

Subject	Grade	Unit	
Communication Arts	8	Writing Process	View
Communication Arts	8	Using Standard English	View
Communication Arts	8	Cliffhangers	View
Communication Arts	8	Elements of a Short Story	View
Communication Arts	8	The World of Fantasy, wishes, and Nightmares	View
Communication Arts	8	The Elements of a Novel	View
Communication Arts	8	Comedy	View
Communication Arts	8	The Elements of Non-Fiction	View
Communication Arts	8	The Elements of Poetry	View
Communication Arts	8	Myths	View

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Writing - Eighth Grade
Unit: Writing Process	Duration: Throughout the year
Show-Me Standards Content: CA 1, 2, 3, 4, 6 Show-Me Standards Process: 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.5, 4.4, 4.8	
Grade Level Expectations: Writing: 1A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E Information Literacy: 1A, 1B, 1C, 1D, Listening/Speaking: 2B	
<p>Benchmarks:</p> <p>Apply a writing process to write effectively in various forms and types of writing.</p> <p>Compose well developed text using standard English conventions.</p> <p>Develop and apply effective research process skills to gather, analyze, and evaluate information.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p>	<p>Performance Indicators(Local Objective):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Write a personal narrative. 2. Use a note-taking system to organize information. 3. Write expository and persuasive paragraphs and multi-paragraph essays using precise and vivid language, cohesive devices, and parallel structure. 4. Write summaries of text. 5. Construct work place communications. 6. Develop a research plan to guide investigation and research of focus questions. 7. Locate and use primary and secondary sources. 8. Record relevant information using a self-selected note-taking or organizational strategy. 9. Document research information using a given citation format. 10. Use resources to spell correctly. 11. Use conventions of capitalization, punctuation (colon, semi-colon, and hyphens), and parts of speech (including pronoun case, adverb forms). 12. Give clear and concise multi-step oral directions to complete a complex task.

Activities and Assessments:

Students will use the grade level eight World of Language Book to complete assignments as directed by the teacher concerning: Sentence structure, nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and literary devices such as metaphors, analogies, and symbols.

Students will use the steps in the writing process to write expository and persuasive essays (including problem/solution and anticipates readers' arguments) of two to four pages or longer drawing from a variety of sources and including a clear thesis statement and supporting details. Types of papers to include: logical response to newspaper/magazine articles, editorials, advertisement, political cartoon or news program which includes supporting evidence from the text; summaries of two articles; workplace memo or letter; two or more articles on the same topic with differing points of view

Prewriting:

Brainstorm topic to gather appropriate ideas. Use an appropriate graphic organizer to organize ideas, select an audience, voice, and purpose for writing.

First Draft:

Write a first draft using a checklist and/or template to include purpose, audience, thesis statement, logical order, transition words, obvious beginning, middle, end, controlling idea with supporting details, and effective concluding paragraph.

Revise:

Use a check list to revise the first draft including precise and vivid language, cohesive devices (transitions, repetition, and parallelism), repetition for effect, and parallel structure.

Edit:

Use a check list, peer edit, and teacher/student conferences to locate and correct errors in spelling (use dictionary and spell check), grammar, capitalization, sentence structure, and punctuation.

Final Draft:

Write or type a final copy including any revisions and corrections.

Students will complete a research paper:

Prewriting:

Formulate questions to guide research, use a note card or tracking sheet system to record information from sources including bibliographic information. Use library, classroom, and electronic resources to locate information in various forms (print, electronic, primary, and secondary sources). Make a formal outline of the information.

First Draft, Revise, and Edit using methods stated above in the writing process.

Final Draft (publish): Final paper will be typed on a word processor and will include: title page, outline, body (two to four pages or more), and a formal bibliography (works cited page).

Students will complete D.O.L. activities in the classroom.

Students will write a workplace memo outlining the steps needed to complete a complex task. Each student will present the instructions orally to the class.

ASSESSMENTS:

Unit tests, daily assignments, rubrics, teacher/student conferences, and graphic organizers.

Resources:

Textbook: *Language Arts Today*, eighth edition, McGraw-Hill.

25 Mini-Lessons for Teaching Writing by Adele Fiderer

50 Writing Lessons That Work by Carol Rawlings Miller

Big Book of Reproducible Graphic Organizers by Jennifer Jacobson and Dottie Raymer

Relevant Links:

www.citationmachine.com

Phelps County R-3 School	Board Approved Date: April 20, 2006 Modification Date:
Subject: Communication Arts	Class Name: Writing - Eighth Grade
Unit: Using Standard English	Duration: Throughout the school year.
Show-Me Standards Content: CA 1 Show-Me Standards Process: 1.6, 2.2	
Grade Level Expectations: Writing 2B, 2C, 2D	
<p>Benchmarks:</p> <p>Compose well-developed text using standard English conventions.</p>	<p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Use conventions of capitalization in written text. <ul style="list-style-type: none"> • Within divided quotes • For historical periods and events • Geological eras • Scientific terms 2. In composing text use <ul style="list-style-type: none"> • Colon and semi-colon • Hyphens to divide words into syllables at end of line 3. Use parts of speech correctly in written text. <ul style="list-style-type: none"> • Pronoun case • Adverb forms
<p style="text-align: center;">Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Students will use the grade level 8 World of Language Book and complete assignments directed by the teacher concerning: capitalization (within divided quotes, historical periods and events, geological eras, and scientific terms), punctuation (colon, semi-colon, hyphens to divide words into syllables at end of line), and parts of speech (pronoun case and adverbs forms). 2. Complete Language proofreading activities in the classroom. 3. Periodically proofread an incorrect passage and re-write correctly in a journal to correct any errors. 4. Help edit the writing of peers. 5. Student will use a checklist to proofread their own writing for errors, keeping a running list of problems areas and will devise a plan for improvement. 6. Use classroom resources and dictionaries to verify correct spelling during the editing process. 7. Students will write sentences, paragraphs, and essays correctly on a chosen subject following all the steps in the writing process: brainstorming, prewriting, first draft, revise, edit, and publish. 8. Using the classroom instructional resources dealing with grammar, work with the conventions of writing. <ul style="list-style-type: none"> ❖ Assessment: Daily work, unit tests, completed writing assignments (rubrics), teacher student conferences, and graphic organizers. <p>Relevant Links:</p>	

Resources:

Language Arts Today, Eighth grade edition, McGraw Hill

25 Mini-Lessons for Teaching Writing, by Adele Fiderer

Teaching Writing, A Workshop Approach, by Adele Fiderer

Relevant Links:

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Cliffhangers	Duration: 2 weeks
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 1.9, 2.4, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1G, 1I, 2A, 1H, 2C Writing: 1A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.</p> <p>Apply a writing process to compose text effectively in various forms and types of writing.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply decoding strategies to “problem solve” unknown words when reading. 2. Read grade level text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension. 5. During reading, utilize strategies to: self question and correct, predict and check. 6. Compare, contrast, analyze and evaluate connections between text and self, texts, and world. 7. Locate and recognize the text features of fiction. 8. Follow a writing process to write effectively in various forms and types. 9. Apply after reading skills to: reflect, analyze, draw conclusions, and paraphrase. 10. Use details from text to: analyze conflicts, identify point of view, compare/contrast.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

“To Build a Fire” by Jack London

1. Make up a dialogue that might occur between the main character and his partners.

“Bargain” by A. B. Guthrie, Jr.

1. Students will imagine that Mr. Baumer is on trial for murdering Slade. Write a persuasive paragraph that would sum up the prosecutor’s case against Mr. Baumer. Then, write a paragraph arguing that he is innocent. Give reasons and evidence in both cases.
2. With a partner, make a graphic organizer to illustrate examples from the story that make the story suspenseful.

“Lincoln is Shot” by Jim Bishop

1. Students will imagine they are witnesses to the shooting and will write an eye witness account for the police.
2. Analyzing Reactions: Students will write a paragraph describing the reactions of Mrs. Lincoln and Dr. Leale to the shooting. Then, they will compare and contrast the reactions. Give examples and explanations.

“Stickeen” by John Muir

1. Make a chart to list and explain the types of external conflict. Write a paragraph explaining the “type” of conflict in this story.
2. Locate and explain three literary allusions in the story.
3. Students will imagine that Stickeen and the dog in Jack London’s “To Build a Fire” meet around a camp fire. Write a dialogue between them to reflect their views of humans, their experiences, and philosophy of life.

Performance Event:

Students will write a suspense-filled crime story stopping at a cliff-hanger just before the ending. Students will exchange stories and write an ending for the new story. (See page 53 in text)

ASSESSMENTS:

Unit test, daily work, rubrics, charts/graphs, performance event (rubric).

Resources:

Textbook: *Elements of Literature, Second Course* Holt, Rinehart, and Winston, Inc.

Relevant Links:

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Elements of a Short Story	Duration: 3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 5, 6	
Show-Me Standards Process: 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C Writing: 1A, 3A Listening/Speaking: 1A	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction. Apply a writing process to write effectively in various forms and types of writing. Develop and apply effective listening skills.	Performance Indicators(local Objective): Students will be able to: 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension 5. During reading, utilize strategies to: self question infer, visualize, predict and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text, and world. 8. Locate and recognize the text features of fiction and drama. 9. Use details from the text to analyze point of view, mood, theme, actions and motives of characters. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Write about personal experiences. 12. Listen for enjoyment and information. 13. Identify and explain figurative language including: jargon, slang, and dialect.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

Elements of a Short Story: As the stories are read, students will keep a chart with examples of each element: plot, characters, point of view (omniscient, third person, and first person), setting, and theme.

“Raymond’s Run” by Toni Cade Bambara

1. Dynamic vs. static characters. Find evidence from the story to support whether the main characters are dynamic (changing) or static (unchanged) and write a paragraph to explain.
2. Point of View - Write a paragraph or two describing a portion of the story from Gretchen’s point of view.
3. With a partner, find examples of “dialect” in the story. Explain what each phrase means.

“Three Wise Guys” by Sandra Cisneros

1. Write a paragraph explaining the theme of the story. Justify your ideas with evidence from the story.
2. Write about a Christmas you have experienced that is similar to the one in this story.

“The Fifty - First Dragon” by Heywood Brown

1. Write a paragraph to explain the use of irony.
2. Work in a group to re-write the story as a play.

“Calling Home” by Tim O’Brien

1. Students assume it is the day after the story ends. Make up a dialogue between Paul and his family if he were to call home.
2. Describe the setting and tell why it is important to the story.
3. Make a list of examples of jargon and the meaning of each.

“The Circuit” by Francisco Jimenez

1. Write a paragraph describing the main external conflict of the story and the narrator’s main internal conflict. Be sure to use details from the story.
2. Write a new ending/extend the story to predict what will happen to the main character later in life.
3. Write a list of the main character’s personality traits, then write a paragraph discussing/describing his personality. Use quotes from the story to support your analysis.
4. Use on-line sources to research information about migrant workers in the U.S.

“The Inn of Lost Time” by Lensey Namioka

1. Make a list of events or facts that foreshadow the solution to the mystery in this story.
2. Compare/contrast this story with another in which a person sleeps many years (“Sleeping Beauty” or “Rip Van Winkle”).

“The Landlady” by Roald Dahl

1. Write a newspaper article about the landlady in the story. Be sure to include what, whom, when, where, and how.
2. Make a list of British terms and meanings.

“The Passover Guest” by Sholom Aleichem

1. Describe the author’s use of tone in this story.
2. Write about a dream you had and how it related to events or people in your life.
3. Use your imagination to describe the main features of a utopia of your own invention.

After reading all stories, with a partner create a graphic organizer of examples from each story concerning the use of jargon, dialect, or words from another language. Discuss the importance of using this type of figurative language.

Make a mind map to depict/explain the elements of a short story.

Students will write an essay in response to one of the stories read. (See pg. 215)

ASSESSMENTS:

Unit test, daily work, observations, rubrics, scoring guides.

RESOURCES:

Textbook: *Elements of Literature, Second Course* Holt, Rinehart, and Winston, Inc.

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: The World of Fantasy, Wishes, and Nightmares	Duration: 4 weeks
Show-Me Standards Content: CA 1, 2, 3, 4 Show-Me Standards Process: 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C Writing: 1A, 3A	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to analyze, comprehend, and evaluate fiction, and poetry from a variety of cultures and time. Write effectively in various forms and types of writing.	Performance Indicators(Local Objective): Students will be able to: <ol style="list-style-type: none"> 1. Read grade level instructional text with fluency, accuracy, and appropriate expression. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension. 4. During reading, utilize strategies to self-question and correct and infer. 5. Apply post-reading skills to comprehend and interpret text: question to clarify, reflect, analyze, and draw conclusions. 6. Compare, contrast, analyze, and evaluate connections between text ideas and the world by analyzing the relationship between literature and its historical period and culture. 7. Locate and recognize the text features of fiction and poetry. 8. Identify and explain figurative language in poetry and prose. 9. Use details from the text to analyze point of view, mood, and theme; and interpret actions, behaviors, and motives of characters and the consequences of their actions. 10. Write about personal experiences.

Activities and Assessments:

Pre-Reading:

1. Access prior knowledge by making a web of the characteristics of fantasy literature.
2. Vocabulary will be discussed and defined for each story.

During Reading:

1. Read with partners, silently, or whole group.
2. While reading, use sticky notes to record questions and comments about the reading.

Post - Reading:

1. Students will complete questions for each story to assess comprehension.
2. Make a graphic organizer to compare and contrast the elements of fantasy and realistic literature.

“Frankenstein” by Edward Field (poem)

1. Pick a movie or T.V. show and write a poem that narrates the story line. Include a description of the main character.

“Story from Bear Country” by Leslie Marmon Silko

1. Write a diary entry telling about a day in Bear Country. Describe the surroundings, your activities, and what you miss about the real world.
2. Imagery - Create five visual images that describe a certain place (beach, forest, etc.) Include figures of speech.

“By the Waters of Babylon” by Stephen Vincent Benet

1. Write a list of inferences that had to be made to understand the story. Then write an essay explaining the importance of making inferences to understand a story. Be sure to justify your answers with examples from the story.
2. Internal Conflict - Describe the opposing forces that make up the main character’s mental struggles. How did he resolve the conflict? Was his decision the right one? Explain/justify your answers with examples from the story.
3. Write about a time when you had to deal with a mental struggle and describe how you resolved it.
4. Use resources to research the historical perspective/background of what was happening when this story was written. Write a paragraph describing the message the author wanted to communicate.

“The Ruum” by Arthur Porges

1. Science Fiction often includes ideas about intelligent life elsewhere in the universe. With a partner, discuss your opinion on this topic. Share your ideas with the class.
2. Pretend that the student has been asked to invent an original machine for a science fiction movie. It must be large and menacing. Write a paper describing the machine including: name, detailed description of appearance and movements, and a scenario in which the machine threatens a person or other machine. Include a drawing of the machine.

“The Tell-Tale Heart” by Edgar Allan Poe

1. Make a list of words or phrases that help to set the mood for the story. Explain your choices.
2. Rewrite this story from a different point of view such as the police.

Use Deal-a-Discussion cards in groups to discuss, analyze, and make inferences about the stories.

ASSESSMENTS:

Unit test, daily work, written pieces (rubric), and performance event (rubric).

Performance Event: Using knowledge gained about fantasy stories write a story which takes place in a fantasy world created by the student.

(See pg. 141 in textbook).

Resources:

Textbook: *Elements of Literature, Second Course* Harcourt Brace

Relevant Links:

www.historychannel.com

www.worldbook.com

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Elements of a Novel (<i>The Giver</i>)	Duration: 3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 4.6	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C, 3D Writing: 1A, 3A Listening/Speaking: 1A	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction and nonfiction. Apply a writing process to write effectively in various forms and types of writing. Develop and apply effective listening skills.	Performance Indicators(Local Objective): Students will be able to: 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension 5. During reading, utilize strategies to: self question infer, visualize, predict and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text and world. 8. Locate and recognize the text features of fiction. 9. Use details from the text to analyze point of view, mood, theme, plot, setting, actions, and motives of characters. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Write about personal experiences. 12. Listen for enjoyment and information. 13. Read and follow multi-step directions to complete a complex task.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page or section is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

Students will keep a Reading Response Journal with at least one entry per section. (See attached list of possible topics).

1. Make a graphic organizer illustrating the community power structure.
2. Working as a group, students will brainstorm a list of “assignments” (jobs) found in the story. Write each on a separate card. Shuffle and pass out the cards one to each student. Each student must write a list of character traits and skills necessary for that job. Collect. As each is read, students will try to match the description with the actual job.
3. Write a business letter. See Attached activity.
4. Make a plot line of the story.
5. Describe the setting of the story. Then, draw an illustration of the place.
6. Complete Symbolism activity attached.
7. Working in a small group, brainstorm a list of movies, books, music, etc. that match the themes in *The Giver*. See attached graphic organizer.
8. Complete an illustrated time line of Jonas’s life.
9. Write a paragraph to describe the major problems Jonas faced in his life. Then, tell how he solved the problems and whether the solutions were effective.. Be sure to include examples from the story.
10. Write a character sketch of Jonas and the Giver.
11. Create a mural of main scenes from the story. See attached instructions.
12. Students will complete a performance event called: Memories Matter: *The Giver and* descriptive writing memoirs. (See attached). The end product will be a Memoir Booklet.
13. Summarize each section of the story. Then, rewrite a shortened version of the story as seen from the point of view of a different character such as the father, the Giver, or mother.
14. Write an essay describing the types of internal and external conflicts in this story and how each was resolved. Use examples from the story. Also, compare/contrast Jonas’s conflict with time in your own life when you may have faced a similar conflict.

ASSESSMENTS:

Unit test, performance event (rubric), written work, journals, daily work assignments, and graphics.

Resources:

The Giver by Lois Lowry.

A Guide for Using The Giver in the Classroom.

by Pam Koogler and Carol Foell

Relevant Links:

<http://www.readwritethink.org/lessons>

Other recommended novels:

The Pearl by John Steinbeck

A Christmas Carol by Charles Dickens

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Comedy	Duration: 3 weeks
Show-Me Standards Content: CA 2, 3, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.9, 1. 10, 2.1, 2.4, 3. 1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C Writing: 1A, 3A Listening/Speaking: 1A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.</p> <p>Apply a writing process to write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension. 5. During reading, utilize strategies to: self question infer, visualize, predict and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, and summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text, and world. 8. Locate and recognize the text features of fiction. 9. Use details from the text to analyze point of view. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Write about personal experiences. 12. Listen for enjoyment and information.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

“Ninki” by Shirley Jackson

1. Retell the story from the point of view of the husband or Ninki, the chipmunk.
2. Write a paragraph explaining the use of exaggeration in this story. Use evidence from the story.

“The Ransom of Red Chief” by O. Henry

1. List and explain examples of foreshadowing in this story.
2. Irony - Write a paragraph to explain the irony in Mr. Dorset’s reply to the ransom note.
3. Choose your favorite episode of the story and analyze it explaining why you find it amusing.

“The Counterfeit Secret Circle Member Gets the Message” by Jean Shepherd

1. Identify specific examples of exaggeration and explain why you found each humorous.
2. Think of something you wanted for a long time and finally got. Describe the object and how much you wanted it and then describe your feelings when you got it.

“Fatherhood” by Bill Cosby

1. Do Cosby’s descriptions of his children seem real or are they exaggerated? Discuss your response.
2. Imagine you are one of Bill Cosby’s children. Write a letter describing your father to a friend. Use references from the story.
3. In a group write a play based on one of the essays in this story.

Performance Event: Students will conduct a survey to determine the favorite comedian or T.V. comedy show. Tabulate the results and then write a summary of the survey. (see pg 91)

ASSESSMENTS:

Unit test, daily work, rubrics, performance event (rubrics) observations.

Resources:

Textbook *Elements of Literature, Second Course*.

Relevant Links:

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Elements of Nonfiction	Duration: 2 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 3.1, 3.5, 3.6, 4.6	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 3A, 3B, 3C Writing: 1A, 3A Listening/Speaking: 1A, 1B, 2A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction.</p> <p>Apply a writing process to write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension. 5. During reading, utilize strategies to: self question infer, visualize, predict and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text, and world. 8. Locate and recognize the text features of nonfiction. 9. Use details from the text to: evaluate evidence, determine author's purpose and view point, analyze text for word choice and connotation, accuracy, compare and contrast multiple texts, identify problems and effectiveness of solutions. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Write about personal experiences. 12. Listen for enjoyment and information using effective listening behaviors. 13. Use body language, media visuals, and respond to questions during oral presentations.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

“Harriet Tubman” by Ann Petry

1. Make a list of possible sources the author may have used to research information for the article.
2. Create a detailed map of the routes taken by the Underground Railroad.
3. Write a paragraph describing a person in today’s world who might be considered a “Moses” to his/her people. Compare/contrast this person with Harriet Tubman.
4. Working in a group, research and prepare an oral report with media visuals about a historical topic connected with Harriet Tubman.

“Green Gulch” by Loren Eiseley

1. Make a list of examples of connotations in this article.
2. Read the poem, “My Parents”. Write an essay comparing/contrasting the two. Be sure to include: topic, similar phrasing, speaker’s feelings, your feelings, author’s point of view.

“Reb Asher the Dairyman” by Isaac Bashevis Singer

1. List at least three details of setting that the author uses to help to visualize Warsaw in the earlier twentieth century.
2. Write a paragraph to analyze the author’s purpose in writing this article. Give evidence from the story.

“Brother” by Maya Angelou

1. Write a paragraph to describe an outdoor game you played when you were younger. Discuss your feelings as you played.
2. Write a summary of not more than ten sentences of this article.
3. Use a graphic organizer to make a character map of Bailey.

“Keahdinekeah” by N. Scott Momaday

1. Make a chart to list examples of all five senses that are used to create imagery in the article.
2. Describe an experience in your own life that was “a wonderful and beautiful thing”. Use present tense verbs and sensory details.

“A Tragedy Revealed: A Heroine’s Last Days” by Ernst Schnabel

1. Write a letter that you might have sent to the publishers of this article. Express your response and any questions about the article.
2. Write an essay to discuss the author’s purpose for writing the article and if it was successful. Use details to justify your answer.

3. Write a paragraph or two to describe the problem faced by the main character in this article and how it was resolved.

Students will complete an interactive biography activity called Bio-Cube.

http://readwritethink.org/materials/bio_cube/

Students will write an autobiography.

ASSESSMENTS:

Unit test, daily work, rubrics, observations, scoring guides.

Resources:

Textbook

Relevant Links:

http://readwritethink.org/materials/bio_cube/

Biographical Dictionary

www.s9.com

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Elements of Poetry	Duration: 3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 3.5, 3.7, 4.6	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C Writing: 1A, 3A Listening/Speaking: 1A, 2A, 1B	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate poetry.</p> <p>Apply a writing process to write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension 5. During reading, utilize strategies to: self question, infer, visualize, predict, and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, and summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text, and world. 8. Locate and recognize the text features of poetry. 9. Use details from the text to analyze point of view, mood, and theme. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Write about personal experiences. 12. Listen for enjoyment using active listening behaviors. 13. Give oral presentations to the class. 14. Identify and explain author's use of figurative language.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each poem.
2. Access prior knowledge with a graphic organizer.
3. As a class, brainstorm and create a web depicting the prior knowledge about the features of poetry.

During Reading:

1. Students will read poetry out loud with expression.
2. Students will use decoding skills (sound out context, etc.) when unknown words are found.
3. Students will look for text connections as they read and record them on sticky notes.
4. Students will keep a response journal for each poem. See attached outline.

Post-Reading:

Students will complete comprehension questions for each poem.

Rhythm:

1. Read one of the following poems and mark the rhythm with accent marks.
2. List several examples of symbolism found in one of the poems.
3. After reading “Paul Revere’s Ride”, compare and contrast the account in this poem with the real historic events of that night.
4. Write a description of a very memorable event/time in your own life. Use this to write it in poetic form.
5. Choose two poems from the list and compare and contrast the use of rhythm in each.

Rhyme:

1. Read one of the recommended poems and identify and explain the rhyme scheme.
2. Write a prose summary of one of the poems.
3. Make a chart to list the types of figurative language used in these poems.
4. After reading “A Time to Talk”, write a paragraph explaining the advice given by the author.

Other:

1. Make a list of examples of onomatopoeia and alliteration in one of the poems.
2. In the poem, “Sonic Boom”, what is the tone of the author? Write a paragraph to explain and use details/examples from the poem.
3. Special Vocabulary: Choose an activity that has specialized jargon and make a list of at least five words and their meanings.

After reading the poem, “The Raven”: (Melanie does this in class)

1. Write a paragraph to describe the setting and how it is important to the poem.
2. Identify the refrain in this poem and explain how it relates to Lenore.
3. Write a character sketch of the main character (the man) in this poem.
4. Make a list of the types of literary devices used to make “sound effects” in this poem and give examples of each. (onomatopoeia, alliteration, rhymes, and rhythm)

Imagery:

1. Select a poem from this section. Describe at least four images and the sense each describes.
2. Read and analyze the poem, “Silver”. Then describe how the use of imagery sets the mood of this poem.
3. Memorize and recite one of these poems in front of the class.

Figures of Speech:

1. Read “The Base Stealer”. Make a list of similes used in the poem. Describe an association each has for you. How does this add to your mental picture?
2. Write a one paragraph description of something made of metal. Use personification to give this thing a human personality.
3. After reading these poems, write an essay describing an example of each type of figures of speech. Use details from the poems and be sure to cite the names of the poems quoted. (metaphor, simile, personification, symbols)

Stories in Verse:

1. Write a paragraph to describe and define the three types of story poems: ballads, lyric, and narrative.
2. Make a list of examples of precise verbs used in one of the poems.
3. Write a newspaper article of the events in “Casey at the Bat”.
4. Describe how the author of “Casey at the Bat” uses rhythm and rhyme to make the poem more meaningful.
5. In the poem, “The Ballad of the Harp Weaver”, the author uses characters, plot setting, and theme. In an essay, summarize the story using these elements.

Messages - Open and Hidden:

1. Choose one of the poems in this section and write a paragraph to explain the theme of message of the poem.
2. In the poem, “Welcome Morning”, find examples of personification and explain why the author used these in the poem.
3. Choose one of the poems and write it from a different point of view.

Write an essay to analyze one of the poems in this unit. Describe your response to the poem.

Write a poem using the figures of speech and poetic elements of rhyme and rhythm.

ASSESSMENTS:

Unit test, daily work, rubrics, journals, observations, oral presentations.

Resources:

Recommended reading from the textbook by section:

Rhythm:

“Paul Revere’s Ride” by Henry W. Longfellow
“The Secret Heart” by Robert P. Tristram Coffin
“Sisters” by Lucille Clifton
“West Side” by Naomi Shihab Nye

Rhyme:

“The Walrus and the Carpenter” by Lewis Carroll
“The Giveaway” by Phyllis McGinley
“A Time to Talk” by Robert Frost

Other:

“Sonic Boom” by John Updike
“Crossing” by Philip Booth
“Painting the Gate” by May Swenson
“Poem” by Langston Hughes
“The Raven” by Edgar Allan Poe

Images:

“Wolves” by John Haines
“Silver” by Walter de la Mare
“Dust of Snow” by Robert Frost

Figures of Speech:

“The Base Stealer” by Robert Francis
“Steam Shovel” by Charles Malam
“The Runaway” by Robert Frost
“For My Sister Molly Who in the Fifties” by
Alice Walker
“The Creation” by James Weldon Johnson
“Casey at the Bat” by Ernest Thayer
“The Ballad of the Harp-Weaver” by Edna
St. Vincent Millay

Messages:

“Refugee in America” by Langston Hughes
“Welcome Morning” by Anne Sexton
“Dusting” by Julia Alvarez

Phelps County R-3 School	Board Approved: 8/15/06 Modification Date:
Subject: Communication Arts	Class Name: Reading - Eighth Grade
Unit: Myths, Folktales, and Historical Realities	Duration: 3 weeks
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 1.9, 2.4, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C Writing: 1A, Listening/Speaking: 1A Information Literacy 2A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.</p> <p>Apply a writing process to write effectively in various forms and types of writing.</p> <p>Develop and apply effective listening skills.</p> <p>Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply decoding strategies to problem solve unknown words. 2. Read grade level instructional text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension. 5. During reading, utilize strategies to: self question infer, visualize, predict and check. 6. Apply post-reading skills to comprehend and interpret text: question, reflect, analyze, draw conclusions, paraphrase, summarize. 7. Compare, contrast, analyze and evaluate connections between text and self, text, and world. 8. Locate and recognize the text features of fiction. 9. Use details from the text to analyze theme, and actions and motives of characters. 10. Follow a writing process to write in various forms and create graphic organizers. 11. Listen for enjoyment and information. 12. Identify and explain figurative language (dialect). 13. Analyze two or more messages conveyed in various media.

Activities and Assessments:

Pre-Reading:

1. Students will discuss and define vocabulary words for each story.
2. Make predictions about the story from its title and/or pictures.
3. Access prior knowledge with a graphic organizer or KWL chart.

During Reading:

1. Students will read with a partner. One person will read a section while the other listens. The person listening will then paraphrase what was read. Then they switch places and repeat the process until the story is finished.
2. After each page is read, students will stop and record predictions for the rest of the story.
3. Students will use decoding skills (sound out, context, etc.) when unknown words are found.
4. Students will look for text connections as they read and record them on sticky notes.

Post-Reading:

Students will complete comprehension questions for each story.

Beginnings:

1. Make a graphic organizer to illustrate the text features of an origin story.
2. Compare and contrast these origin stories.
3. Choose one of the stories and extend it to tell what might happen after the end.
4. Write a paragraph describing what we can learn about Native American cultures by reading these origin stories.
5. Write an origin story or a “why” tale.
6. Make a chart to illustrate the moral or theme of each story.

Legendary Heroes:

1. List the personality traits that make a person a hero. Explain your choices.
2. After reading “The Orphan Boy and the Elk Dog”, list at least five incidents that could not happen in real life. Explain how these add to appeal of the story.
3. “The Devil and Daniel Webster”:
 - A. Describe the external and internal conflicts in this story. Explain how each is resolved.
 - B. Analyze the character of the devil in this story. What traits are “devilish” and what traits seem human? Use quotes to justify your answers.
4. Rewrite Davy’s story, “Sunrise in His Pocket” correcting all the grammar and spelling errors. Explain how this changes the effect of the story.
5. “The Serpentine Bobsled”: Choose one of the problems that Paul Bunyan had to solve and how he solved it. Then, choose a famous American who solved a difficult problem and describe how he/she did it.
6. Compare and contrast the heroes in these stories. Be sure to include character traits which make each a hero.

Trickster and Tall Tales:

1. Identify and describe the tricksters in these stories. Include their ability to shape change.
 2. “The Tar Man”: Explain what the rabbit’s conflict with other animals symbolizes. Then, explain what “personal experiences and hopes and defeats” of the slaves you find represented in the tale.
 3. Students will imagine that they own a pet jumping frog. Describe a boastful tale about your frog during a competition.
 4. Make a list of examples of dialect used in these tales.
- “The Legend of Sleepy Hollow”:
5. List and describe contrasts in Crane’s personality. Support them with examples from the story.

6. Crane leaves Sleepy Hollow after being humiliated by the incident with the headless horseman. Do you think it was a good reason to do this? What advice would you have given him?
7. Make a graphic organizer to illustrate the plot line of this story.
8. Watch a movie version of this story. Compare and contrast the two.

American Visions:

“The Gettysburg Address”

1. Describe the author’s audience and purpose in writing this speech.
2. Research the historical background surrounding this speech. Then, tell why you think this speech is still remembered today.

“I Have a Dream” (Melanie works with “I Have a Dream” in class)

1. Explain how the message of this speech is still relevant today.
2. Write a paraphrase of this speech in ten or fewer sentences.
3. Explain the use of repetition, imagery, and allusions in this speech and how these influenced the tone and effectiveness of the speech.
4. What areas of life in America today make you unhappy? Write your vision of how America should be in the same style used by Dr. King.
5. Watch a video of Dr. King delivering his famous speech. Explain how hearing it delivered affects your understanding of your feelings about the speech. Use examples.

Relevant Links:

Suggested Reading from the Textbook:

“Sky Woman” Traditional Seneca

“Great Medicine Makes a Beautiful Country”
traditional Cheyenne

“The Song of Hiawatha” by Henry Wadsworth
Longfellow

“The Owl Never Sleeps at Night” traditional
African American

“Tappin, the Land Turtle” by Virginia Hamilton

“The Orphan Boy and the Elk Dog” traditional
Blackfoot

“The Devil and Daniel Webster” by
Stephen Vincent Benet

“Sunrise in His Pocket” by Davy Crockett

“The Serpentine Bobsled” by James Stevens

“John Henry, the Steel Driving Man”
by W. T. Blankenship

“Adventures of Great Rabbit” traditional Algonquian

“The Upper World” traditional Nez Perce

“The Tar Man” traditional African American

“The Celebrated Jumping Frog of Calaveras
County” by Mark Twain

“The Legend of Sleepy Hollow” by Washington
Irving

“The Gettysburg Address” by Abraham Lincoln

“I Have a Dream” by Martin Luther King, Jr.