myths published by McDougal Littell, 1994 – limited availability at some of the middle schools)</p> <ul style="list-style-type: none"> <li>"The Making of Gods and People" p. 15 (A)</li> <li>"Heracles and the Hydra" p. 87 (A)</li> <li>"Theseus and the Minotaur" p. 99 (A)</li> <li>"The Trojan War" p. 120 (C)</li> <li>"The Voyage of the Odyssey" p. 194 (C)</li> <li>"Demeter and Persephone" p. 213 (A)</li> <li>"Eros and Psyche" p. 227 (A)</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>"Song of Orpheus" p. 643 (C)</li> <li>"Hermes, Lord of Robbers" p. 65, <i>Mythic Voices</i> (C)</li> </ul>

**THE STUDENT WILL:**

**Reading:**

- Identify and apply the elements of fiction
- Apply ACTIVE comprehension/thinking strategies:  
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Write an expository essay with research to include a thesis statement, supporting details, evidence, a conclusion, and sources cited
- Implement the writing process (prewriting, drafting, editing, revising, and publishing)
- Utilize the six traits of effective writing (ideas/content, organization, voice, word choice, sentence fluency, and conventions)

**Grammar:**

- Identify and use verbs, adjectives, and adverbs accurately

**Vocabulary:**

- Recognize Angle-Saxon prefixes, suffixes, and base words
- Combine base words with prefixes and suffixes to form new words
- Identify and use Greek and Latin roots and combining forms to understand word meanings
- Identify and determine the meaning of other words from the same word family

**Media Literacy:**

- Analyze story elements in a movie

**(Media Terms Cont.)**

Interviews  
Voice-over narration  
Musical cues

**Additional Supplementary Literature**

(Inventories vary at each middle school)

**Easy:** \_\_\_\_\_

**Average:**

*Heroes, Gods, and Monsters of the Greek Myths* - Bernard Evslin  
*The Lightning Thief* - Rick Riordan

**Challenging:** \_\_\_\_\_

**Choice Writing Materials:**

Writing Workshop: Research Report p. 984 (McDougal Littell *Literature*)  
*WriteSmart* CD-Rom (McDougal Littell *Literature*)  
Research Strategies Workshop p. 966 (McDougal Littell *Literature*)  
*Step Up to Writing*  
*Write Source 2000*  
*Write Traits Kit*  
*Inside Writing*  
*Daily Sentence Composing*

**McDougal Littell Tech Support Hotline:**

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Reading: Grade Level Expectations	Writing: Grade Level Expectations
<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5; ASD 3.1.6, 3.1.7)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Identify and apply Greek/Latin roots, prefixes and suffixes in multi-syllable words in science and other content areas</li> <li>• Use online dictionaries, thesauri, and other references</li> </ul> <p>⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2, 3.3.3)</p> <p>⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2; ASD 3.5.3)</p> <p>⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2)</p> <p>⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Analyze more complex materials.</li> </ul> <p>⇒ R 3.8b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. (3.8.2; ASD 3.8.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Ask probing questions to seek elaboration and clarification of complex ideas.</li> <li>• Develop, articulate, and support personal opinions with textual references.</li> </ul> <p>⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate theme and the evolution of ideas among major works from a particular time and place (e.g. Greek and/or Roman myths or philosophies, Alaska Native myths and history)</li> <li>• Consider solutions to problems presented in a reading within a philosophical framework</li> </ul> <p>⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences.</p>	<p>⇒ W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. (3.1.1, 3.1.2, 3.1.3, 3.1.4)</p> <p>⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.2, 3.2.3, 3.2.4)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ W3.4.a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ W3.4.b. Form and explain own standards or judgments of quality writing (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Expand vocabulary to reflect advanced level of reading material.</li> </ul> <p>⇒ W3.5 List and document sources using a given format. (3.5.1)</p> <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

**Enduring Understanding:**

Literature and writing provide opportunities to explore diverse points of view.

**Essential Questions:**

- Why share personal experiences?
- In what ways do our experiences shape our lives?
- Why is it important to consider other perspectives?

<b>Diagnostic Assessments</b> What do my students already know?	<b>Formative Assessments</b> What are my students learning today?	<b>Summative Assessments</b> Have my students mastered the content?
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Guide (Best Practice Toolkit: A14, A45)</li> <li><input type="checkbox"/> Catapult into Literature (BPT: D17, D64)</li> <li><input type="checkbox"/> Concept Card (BPT: A19, A50)</li> <li><input type="checkbox"/> Definition Mapping (BPT: E6, E19)</li> <li><input type="checkbox"/> Knowledge Rating (BPT: E3, E11)</li> <li><input type="checkbox"/> KWL Chart (BPT: A21, A52)</li> <li><input type="checkbox"/> List-Group-Label (BPT: A15, A46)</li> <li><input type="checkbox"/> Mindstreaming (BPT: A16, A47)</li> <li><input type="checkbox"/> Predicting ABC's (BPT: E4, E12)</li> <li><input type="checkbox"/> Round Robin/Roundtable (BPT: A17, A48)</li> <li><input type="checkbox"/> Think-Pair-Share (BPT: A18, A49)</li> <li><input type="checkbox"/> Word Questioning (BPT: E9, E32)</li> <li><input type="checkbox"/> Word Sorts (BPT: E5, E13)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Self-Assessment (Assessment File)</li> <li><input type="checkbox"/> Writing Prompt</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Pretest: Prepositions, Conjunctions, Interjections (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Teacher's Guide Pages</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Teaching Guide Pages</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core Analysis Frame: Drama (Best Practice Toolkit: D44, D45)</li> <li><input type="checkbox"/> Core Analysis Frame: Fiction (BPT: D24, D25)</li> <li><input type="checkbox"/> Core Analysis Frame: Poetry (BPT: D36, D37)</li> <li><input type="checkbox"/> Evaluating a Story or Drama (BPT: D18, D 65)</li> <li><input type="checkbox"/> Linear Array (BPT: E7, E23)</li> <li><input type="checkbox"/> Literature Circles (BPT: D20, D67)</li> <li><input type="checkbox"/> New Word Analysis (BPT: E8, E24)</li> <li><input type="checkbox"/> Open Mind (BPT: D11, D58)</li> <li><input type="checkbox"/> Reading Response Starters (BPT: D22, D69)</li> <li><input type="checkbox"/> Story Map (BPT: D16, D63)</li> <li><input type="checkbox"/> Word Square (BPT: E10, E33)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation Chart (BPT: C7, C46)</li> <li><input type="checkbox"/> Storyboard (BPT: C11, C50)</li> <li><input type="checkbox"/> Story Frame (BPT: C10, C49)</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter Mid-point Test: Prepositions, Conjunctions, Interjections (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Other:</b> _____</p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection Tests (Test Generator)</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Narrative</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery Test: Prepositions, Conjunctions, Interjections (Easy Planner: Grammar Assessment)</li> </ul> <p><b>Vocabulary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Vocabulary Practice Worksheet(s)</li> </ul> <p><b>Media Literacy Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards Lesson File: Media Studies Practice Worksheet(s)</li> </ul> <p><b>Interdisciplinary Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language arts and social studies integrated project. (See appendix)</li> </ul> <p><b>Other:</b> _____</p>

Required Areas of Focus/Student Knowledge	Essential Vocabulary	Resources
<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Personal Narrative</li> <li>Drama</li> <li>Ongoing self-selected independent reading</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Personal Narrative</li> <li>Poetry</li> </ul> <p><b>Grammar Focus:</b> (<i>Grammar for Writing</i>)</p> <ul style="list-style-type: none"> <li>Prepositions, Conjunctions, Interjections - Chapter 6</li> </ul> <p><b>Vocabulary Focus:</b> (<i>Standards Lesson File - Vocabulary and Spelling</i>)</p> <ul style="list-style-type: none"> <li>Lesson 7 - Suffixes: Adjective and Adverb</li> <li>Lesson 11 - Structural Analysis of Multisyllabic Words</li> <li>Lesson 19 - Multiple-Meaning Words</li> <li>Lesson 20 - Homonyms and Homographs</li> <li>Lesson 21 - Homophones and Commonly Confused Words</li> </ul> <p><b>Media Literacy Focus:</b> (<i>MediaSmart DVD</i>)</p> <ul style="list-style-type: none"> <li>Style and Mood in Photographs p. 520</li> <li>from Jackie Robinson p. 828</li> </ul>	<p><b>Reading Terms:</b></p> <p>Script Act Scene Cast Props Dialogue Stage directions</p> <p><b>Writing Terms:</b></p> <p>Narrative Autobiography Leads Chronological order Dialogue First person point of view Prewriting Drafting Revising Editing Publishing Ideas/content Organization Voice Word choice Sentence fluency Conventions/mechanics</p> <p><b>Grammar Terms:</b></p> <p>Prepositions Conjunctions Interjections</p> <p><b>Vocabulary Terms:</b></p> <p>Roots Prefixes Suffixes Context clues Homonyms Homographs Homophones</p> <p><b>Media Terms:</b></p> <p>Frame Composition Angle</p>	<p><b>No Required Literature</b></p> <p>Gifted students must read an additional novel or full-length text at some point during the year. Teachers will decide when to provide this additional reading experience. The book selected must be Challenging (C) and only taught within the quarter it is listed (see Supplementary Literature below).</p> <p><b>Choice Reading Materials</b> (McDougal Littell <i>Literature</i>)</p> <p><b>Reader's Workshops:</b></p> <p>Biography and Autobiography p. 754</p> <p><b>Nonfiction:</b></p> <p>from <i>Exploring the Titanic</i> p. 98 (A) from <i>An American Childhood</i> p. 118 (A) "Encounter with Martin Luther King, Jr." p. 258 (C) "Dirk the Protector" p. 268 (A) "The Only Girl in the World for Me" p. 494 (A) {not in eEdition} "Breaking the Ice" p. 502 (A) "Names/Nombres" p. 780 (C) "It's Not About the Bike" p. 790 (C) "23 Days in July" p. 796 (C) "The Noble Experiment" p. 808 (A)</p> <p><b>Poetry:</b></p> <p>"Spring Harvest of Snow Peas" p. 380 (A) {not in eEdition} "Eating Alone" p. 383 (A) "The Charge of the Light Brigade" p. 570 (A) "The Highwayman" p. 575 (A) "The Delight Song of Tsoai-Talee" p. 600 (A) "Four Skinny Trees" p. 604 (A)</p> <p><b>Drama:</b></p> <p>"Lucy Stone: Champion of Women's Rights" p. 832 (A)</p> <p><b>Additional Supplementary Literature</b> (Inventories vary at each middle school)</p> <p><b>Easy:</b></p> <p><i>A Boat to Nowhere</i> - Maureen Crane Wartski</p> <p><b>Average:</b></p> <p><i>The Clay Marble</i> - Minfong Ho <i>Year of Impossible Goodbyes</i> - Sook Nyul Cho <i>Goodbye, Vietnam</i> - Gloria Whelan <i>Child of the Owl</i> - Laurence Yep <i>Red Scarf Girl</i> - Ji-li Jiang</p>

**THE STUDENT WILL:**

**Reading:**

- Identify and apply the elements of fiction and drama.
- Apply ACTIVE comprehension/thinking strategies:  
A = Ask questions, C = Make connections, T = Track down important information, I = Infer, V = Visualize, E = Eureka! (synthesis)
- Apply Middle School High Five strategies: Read Around the Text, KIM Vocabulary, Two-Column Notes, Reciprocal Teaching, and Sum It Up

**Writing:**

- Write a personal narrative story.
- Implement the writing process. (prewriting, drafting, editing, revising, and publishing)
- Utilize the six traits of effective writing (ideas/content, organization, voice, word choice, sentence fluency, and conventions)

**Grammar:**

- Identify and use prepositions, conjunctions, and interjections accurately

**Vocabulary:**

- Identify adjective and adverb suffixes to understand word meanings
- Identify and use roots, prefixes, and suffixes to determine word meanings
- Use context clues to determine the meaning of multiple-meaning words
- Identify homonyms, homographs, and homophones and use them in correct contexts

**Media Literacy:**

- Analyze visual techniques in media
- Compare and contrast a print and digital narrative

**(Media Terms Cont.)**

Lighting  
Mood  
Visual techniques  
Close up shot  
Reaction shot  
Low angle shot  
Camera shots  
Editing  
Sequence  
Sound techniques  
Sound effects  
Music  
Dialogue

**(Additional Supplementary Literature Cont.)**

(Inventories vary at each middle school)

**Challenging:**

*The Adventures of Tom Sawyer* - Mark Twain  
*Young Fu of the Upper Yangtze* - Elizabeth Foreman Lewis  
*Much Ado About Nothing* - William Shakespeare  
*Twelfth Night* - William Shakespeare

**Choice Writing Material:**

Writer's Workshop: Personal Narrative p. 850 (McDougal Littell *Literature*)  
*WriteSmart* CD-Rom (McDougal Littell *Literature*)  
*Step Up to Writing*  
*Write Source 2000*  
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<p>⇒ R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. (3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5; ASD 3.1.6, 3.1.7)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Identify and apply Greek/Latin roots, prefixes and suffixes in multi-syllable words in science and other content areas</li> <li>• Use online dictionaries, thesauri, and other references</li> </ul> <p>⇒ R3.2 Rehearse and read texts aloud to an audience, in performances such as reader's theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. (3.2.1, 3.2.2)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Communicate complex ideas and information orally in an organized and succinct manner (3.2.2.)</li> </ul> <p>⇒ R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2)</p> <p>⇒ R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. (3.4.1, 3.4.2, 3.4.3, 3.4.4)</p> <p>⇒ R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. (3.5.1, 3.5.2; ASD 3.5.3)</p> <p>⇒ R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. (3.6.1, 3.6.2; ASD 3.6.3)</p> <p>⇒ R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. (3.7.1, 3.7.2, 3.7.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Analyze more complex materials.</li> </ul> <p>⇒ R 3.8b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. (3.8.2; ASD 3.8.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Ask probing questions to seek elaboration and clarification of complex ideas.</li> <li>• Develop, articulate, and support personal opinions with textual references.</li> </ul> <p>⇒ R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. (3.9.1, 3.9.2, 3.9.3)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate theme and the evolution of ideas among major works from a particular time and place (e.g. Greek and/or Roman myths or philosophies, Alaska Native myths and history)</li> <li>• Consider solutions to problems presented in a reading within a philosophical framework</li> </ul> <p>⇒ R3.10 Compare and contrast how texts reflect historical and cultural influences.</p>	<p>⇒ W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. (3.2.1, 3.2.3)</p> <p>⇒ W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. (3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5)</p> <p>⇒ W3.4.a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ W3.4.b. Form and explain own standards or judgments of quality writing (3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6)</p> <p>⇒ GTASD Gifted students will:</p> <ul style="list-style-type: none"> <li>• Expand vocabulary to reflect advanced level of reading material.</li> </ul> <p>⇒ W3.6 Compose and edit a composition with a word processing program. (3.6.1, 3.6.2, 3.6.3)</p>

