

Unit 1 Essential Questions:

How do informational texts help the reader to comprehend fiction?

How does this comprehension make me a better writer?

Standards Addressed:

Reading Literary: (RL 1-10)

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
9. Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Informational:

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

SL 6.1-6.6

L6.1-6.6

SUGGESTED OBJECTIVES:

- locate specific evidence in story to support response
- Identify and explain plot structure (i.e. exposition, rising action, crisis/climax, falling action, resolution)
- Understand and explain why plot in short stories usually focus on a single event
- Analyze how authors create the setting in a story.
- Define the concept of theme and identify the theme(s) in a story
- Identify and explain characterization techniques
- Analyze how characters change throughout a story
- Identify and explain the use of figurative language
- Analyze how authors create tone
- Identify the point of view and analyze how point of view affects the reader's interpretation of the story.
- Identify and explain the different types of genre in fiction.
- Integrate and apply knowledge from informational text to support comprehension of fiction
Identify and categorize the six types of conflicts
- Effectively write an informative paragraph/essay

SUGGESTED TERMINOLOGY:

- Plot (exposition, complications, climax, resolution),
- Conflict (internal, external)
- fiction
- point of view
- nonfiction
- sensory imagery
- historical fiction
- setting
- realistic fiction
- narrator
- theme
- tone

SUGGESTED MATERIALS:

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Novels:

Out of the Dust

Moon over Manifest

A Long Way to Chicago

Bud, not Buddy

Al Capone Does My Shirts

The Crossover

Informational:

Black Potatoes

Years of Dust

The Great Fire

Black Blizzard

Dead Men Floating

Blizzard

Mean Clouds

Living in Hard Times

Various SCOPE articles

Various NEWSELA articles

Various text book selections:

Where the Red Fern Grows

Pompeii/Epilogue

Unit 2 Essential Questions:

How does an author's purpose and bias influence the reader?

How does this comprehension make me a better writer?

Standards Addressed:

Reading Informational:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Argumentative:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

RL 1-10

SL 6.1-6.6

L6.1-6.6

Suggested Objectives:

- Cite textual evidence to analyze an argument
- Determine a central idea of a text
- Analyze how a key idea is introduced, illustrated, and elaborated in a text
- Use context clues to determine meanings of words
- Analyze how a particular section fits into the overall structure of the text
- Determine an author's point of view
- Compare and contrast one author's presentation of ideas to another
- Effectively write an argumentative essay with support from various texts

Suggested Terminology:

- author's purpose
- inference
- synthesize
- claim
- counter claim
- summarize
- skim
- main idea

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- clarify
- visualize
- evaluate
- prediction
- analyze

Suggested Materials:

Novels:

Hoot

Flush

Chomp

Scat

Informational:

The Snake That's Eating Florida

World Without Fish

Various NEWSOLA Articles

Various SCOPE Articles

Unit 3 Essential Questions:

How does reading from different texts of same topics help our understanding?

How do culture, time and place influence the development of identity?

How do individuals survive in challenging environments?

Standards Addressed:

Writing:

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research

RL 1-10

SL 6.1-6.6

L6.1-6.6

Suggested Objectives

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- Analyze various topics from an unbiased perspective
- Draw on several sources to research a topic
- Assess credibility of sources
- Reflect on research
- Create a bibliography

Suggested Terminology:

- Research
- Inquire
- Analyze
- Reflect
- Bibliography
- Primary source
- Secondary source

Suggested Materials:

Novels:

A Long Walk to Water

Shadow

Refugee

Informational:

Various SCOPE articles

A True Book: Malala Yousafzi

Unit 4 Essential Question:

How can reading about various characters help me write a narrative?

How can exploring various genres help develop ideas for a narrative?

Standards Addressed:

RL 1-10

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

SL 6.1-6.6

L6.1-6.6

Suggested Objectives:

- Identify different genres
- Write a complete narrative
- Write different types of poetry
- Identify pieces of figurative language in poetry
- Identify short story elements
- Describe how a character changes throughout a story

Suggested Terminology:

- Fiction
- Nonfiction
- Historical fiction
- Science fiction
- Realistic fiction
- Genre
- Dialogue
- Sensory language

Suggested Materials

Novels:

Lawn Boy

Lawn Boy Returns

Informational Texts:

Knucklehead

Various SCOPE articles

Short Stories:

Through the Tunnel

La Bamba

The Circuit

Eleven