

Curriculum Map: 5th Grade Reading and Writing

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<ul style="list-style-type: none"> RI – Nonfiction on Jerry Spinelli RI - Various information articles on growing up and fitting in including Being 13, Time Magazine. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
O C T O B E R	<ul style="list-style-type: none"> RL—Loser, by Jerry Spinnelli 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
N O V E M B E R	<ul style="list-style-type: none"> Literary Analysis: How does the character's perspective / point of view contribute to the story. Choose a character for whom a change in perspective would dramatically change the plot of the story. Labels and Losers: Students will write about the limits of labels, a time when they jumped to conclusions, and how to expand their perspectives. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> write narratives and other creative texts that include real or imagined experiences or events that: use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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D E C E M B E R	<ul style="list-style-type: none"> RI—Universal Declaration of Human Rights (excerpts) RI – Pam Munoz Ryan RI - Various information articles on topics such as The Mexican Revolution, Immigration, Quinceaneras, and agricultural migrants. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
J A N U A R Y	<ul style="list-style-type: none"> RL—Esperanza Rising, Pam Muñoz Ryan 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
F E B R U A R Y	<ul style="list-style-type: none"> Analytical Writing: How Esperanza Changes over Time Narrative: Readers Theater Script, Viewing, and Performance of Scenes from Esperanza Rising 	<p>Students will be able to:</p> <ul style="list-style-type: none"> write narratives and other creative texts that include real or imagined experiences or events that: use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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M A R C H	<ul style="list-style-type: none"> RI—Various informational articles about Alcatraz, Al Capone, Asperger’s Syndrome, and the differently-abled 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
A P R I L	<ul style="list-style-type: none"> RL—Al Capone Does My Shirts 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
M A Y	<ul style="list-style-type: none"> Argument: Was Al Capone a bad guy? <ul style="list-style-type: none"> Introduction Evidence Supporting Criminal Past Evidence Supporting Philanthropic and Community Supporting Works Conclusion Paragraph with Opinion Literary Analysis: Tell any part of the story from Natalie’s Point of View (1st Person Limited) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

Curriculum Map: 6th Grade Reading and Writing

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<ul style="list-style-type: none"> RI: Various articles and historical information in worker’s unions for background information and context 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
O C T O B E R	<ul style="list-style-type: none"> RL: Christopher Paul Curtis, Bud, Not Buddy 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
N O V E M B E R	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules— to Survive or to Thrive? Inform: “My Rule to Live By” 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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D E C E M B E R	<ul style="list-style-type: none"> RI - Various Informational Text Articles on Disabilities 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
J A N U A R Y	<ul style="list-style-type: none"> "RL - Freak the Mighty 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
F E B R U A R Y	<ul style="list-style-type: none"> Narrative: Giving Voice to Adversity - Who was “redeemed” in the novel Freak the Mighty? Inform: Symbolism – Choose a symbol that has a literal and figurative meaning that embodies your takeaway of Freak the Mighty and discuss its significance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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M A R C H	<ul style="list-style-type: none"> • RI - Various Articles about Modern Population Control. <ul style="list-style-type: none"> ○ Shakers, Quakers, Oneida Community, Chinese population control laws based on sex of children, etc. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex informational texts • objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details • determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text • learn relevant information from multiple credible print and digital sources: • include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> • Class discussion • Written summaries • Content Organizers • Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. • Source Analysis (PALBEG) <ul style="list-style-type: none"> ○ P: Purpose—What is the purpose of this article? ○ A: Authority—What education, research or experience does this author have? ○ L: Logic—Are the ideas logical and well supported? ○ B: Bias—From what point of view is this article written? ○ E: Evidence—What facts, incidents, reasons, examples or statistics are used? ○ G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
A P R I L	<ul style="list-style-type: none"> • "RL—Among the Hidden 	<ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex texts • objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details • analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis • produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> • Class Discussions • Comprehension • Short Answer • Extended Written Response to Reading • Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> ○ Right There Questions: ○ Think and Search ○ Author and You ○ On My Own
M A Y	<ul style="list-style-type: none"> • Position Paper: Do the Benefits of Population Control Outweigh Its Harmful Consequences? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose • use relevant descriptive details uses figurative and sensory language conveys experiences and events • precisely apply standard mechanics, usage, and grammar • use a writing process to develop and strengthen writing • use technology to produce and publish writing • apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> • Formula writing • Written response to teacher or research prompt • Self-evaluation of writing given a student, teacher, or collaboratively-created rubric • Execution of the writing process • Oral or written overview or description of a topic

Curriculum Map: 7th Grade Reading and Writing

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<ul style="list-style-type: none"> • RI - Various Articles about to provide context for the book: <ul style="list-style-type: none"> ○ Florida and the natural environment including, but not limited to, “muck fires,” sink-holes, the agricultural economy, and immigrant culture. ○ Blindness, Individualized Education Plan (IEP) ○ The privilege and prejudice of race and class in society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex informational texts • objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details • determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text • learn relevant information from multiple credible print and digital sources: • include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> • Class discussion • Written summaries • Content Organizers • Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. • Source Analysis (PALBEG) <ul style="list-style-type: none"> ○ P: Purpose—What is the purpose of this article? ○ A: Authority—What education, research or experience does this author have? ○ L: Logic—Are the ideas logical and well supported? ○ B: Bias—From what point of view is this article written? ○ E: Evidence—What facts, incidents, reasons, examples or statistics are used? ○ G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
O C T O B E R	<ul style="list-style-type: none"> • RL: Tangerine 	<ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex texts • objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details • analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis • produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> • Class Discussions • Comprehension • Short Answer • Extended Written Response to Reading • Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> ○ Right There Questions: ○ Think and Search ○ Author and You ○ On My Own
N O V E M B E R	<ul style="list-style-type: none"> • Literary Analysis—Appearances vs. Reality: Discuss how point of view contributed to Paul’s, “reality,” throughout the story. • Literary Analysis –Newton’s Third Law: Choose a character whose individual choices had a profound effect on the development of Paul’s character. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose • use relevant descriptive details uses figurative and sensory language conveys experiences and events • precisely apply standard mechanics, usage, and grammar • use a writing process to develop and strengthen writing • use technology to produce and publish writing • apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> • Formula writing • Written response to teacher or research prompt • Self-evaluation of writing given a student, teacher, or collaboratively-created rubric • Execution of the writing process • Oral or written overview or description of a topic

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D E C E M B E R	<ul style="list-style-type: none"> RI – Various informational articles about bullying and restorative justice. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
J A N U A R Y	<ul style="list-style-type: none"> "RL - Touching Spirit Bear 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
F E B R U A R Y	<ul style="list-style-type: none"> Literary Analysis: Cole’s Changes Write about the most profound changes that, as a dynamic character, occurred in Cole during the book. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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M A R C H	<ul style="list-style-type: none"> RI: Various Informational Texts on Eugenics, Euthanasia, Lois Lowry, Utopia / Dystopia, historical attempts at utopian societies including (but not limited to) the Shakers, the Quakers, and the Oneida Community 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
A P R I L	<ul style="list-style-type: none"> RL—The Giver 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
M A Y	<ul style="list-style-type: none"> Argument: Sameness? <ul style="list-style-type: none"> In her Newbery Award acceptance speech, Lois Lowry said: "I've never been a writer of fairy tales. The Giver says, "Our people made... the choice to go to Sameness... We relinquished color when we relinquished sunshine and did away with differences... We gained control of many things. But we had to let go of others." (Novel, p. 95) How would our society / government be different if we eliminated these kinds of diversity? What would we gain? What might we lose? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

Curriculum Map: 8th Grade Reading and Writing

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S E P T E M B E R	<ul style="list-style-type: none"> • RI—“Equal Rights for Women,” Chisholm • RI—“Ain’t I a Woman?” Sojourner Truth • RI – The Scottsboro Boys • RI – A Day in the life of the Working Poor 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex informational texts • objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details • determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text • learn relevant information from multiple credible print and digital sources: • include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> • Class discussion • Written summaries • Content Organizers • Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. • Source Analysis (PALBEG) <ul style="list-style-type: none"> ○ P: Purpose—What is the purpose of this article? ○ A: Authority—What education, research or experience does this author have? ○ L: Logic—Are the ideas logical and well supported? ○ B: Bias—From what point of view is this article written? ○ E: Evidence—What facts, incidents, reasons, examples or statistics are used? ○ G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
O C T O B E R	<ul style="list-style-type: none"> • RL—To Kill a Mockingbird, Harper Lee 	<ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex texts • objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details • analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis • produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> • Class Discussions • Comprehension • Short Answer • Extended Written Response to Reading • Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> ○ Right There Questions: ○ Think and Search ○ Author and You ○ On My Own
N O V E M B E R	<ul style="list-style-type: none"> • Argument – Choice Board <ul style="list-style-type: none"> ○ America will never achieve true racial and social equality. ○ The quietest people are often the most powerful. ○ A lady knows that one can trap more flies with sugar than vinegar. ○ It is impossible to overcome your beginnings. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose • use relevant descriptive details uses figurative and sensory language conveys experiences and events • precisely apply standard mechanics, usage, and grammar • use a writing process to develop and strengthen writing • use technology to produce and publish writing • apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> • Formula writing • Written response to teacher or research prompt • Self-evaluation of writing given a student, teacher, or collaboratively-created rubric • Execution of the writing process • Oral or written overview or description of a topic

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<ul style="list-style-type: none"> RI—Various informational articles about World War II, The holocaust, Internment / Work / Extermination Camps, etc. RI: The role of media and propaganda used against the jews in post WW1 Germany 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex informational texts objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text learn relevant information from multiple credible print and digital sources: include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> Class discussion Written summaries Content Organizers Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. Source Analysis (PALBEG) <ul style="list-style-type: none"> P: Purpose—What is the purpose of this article? A: Authority—What education, research or experience does this author have? L: Logic—Are the ideas logical and well supported? B: Bias—From what point of view is this article written? E: Evidence—What facts, incidents, reasons, examples or statistics are used? G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
J A N U A R Y	<ul style="list-style-type: none"> RI—Night, by Elie Weisel 	<ul style="list-style-type: none"> read and actively engage in comprehending appropriately complex texts objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> Class Discussions Comprehension Short Answer Extended Written Response to Reading Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> Right There Questions: Think and Search Author and You On My Own
F E B R U A R Y	<ul style="list-style-type: none"> Literary Analysis: How did the relationship between Eliezer and his father change in the course of the year on which the book focuses? Argument: Choice Board <ul style="list-style-type: none"> What is the significance of the title? Human rights of Jews were violated during the Holocaust. How can we mitigate human rights violations in a in a modern context? What is the "world's" responsibility in matters of inhumane treatment of others? Could the Holocaust have been avoided? What is the primary lesson that Elie Wiesel teaches us in Night? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose use relevant descriptive details uses figurative and sensory language conveys experiences and events precisely apply standard mechanics, usage, and grammar use a writing process to develop and strengthen writing use technology to produce and publish writing apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> Formula writing Written response to teacher or research prompt Self-evaluation of writing given a student, teacher, or collaboratively-created rubric Execution of the writing process Oral or written overview or description of a topic

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M A R C H	<ul style="list-style-type: none"> • RI: Various nonfiction articles on the social and cultural norms related to the context of the book <ul style="list-style-type: none"> ○ Cars, dress, social groups, smoking, lingo, pop-culture references, etc. • RL: Nothing Gold Can Stay by Robert Frost <ul style="list-style-type: none"> ○ allegory 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex informational texts • objectively summarize a variety of grade-appropriate informational texts including the central idea and how it is conveyed through particular details • determine an author's point of view or purpose use writing using clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text • learn relevant information from multiple credible print and digital sources: • include multi-media components and visual displays to clarify information in presentations 	<ul style="list-style-type: none"> • Class discussion • Written summaries • Content Organizers • Research different social and cultural norms during various time periods and present regional differences via audio/movie clips and images to provide context to reading. • Source Analysis (PALBEG) <ul style="list-style-type: none"> ○ P: Purpose—What is the purpose of this article? ○ A: Authority—What education, research or experience does this author have? ○ L: Logic—Are the ideas logical and well supported? ○ B: Bias—From what point of view is this article written? ○ E: Evidence—What facts, incidents, reasons, examples or statistics are used? ○ G: Gain—What will the author gain from this article? (Profit, vote, image, etc.)
A P R I L	<ul style="list-style-type: none"> • RL: The Outsiders 	<ul style="list-style-type: none"> • read and actively engage in comprehending appropriately complex texts • objectively summarize a variety of grade-appropriate texts including the central idea and how it is conveyed through particular details • analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis • produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames. 	<ul style="list-style-type: none"> • Class Discussions • Comprehension • Short Answer • Extended Written Response to Reading • Analysis of Question-Answer Relationships (QARs) <ul style="list-style-type: none"> ○ Right There Questions: ○ Think and Search ○ Author and You ○ On My Own
M A Y	<ul style="list-style-type: none"> • S.E. Hinton never uses the word "outsider" in her novel, yet it's the title of the book. Write an essay in which you explain whom she meant by The Outsiders. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose • use relevant descriptive details uses figurative and sensory language conveys experiences and events • precisely apply standard mechanics, usage, and grammar • use a writing process to develop and strengthen writing • use technology to produce and publish writing • apply this skill to a variety of styles of writing (opinion, informative / explanatory, argumentative, and narrative) 	<ul style="list-style-type: none"> • Formula writing • Written response to teacher or research prompt • Self-evaluation of writing given a student, teacher, or collaboratively-created rubric • Execution of the writing process • Oral or written overview or description of a topic

