Credits

Grateful recognition is made to the following individuals for their levels of expertise and dedicated work:

Members:

Elizabeth Culmone

Lisa Huber

Jennifer Thompson

Jessica Storch

Greg Symons

Appreciation to the following member for their organization and guidance:

Genene Meli PhD
# Table of Contents

Credits ................................................................................................................................. 2  
Philosophy .......................................................................................................................... 5  
Holocaust Education .......................................................................................................... 6  
Instructional Writing Units Grades 5-8........................................................................... 6  
  Informational Writing ...................................................................................................... 6  
  Poetry ................................................................................................................................. 8  
  Narrative Writing ........................................................................................................... 10  
  Argument ......................................................................................................................... 12  
  Research Paper ............................................................................................................. 15  
  Acquisition: By the end of fifth grade: ......................................................................... 15  
  Acquisition: By the end of sixth grade: ........................................................................ 15  
  Acquisition: By the end of seventh grade: .................................................................... 16  
  Acquisition: By the end of eighth grade: ...................................................................... 17  
Instructional Reading Units Grades 5-8 .......................................................................... 18  
  Informational Texts ........................................................................................................... 18  
  Drama ............................................................................................................................... 21  
  Novel ................................................................................................................................. 23  
  Poetry ................................................................................................................................. 25  
  Short Stories ................................................................................................................... 27  
Grade 5 ................................................................................................................................ 29  
  Module A: Loser ............................................................................................................ 29  
  Module B: Literature Circles .......................................................................................... 30  
  Module C: Informational Text ......................................................................................... 31
Philosophy

Teaching is an art. The artist inspires young minds to enjoy exciting literature and to be expressive and articulate through pen and speech. English Language Arts Education is an integrative, interactive ways of communicating that develops through reading, writing, speaking, listening, and viewing. English Language Arts are interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning and knowing. Learners achieve language arts literacy not by adding skills one-by-one to their repertoire, but rather by using and exploring language in its many dimensions. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Goals

To become productive members of society, students will need to develop social and self-awareness and the ability to communicate effectively through all components of language arts. The goals of the English Language Arts Curriculum are for students to become lifelong readers, acquire knowledge, express themselves creatively, and develop skills in critical thinking and 21st Century Career and Life Skills.

The students will read, write, speak, listen, and view for various purposes from a variety of materials. Students will use non-textual visual information as well as technology to acquire and share information. Students will develop self-management skills that will enable them to use these abilities throughout their daily lives.

In order to accomplish these goals, the language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners. It should include varied activities, materials, and technology for visual, auditory, and kinesthetic learners. Classroom organization should provide opportunities for individual work as well as partner and group collaboration. The classroom environment should be responsive to students’ personal and academic goals.
Holocaust Education

The Frankford Township School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. Utilizing the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

http://www.state.nj.us/education/holocaust/

- K-4 Curriculum Guide:
  - Caring Makes a Difference

- 5-8 Curriculum Guide:
  - To Honor All Children, part one
    (1.81 MB, PDF)
  - To Honor All Children, part two
    (5.82 MB, PDF)
  - To Honor All Children, part three
    (2.34 MB, PDF)
  - To Honor All Children, part four
    (6.15 MB, PDF)
Instructional Writing Units Grades 5-8

**Informational Writing**

*Unit's Big Idea:* Writing is the process of communicating in print for a variety of audiences and purpose.

**Pacing:** Throughout the year

**Essential Questions:**
Students will keep considering....
- How do writers use the writing process to convey ideas, inform others, and improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

**Enduring Understandings:**
Students will understand that…
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated and lends credibility to writing (writer).
- A writer selects a form based on audience and purpose.

**Acquisition:** Students will need to know and students will need to develop skill at...

**Reading Informational:**
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, as well as the ability to provide an objective summary.
- Analyze in detail the specific structure of a text, including how the major sections contribute to the whole and to the development of ideas.

**Writing:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology to produce and publish writing, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Listening and Speaking**
- Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of concepts and tasks demonstrating command of formal English when indicated or appropriate.
### Language Skills
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.
- Demonstrate understanding of figurative language word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
<th>Writing History, Science and Technical Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 5.1, 2</td>
<td>RI. 5.2, 5</td>
<td>SL.5.4-6</td>
<td>W.8.2,4-10</td>
<td>L.5.1-6</td>
<td>WHST 6-8. 2a-f, 4-10</td>
</tr>
<tr>
<td>RL 6.1, 2</td>
<td>RI. 6.2, 5</td>
<td>SL.6.4-6</td>
<td>W.7.2,4-10</td>
<td>L.6.1-6</td>
<td></td>
</tr>
<tr>
<td>RL 7.1, 2</td>
<td>RI. 7.2, 5</td>
<td>SL.7.4-6</td>
<td>W.6.2,4-10</td>
<td>L.7.1-6</td>
<td></td>
</tr>
<tr>
<td>RL 8.1, 2</td>
<td>RI 8.2, 5</td>
<td>SL.8.4-6</td>
<td>W.5.2, 4-10</td>
<td>L.8.1-6</td>
<td></td>
</tr>
</tbody>
</table>
## Poetry

**Unit’s Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Pacing:** Throughout the year

### Essential Questions:

**Students will keep considering...**

- Why is poetry important?
- How is a poem different from other pieces of writing?
- How do poetic devices make a given poem more effective?
- Why are there so many common themes found in poetry?
- Why do readers interpret poetry differently?

### Enduring Understandings:

**Students will understand that...**

- Students will understand that poems are read for pleasure, instruction, and enlightenment.
- Students will recognize the connection between the poet’s life experience and their poetry.

### Acquisition: Students will need to know and students will need to develop skill at...

#### Reading Informational:

- Differentiate between the following texts organizations: pro/con, cause/effect, fact/opinion, problem/solution, and compare/contrast.
- Identify and interpret propaganda.
- Differentiate between relevant and irrelevant evidence.
- Identify main idea, objectively summarize the text, and make inferences based on the text.
- Analyze figurative language and allusions and analogies to other text.

#### Writing

- Support claims with relevant evidence
- Organize reasons and evidence logically
- Distinguish opposing claims
- Write clearly and cohesively using conventions and formal style
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- Write and present poem style of choice about grade level
- Identify and incorporate figurative language into poetry

#### Listening and Speaking Standards

- Engage effectively in a range of collaborative discussions.
- Analyze the purpose of information presented in diverse media and formats.
- Evaluate the soundness of the reasoning and relevance of a speaker’s argument.
- Integrate multimedia and visual displays into presentations for clarification and interest.
- Demonstrate a command of formal English.

### Language Skills
• Demonstrate a command of the conventions of Standard English grammar and usage in writing/speaking.
• Demonstrate conventions of Standard English mechanics.
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The following standards are correlated with the New Jersey Student Learning Standards

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.5. 4-5, 7, 10</td>
<td>RI.8.1-10</td>
<td>SL.8.1-6</td>
<td>W8.1-10</td>
<td>L.8.1-6</td>
</tr>
<tr>
<td>RF.6.4-5, 7, 10</td>
<td>RI.7.1-10</td>
<td>SL.7.1-6</td>
<td>W7.1-10</td>
<td>L.7.1-6</td>
</tr>
<tr>
<td>RF.7.4-5, 7, 10</td>
<td>RI.6.1-10</td>
<td>SL.6.1-6</td>
<td>W6.1-10</td>
<td>L.6.1-6</td>
</tr>
<tr>
<td>RF8.4-5, 7, 10</td>
<td>RI.5.1-10</td>
<td>SL5.1-6</td>
<td>W5.1-10</td>
<td>L.5.1-6</td>
</tr>
</tbody>
</table>
## Narrative Writing

**Unit's Big Idea:** Writing is the process of communicating in print for a variety of audiences and purpose.

**Pacing:** Throughout the year

### Essential Questions:
Students will keep considering....
- How do writers use the six traits, descriptive details, and elements of narration to develop real or imagined stories?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

### Enduring Understandings:
Students will understand that....
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

### Acquisition:
Students will need to know and students will need to develop skill at...

#### Reading Standards Fictional Text
- Determine theme and provide a summary
- Describe the unfolding of the plot
- Conclude word meaning through context clues
- Explain how author point of view is developed
- Compare and contrast reading, viewing, and listening of text
- Compare and contrast how forms of test approach theme
- Comprehend literature

#### Writing Standards
- Write narratives to develop real or imagined experiences or events using effective techniques
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Develop and strengthen writing through the writing process
- Use technology to publish writing as well as collaborate with others
- Write routinely over time

### The following standards are correlated with the New Jersey Student Learning Standards

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.2-4,6,7,9,10</td>
<td>SL.8.1.C, SL5</td>
<td>W.8.3.A-E, W4-6, 10</td>
<td>L.8.1-5</td>
<td></td>
</tr>
<tr>
<td>RL.7.2-4,6,7,9,10</td>
<td>SL.7.1.C, SL5</td>
<td>W.7.3.A-E, W4-6, 10</td>
<td>L.7.1-5</td>
<td></td>
</tr>
<tr>
<td>RL.6.2-4,6,7,9,10</td>
<td>SL.6.1.C, SL5</td>
<td>W.6.3.A-E, W4-6, 10</td>
<td>L.6.1-5</td>
<td></td>
</tr>
<tr>
<td>RL.5.2-4,6,7,9,10</td>
<td>SL.5.1.C, SL5</td>
<td>W.5.3.A-E, W4-6, 10</td>
<td>L.5.1-5</td>
<td></td>
</tr>
</tbody>
</table>
Transfer Tasks:

Students will demonstrate their understanding through...

Personal narratives Fictional narratives Memoirs

- **Character Sketch:** Students will create a character who is real and believable by really showing every aspect of the character. What does the character look like, wear, etc.? What is the character like in different situations? Where is the character from? What is the character’s background? Students should not simply use adjectives to tell what the character is like, but they should use indirect characterization to show what the character is like.

- **Dialogue Comic Strip:** Students will learn the purpose of dialogue by creating a comic strip that has exciting dialogue that moves the story forward, provides suspense, or describes a character.

- **ASSESSMENT: Memoir/Short Story:** Your task is to write a 2-4 page story. This story can be completely fictional (short story of any genre) or a personal memoir (story that holds truth). The memoir must be written in first person, while the short story can be first or third person. You must include all elements of the plot line; dynamic, realistic characters; at least two lines of dialogue; descriptive imagery using the five senses; and at least four literary devices.

Speculative prompts Descriptive writing Essays using Rubrics NJASK Test Format Open ended response

- **Show and Tell:** Students will use the five senses to describe an object in full. They will try not to use adjectives and other tell words that make it too obvious what the object is. Students will use literary devices in their description.

Portfolios

- Students will add final assessment (memoir/short story) to their writing folders.

Projects

- The assignments under Person narratives/ Fictional narratives/ Memoirs should be the small projects done throughout the Narrative writing unit. The transfer task will be the formal Memoir/Short Story. Students should write routinely throughout this unit in order to get imagination flowing and reinforce how narrative writing can have many different forms and structures.

Presentations

- Teachers will use their judgment as to which assignment they will have students present to the class. Use rubric for presentations based on assignment tasks.

Creative Endings/Chapters

- Create an ending for a literature selection (i.e. final chapter for “Loser” or “A Day in the Life”
### Argument

**Unit's Big Idea:** Writing is the process of communicating in print for a variety of audiences and purpose.

**Pacing:** Throughout the year

**Essential Questions:**

Students will keep considering...

- How do writers effectively support a claim with clear reasons and effective text based evidence?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

**Enduring Understandings:**

Students will understand that....

- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated and lends credibility to the writer (writing).
- A writer selects a form based on audience and purpose.

**Transfer Assessment Task:**

- Write an argument talk protocol based on a literature novel
- Prepare and perform a mock debate/trial
- Write an opinion essay on an assigned topic
- Perform and prepare a mock trial debate

**Acquisition:**

Students will need to know and students will need to develop skill at...

**Reading Informational:**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Writing:**
- Assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Gather relevant information from multiple print and digital resources using search terms effectively.

**Listening and Speaking**
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
details; use appropriate eye contact, adequate volume, and clear pronunciation.

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language Skill

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the act expressing uncertainty or describing a state contrary to fact).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards are correlated with the New Jersey Student Learning Standards

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
<th>Writing History, Science and Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.8.1,2,4,6-8,10</td>
<td>RI.7.1,2,4,6-8,10</td>
<td>SL.8.1-6</td>
<td>W.8.1,4-10</td>
<td>L.5.1-3,5,6</td>
<td>WHST 6-8.1, 7, 8, 9, 10</td>
</tr>
<tr>
<td>RI.6.1,2,4,6-8,10</td>
<td>RI.5.1,2,4,6-8,10</td>
<td>SL.7.1-6</td>
<td>W.7.1,4-10</td>
<td>L.6.1-3,5,6</td>
<td></td>
</tr>
<tr>
<td>RI.5.1,2,4,6-8,10</td>
<td>SL.6.1-6</td>
<td>W.6.1,4-10</td>
<td>L.7.1-3,5,6</td>
<td>L.8.1-3,5,6</td>
<td></td>
</tr>
<tr>
<td>SL.5.1-6</td>
<td>W.5.1,4-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit’s Big Idea:
Writing is the process of communicating in print for a variety of audiences and purpose

### Pacing:
Throughout the year

### Essential Questions:
Students will keep considering....

- How do writers use research to answer a question?
- How do writers evaluate the relevance and credibility of print and digital information?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

### Enduring Understandings: Students will understand that....:
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated and lends credibility to the writer (writing).
- A writer selects a form based on audience and purpose.

### Acquisition: By the end of fifth grade:
Students will need to know and students will need to develop skills at...

1. Choose and narrow a research topic
2. Prepare a thesis statement (main purpose)
3. Take notes in phrases and paraphrasing
4. Research their topics using a variety of sources (a minimum of 3)
5. Understand and identify plagiarism
6. Construct an outline (see outlining template)
7. Write a rough draft using outline and note cards
8. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
9. Write a minimum of 5 paragraphs containing a topic sentence, a minimum of 3 supporting details, transition sentences, and a concluding sentence that support the main topic
10. Write a paper with an introductory and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
11. Apply revision and editing skills
12. Learn that sources need to be credited cited title and author

### Acquisition: By the end of sixth grade:
Students will need to know and students will need to develop skills at...

1. Choose and narrow a research topic
### Acquisition: By the end of seventh grade:

Students will need to know and students will need to develop skills at...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choose and narrow a research topic</td>
</tr>
<tr>
<td>2.</td>
<td>Prepare a thesis statement (main purpose)</td>
</tr>
<tr>
<td>3.</td>
<td>Take notes in phrases and paraphrasing remembering citation information</td>
</tr>
<tr>
<td>4.</td>
<td>Research topics using a variety of sources</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluate sources for validity, reliability and appropriateness</td>
</tr>
<tr>
<td>6.</td>
<td>Understand and identify plagiarism</td>
</tr>
<tr>
<td>7.</td>
<td>Apply rules for in-text citations</td>
</tr>
<tr>
<td>8.</td>
<td>Construct an outline (see outlining template)</td>
</tr>
<tr>
<td>9.</td>
<td>Write a rough draft using outline and note cards and in-text citations</td>
</tr>
<tr>
<td>10.</td>
<td>Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure</td>
</tr>
<tr>
<td>11.</td>
<td>Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic</td>
</tr>
<tr>
<td>12.</td>
<td>Write an introduction that includes an attention grabber that supports the thesis statement</td>
</tr>
<tr>
<td>13.</td>
<td>Write a paper with in-text citations an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper</td>
</tr>
<tr>
<td>14.</td>
<td>Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper</td>
</tr>
<tr>
<td>15.</td>
<td>Apply revision and editing skills</td>
</tr>
<tr>
<td>16.</td>
<td>Learn the basic format of a bibliography and/or works cited</td>
</tr>
<tr>
<td>17.</td>
<td>Compose a minimum of a three page paper</td>
</tr>
</tbody>
</table>
18. Compose a minimum of a three page paper

**Acquisition: By the end of eighth grade:**

Students will need to know and students will need to develop skills at...

1. Choose and narrow a research topic focused on a thesis statement (main purpose)
2. Take notes in phrases and paraphrasing remembering citation information
3. Research topics using a variety of sources
4. Establish criteria to evaluate sources for validity, reliability and appropriateness
5. Understand and identify plagiarism and apply rules for in-text citations
6. Compare and contrast paraphrasing and direct quotations and relationship to plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards and in-text citations
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic
11. Write an introduction that includes an attention grabber that supports the thesis statement
12. Write a paper with in-text citations, an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
13. Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper
14. Apply revision and editing skills
15. Create works cited page
16. Compose a minimum of a three page paper
**Instructional Reading Units Grades 5-8**

**Informational Texts**

**Unit’s Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Pacing:** Throughout the year

**Essential Questions:**
- How does one method of text organization prove to be more effective than the other?
- How do fact and opinion coexist in regards to persuasion?
- How do you interpret textual evidence for strong support?
- How do you use text specific vocabulary in every day conversation/writing?
- How does propaganda impact public opinion?
- How do you validate information?

**Enduring Understandings:**
- Use textual evidence to support viewpoints and opinions.
- Use vocabulary in personal writing effectively and in speaking.
- Understand the methods of propaganda used in literature.

**Reading Standards**

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>CPI’s Objective Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.8.1-10</td>
<td>• Differentiate between the following text organizations: pro/con, cause/effect, fact/opinion, problem/solution, compare/contrast.</td>
</tr>
<tr>
<td>RI.7.1-10</td>
<td>• Identify and interpret propaganda.</td>
</tr>
<tr>
<td>RI.6.1-10</td>
<td>• Differentiate between relevant and irrelevant evidence.</td>
</tr>
<tr>
<td>RI.5.1-10</td>
<td>• Identify main idea, objectively summarize the text, and make inferences based on the text.</td>
</tr>
<tr>
<td>RI.5.1-10</td>
<td>• Analyze figurative language and allusions and analogies to other text.</td>
</tr>
</tbody>
</table>

**Writing Standards**

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>CPI’s Objective Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>W8.1-10</td>
<td>• Support claims with relevant evidence</td>
</tr>
<tr>
<td>W7.1-10</td>
<td>• Organize reasons and evidence logically</td>
</tr>
<tr>
<td>W6.1-10</td>
<td>• Distinguish opposing claims</td>
</tr>
<tr>
<td>W5.1-10</td>
<td>• Write clearly and cohesively using conventions and formal style</td>
</tr>
<tr>
<td></td>
<td>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</td>
</tr>
<tr>
<td>Listening and Speaking Standards</td>
<td>CPI’s Objective Students will be able to…</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>SL.8.1-6</td>
<td>• Engage effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the purpose of information presented in diverse media and formats.</td>
</tr>
<tr>
<td>SL.7.1-6</td>
<td>• Evaluate the soundness of the reasoning and relevance of a speaker’s argument.</td>
</tr>
<tr>
<td>SL.6.1-6</td>
<td>• Integrate multimedia and visual displays into presentations for clarification and interest.</td>
</tr>
<tr>
<td>SL.5.1-6</td>
<td>• Demonstrate a command of formal English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>CPI’s Objective Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.8.1-6</td>
<td>• Demonstrate a command of the conventions of standard English grammar and usage in writing/speaking.</td>
</tr>
<tr>
<td>L.7.1-6</td>
<td>• Demonstrate conventions of standard English mechanics.</td>
</tr>
<tr>
<td>L.6.1-6</td>
<td>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>L.5.1-6</td>
<td></td>
</tr>
</tbody>
</table>

**Transfer Task: What are you teaching toward?**

**5th and 6th Grade Transfer Task:**
- Create a newspaper based on a historical fiction novel or Social Studies connection. It can have feature articles, letters to the editor, ads, etc.
- Write an expository essay about something they know about that incorporates appropriate text structure and use informational text features
- Research and write a biography for historical figure

**7th Grade Transfer Task:**
Based upon your expertise in the area of social justice, you have been asked by the school to help create awareness in the areas of Stereotype, Prejudice, Discrimination, or Social Justice. Change themes to match informational unit.
- You will be asked to choose a theme from the unit and identify them in other facets of work (drama, literature, poetry, art, music, etc.).
- You will create a museum exhibit (memory box of character) and enact as the curator for the display, discussing common elements found within the piece of work and the literary nonfiction piece.
  - You will also do a public presentation to your peers and the school community.
  **OR**
  - You will create an online exhibit using the same criteria above, but gathering the information into a portal (Google Sites, Wikispaces, etc.).
    - This will be a technology-based product that identifies a chosen theme from the unit and exemplifies that theme in current society where individual responsibility is evident.

**Resources:**
To work toward assessment goal
- Individual Classroom Novels
- Author background
- Voices from the Holocaust
- Blizzard
- Chasing Lincoln’s Killer
- Standards Solutions
- Study Island
- Diary Of Anne Frank
<table>
<thead>
<tr>
<th>8th Grade Transfer Task:</th>
<th>Holocaust Chronicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Murder Mystery Dinner: Research the time period and create characters based on it. Research time period for</td>
<td></td>
</tr>
<tr>
<td>entertainers, politicians, athletes, current events</td>
<td></td>
</tr>
<tr>
<td>- Open ended response Portfolios-Write an editorial on some controversial issue raised by the book.</td>
<td></td>
</tr>
<tr>
<td>- Projects-Holocaust research project.</td>
<td></td>
</tr>
<tr>
<td>- Presentations-Timeline of author’s life.</td>
<td></td>
</tr>
<tr>
<td>First person Holocaust Memoir</td>
<td></td>
</tr>
</tbody>
</table>
**Drama**

**Unit's Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Pacing:** Throughout the year

**Essential Questions:**
Students will keep considering....
- How does a dramatic piece differ from a novel?
- How does the affectation of lines being read in a play add to the emotions of the characters and the audience’s understanding?
- How can the use of dialogue make a literary work more or less effective?
- To what extent can a character's actions influence the actions of a reader facing a similar challenge?

**Enduring Understandings:**
Students will understand that....
- Resolutions to conflicts found in drama can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality drama.
- Develop a sense of the importance of setting (stage directions) in a drama.

**Acquisition:**
Students will need to know and students will need to develop skill at...
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze drama for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of dialogue throughout a piece.

**The following standards are correlated with the New Jersey Student Learning Standards**

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.1-10</td>
<td>RL.8.1-10</td>
<td>SL.8.1-6</td>
<td>W.8.1-10</td>
<td>L.8.1-6</td>
</tr>
<tr>
<td>RL.7.1-10</td>
<td>RL.7.1-10</td>
<td>SL.7.1-6</td>
<td>W.7.1-10</td>
<td>L.7.1-6</td>
</tr>
<tr>
<td>RL.6.1-10</td>
<td>RL.6.1-10</td>
<td>SL.6.1-6</td>
<td>W.6.1-10</td>
<td>L.6.1-6</td>
</tr>
<tr>
<td>RL.5.1-10</td>
<td>RL.5.1-10</td>
<td>SL.5.1-6</td>
<td>W.5.1-10</td>
<td>L.5.1-6</td>
</tr>
</tbody>
</table>

**Transfer Task:**
Students will demonstrate their understanding through...

**Resources:**
To work toward assessment goal
- Plot Line: Track the plot of the story.
- Radio Drama: Recreate the drama as if it was only airing on the radio.
- PSA: Create a public service announcement that embodies the themes of the drama.
- Write a small moment story
- Write a final chapter for the novel “Loser”

<table>
<thead>
<tr>
<th>“The Monsters are due on Maple Street”</th>
<th>“To Serve Man”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Brian’s Song”-teleplay</td>
<td>“The Book that Saved the Earth”</td>
</tr>
<tr>
<td>“The Dying Detective”</td>
<td>“The Diary of Anne Frank”</td>
</tr>
<tr>
<td>Murder Mysteries</td>
<td>“The Miracle Worker”</td>
</tr>
</tbody>
</table>
**Novel**

**Unit’s Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Pacing:** Throughout the year

**Essential Questions:**
Students will keep considering....
- What makes one method of text organization more effective than the other?
- How do fact and opinion coexist in regards to persuasion?
- How do you interpret textual evidence for strong support?
- How do you use text specific vocabulary in every day conversation/writing?

**Enduring Understandings:**
Students will understand that....
- Resolutions to conflicts found in literature can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality literature.

**Acquisition:**
Students will need to know and students will need to develop skill at...
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze literature for literary elements.

The following standards are correlated with the New Jersey Student Learning Standards.

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.1-10</td>
<td>RI.8.1-10</td>
<td>SL.8.1-6</td>
<td>W.8.1-10</td>
<td>L.8.1-6</td>
</tr>
<tr>
<td>RL.7.1-10</td>
<td>RI.7.1-10</td>
<td>SL.7.1-6</td>
<td>W.7.1-10</td>
<td>L.7.1-6</td>
</tr>
<tr>
<td>RL.6.1-10</td>
<td>RI.6.1-10</td>
<td>SL.6.1-6</td>
<td>W.6.1-10</td>
<td>L.6.1-6</td>
</tr>
<tr>
<td>RL.5.1-10</td>
<td>RI.5.1-10</td>
<td>SL.5.1-6</td>
<td>W.5.1-10</td>
<td>L.5.1-6</td>
</tr>
</tbody>
</table>

**Transfer Task:**
Students will demonstrate their understanding through...
- **Debate:** Students will use the text or the research to argue their point and try to persuade the other side(s) to believe them. This can be applied to character conflicts and how they are resolved. Students will be evaluated on their use of

**Resources:**
To work toward assessment goal
- Regional Core Novels
  1. Roll of Thunder
- Picture book/comic book/scrap book: Students will create their own stories using literary elements including setting, characterization, theme, and plot. Students will create a logical sequence and recreate a conflict/resolution with a central idea or theme in mind. All aspects of literature will be represented through this assessment. Teacher may use evaluative rubrics to enforce a more specific focus.

- Character Development
  Explore the maturation of a character. Choose a person that you know or research a person in history. Trace the changes in that character over time. What shaped the development of the character? Create a final product to display this information. Create a timeline and a personal profile. This can be done using Glogster (an online poster), a video, or other conventional means.

- Point of view
  Take a page from a novel you read this year and write it from a different point of view. Explain what changes you made because of the new point of view. Which do you prefer and why?

- Theme
  Trace a theme that you have read in one work and compare/contrast it to another novel or short story. Write a comparison/contrast essay.

- Social Issues
  Take a social issue that you read about in a novel. Research this issue and see how it relates to the world today. Create a PowerPoint or a Video (Movie Maker or iMovie) to persuade your audience that this is an issue that needs to be addressed.

- An Appreciation of What Makes Good Literature
  Create a set of criteria for what makes quality literature. Apply your criteria to the literature you have read. Create a Quality Literature Guide for Dummies. Students can be divided into teams to create this guide.

- Vocabulary Development
  As you read a book, create a vocabulary journal. As you come across words that you don’t know, collect them. Divide a page into four. Place one word in each box. For each word, choose one of the performance-based tasks: Personify the word, Create a cartoon for the word, Draw a picture that represents the word, Find synonyms/antonyms for the word, Write an acrostic poem for the word, Write a “five senses” poem for the word. It looks like; sounds like, tastes like….etc

- Persuasive Essay
  Go online and find several reviews written about a book you read. What do you agree with? What do you disagree with? Write your own review. Include in your review the ideas from the others that you agreed or disagreed with.

2. Devil’s Arithmetic
3. Touching Spirit Bear
4. Lion Witch and the Wardrobe
5. The Giver
6. The Outsiders

Individual Classroom Novels
-to be determined based on student academic ability
Poetry

Unit's Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

Pacing: Throughout the year

Essential Questions:
Students will keep considering....

- Why is poetry important?
- How is a poem different from other pieces of writing?
- How do poetic devices make a given poem more effective?
- Why are there so many common themes found in poetry?
- Why do readers interpret poetry differently?

Enduring Understandings: Students will understand that....

- Students will understand that poems are read for pleasure, instruction, and enlightenment.
- Students will recognize the connection between the poet’s life experience and their poetry.

Acquisition:
Students will need to know and students will need to develop skill at...

- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a poem.
- Analyze poetry for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of literary elements throughout a piece.

The following standards are correlated with the New Jersey Student Learning Standards.

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8. 2,4,5,6,7,10</td>
<td>RL.8.2-6</td>
<td>SL.8.6</td>
<td>W.8.4</td>
</tr>
<tr>
<td>RL.7. 2,4,5,6,7,10</td>
<td>RL.7.2-6</td>
<td>SL.7.6</td>
<td>W.7.4</td>
</tr>
<tr>
<td>RL.6. 2,4,5,6,7,10</td>
<td>RL.6.2-6</td>
<td>SL.6.6</td>
<td>W.6.4</td>
</tr>
<tr>
<td>RL.5. 2,4,5,6,7,10</td>
<td>RL.5.2-6</td>
<td>SL.5.6</td>
<td>W.5.4</td>
</tr>
</tbody>
</table>
Transfer Task:
Students will demonstrate their understanding through...

- **Terminology:** Use a poem students have never seen and ask students to annotate the poem using the appropriate terms they learned when reading poetry.
- **Songs:** Bring in a song to analyze. Find the literary devices and explain the importance of their use. Be sure to explain the purpose of the format and different aspects.
- **Illuminated Quote:** Students will choose a portion of the poetry that they like. They will close read it and create an illuminated quote by bringing that portion to life with images, three-dimensional objects, or music.
- **Write your own Haiku:** Students will write a compilation of haikus and present them to the class.
- **Beat Poetry:** Find a beat poem and present it to the class in a creative way using the different sounds and rhythms from the original form.
- **Analysis of Specific Skills:** Genres of poetry will be taught periodically throughout the year and students will have to identify which category they fit under and how it relates to the short story or novel being taught.
- **Poetical Devices**
  Students will choose a pop song and analyze the literary poetical devices in it.
- **Poetry Connection**
  Students will choose a poem that they connected with and will share it to the class in a Poetry Jam.
- **Art/Poetry Connection**
  Students will create poems and artwork to go along with it. Poem and Art will be posted on Voice thread, podcast, wiki, or a power point.
- **We Didn’t Start the Fire**
  Students will rewrite the song based on a time period they are learning about in Social Studies.
**Short Stories**

**Unit's Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Pacing:** Throughout the year

**Essential Questions:**
**Students will keep considering....**
- How does a short story differ from a novel?
- How can the use of dialogue make a literary work more or less effective?
- Why is one method of text organization more effective than another?
- To what extent can a character’s actions influence the actions of a reader facing a similar challenge?
- How do you interpret textual evidence for strong support?
- How do you use text specific vocabulary in every day conversation/writing?

**Enduring Understandings: Students will understand that....**
- Resolutions to conflicts found in literature can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality literature.

**Acquisition:**
**Students will need to know and students will need to develop skill at...**
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze literature for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of dialogue throughout a piece.

The following standards are correlated with the New Jersey Student Learning Standards.

<table>
<thead>
<tr>
<th>Reading Fictional</th>
<th>Reading Informational</th>
<th>Speaking and Listening</th>
<th>Writing</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.1-10</td>
<td>RL.8.1-10</td>
<td>SL.8.1-6</td>
<td>W.8.1-10</td>
<td>L.8.1-6</td>
</tr>
<tr>
<td>RL.7.1-10</td>
<td>RL.7.1-10</td>
<td>SL.7.1-6</td>
<td>W.7.1-10</td>
<td>L.7.1-6</td>
</tr>
<tr>
<td>RL.6.1-10</td>
<td>RL.6.1-10</td>
<td>SL.6.1-6</td>
<td>W.6.1-10</td>
<td>L.6.1-6</td>
</tr>
<tr>
<td>RL.5.1-10</td>
<td>RL.5.1-10</td>
<td>SL.5.1-6</td>
<td>W.5.1-10</td>
<td>L.5.1-6</td>
</tr>
</tbody>
</table>

**Transfer Task:**
**Students will demonstrate their understanding through...**

**Resources:**
To work toward assessment goal
• **Literary Device Quiz:** Identify literary devices in any of the short stories read in class. Be sure to explain what is being compared or personified and the purpose of using this literary device at said point in the story.

• **Spin-off/Alternate Ending:** Students will create a short story based off of one of the short stories they read in class. Students will embody the same type of language and style as the original author.

• **Compare/Contrast:** Students will compare and contrast the elements of each short story.

• **Character Sketch:** Students will choose one character from a short story read in class in order to create a real, dynamic character. What is the character thinking, saying, feeling, etc.?

• **Setting Map:** Students will create a three-dimensional picture of the setting. They must justify their picture and label all the areas by using direct quotes from the text.

• **Dramatic Reading:** Students will do a dramatic reading of a portion of the story. They must become one of the characters by dressing, speaking, and thinking like the character. They will present this to the class.

• **Universal Conflicts**
  Students will choose a type of graphic organizer to represent conflicts they encounter in short story covered during class. (person vs. person, person vs. self, person vs. nature, person vs. society)

• **Character Development**
  Students will create a *character booklet* that traces the development of a character throughout a story based on the character’s words, thoughts, and actions.

• **Quality Literature**
  At the end of a short story unit, students will have to select a story (not covered in class) from a preset reading list, and evaluate it according to literary elements for quality literature. They will then construct a persuasive essay proving whether their story is “quality literature” or not, using a student created checklist.

• **Universal Theme**
  Students will choose a theme they found meaningful in one of the short stories covered during class. They will apply their understanding of it to a modern day movie, song, newspaper article, or play.

• **Close Reading**
  Students will select a passage that resonates with them and analyze its significance to the overall meaning of the short story.

• **Conflict Advice Column**
  Students create an advice column that addresses a conflict a character from a short story faced. They will offer that character advice

Individual Classroom Short Stories:
- “Ta-Na-E-Ka”
- “Tuesday of the other June”
- “The Ransom of Red Chief”
- “Voices of the Holocaust”
- “The Gift of the Magi”
- Myths
- Fables
- Folktales
- Legends
- Science Fiction
- Mysteries
**Grade 5**

**Module A: Loser**

<table>
<thead>
<tr>
<th>1 Extended Text</th>
<th>Loser by Jerry Spinelli</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-5 Short Texts</strong></td>
<td>Scholastic News – 9/11 article</td>
</tr>
<tr>
<td></td>
<td>Picture Books</td>
</tr>
<tr>
<td></td>
<td>ReadWorks.Org</td>
</tr>
<tr>
<td></td>
<td>Non-fiction articles (for paragraph writing)</td>
</tr>
<tr>
<td></td>
<td>“The Best Part of Me” Book</td>
</tr>
<tr>
<td><strong>Routine Writing</strong></td>
<td>Paragraph Writing (hamburgers, four-square, sensory/descriptive)</td>
</tr>
<tr>
<td></td>
<td>Narratives</td>
</tr>
<tr>
<td></td>
<td>Journals</td>
</tr>
<tr>
<td></td>
<td>Character Writing (description – supporting evidence)</td>
</tr>
<tr>
<td><strong>4-6 Analyses</strong></td>
<td>Character Analysis</td>
</tr>
<tr>
<td></td>
<td>Compare/ Contrast character trait essays</td>
</tr>
<tr>
<td></td>
<td>Theme Analysis</td>
</tr>
<tr>
<td></td>
<td>Identify Plot Structure and complete plot line diagrams</td>
</tr>
<tr>
<td></td>
<td>Write Reader’s Response</td>
</tr>
<tr>
<td></td>
<td>Predictions</td>
</tr>
<tr>
<td><strong>1-2 Narratives</strong></td>
<td>“One More Chapter” Write the final chapter for Loser (change the end of the story)</td>
</tr>
<tr>
<td></td>
<td>Create your own character essay</td>
</tr>
<tr>
<td></td>
<td>Movie Scene Project</td>
</tr>
<tr>
<td></td>
<td>From the Point of View of Donald Zinkoff</td>
</tr>
<tr>
<td></td>
<td>Rewrite a scene as a play script</td>
</tr>
<tr>
<td><strong>Research Skill</strong></td>
<td>Citing text evidence</td>
</tr>
<tr>
<td></td>
<td>Identify Key Details to Support a Main Idea</td>
</tr>
</tbody>
</table>
## Module B: Literature Circles

**Grade 5**

<table>
<thead>
<tr>
<th><strong>1 Extended Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice:</td>
</tr>
<tr>
<td>Wonder</td>
</tr>
<tr>
<td>The One and Only Ivan</td>
</tr>
<tr>
<td>Among the Hidden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3-5 Short Texts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic News</td>
</tr>
<tr>
<td>Readworks.Org</td>
</tr>
<tr>
<td>Picture Books to illustrate themes</td>
</tr>
<tr>
<td>Nonfiction (SuperTeacher) Articles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Routine Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal Writing</td>
</tr>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>Compare/ Contrast: The Polar Express book vs. Movie</td>
</tr>
<tr>
<td>Hamburger Nonfiction writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4-6 Analyses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>QAR Question Writing and Responding</td>
</tr>
<tr>
<td>Connector</td>
</tr>
<tr>
<td>Discussion Director</td>
</tr>
<tr>
<td>Summarizer</td>
</tr>
<tr>
<td>Passage Picker</td>
</tr>
<tr>
<td>Theme: Resiliency and Friendship</td>
</tr>
<tr>
<td>Theme Acrostic Poem (Final Project)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>1-2 Narratives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View: Create an insect and write a day in the life</td>
</tr>
<tr>
<td>Narrative Writing – Small Moment Story</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Research Skill</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Citing text evidence</td>
</tr>
<tr>
<td>Identify Key Details to Support a Main Idea</td>
</tr>
</tbody>
</table>
## Module C: Informational Text

Grade 5

<table>
<thead>
<tr>
<th>1 Extended Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Is Malala?</td>
</tr>
<tr>
<td>Who Was Martin Luther King?</td>
</tr>
<tr>
<td>Was Was...? Series</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 Short Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malala and MLK Speeches</td>
</tr>
<tr>
<td>Scholastic News</td>
</tr>
<tr>
<td>Picture Book: Jars of Hope (Irena Sendler)</td>
</tr>
<tr>
<td>MLK &amp; Rosa Parks picture books</td>
</tr>
<tr>
<td>MLK Article</td>
</tr>
</tbody>
</table>

**Routine Writing**

Journal Writing:
- * My Special Possession
- * My Best Friend

**4-6 Analyses**

Compare/ Contrast Malala and MLK speeches
Book Study Questions
MLK presentation & critical thinking discussion
MLK Speech Presentation
Letter to MLK
Letter to Historical Figure
P.O.V. – “A Day in the Life of Historical Figure”

**1-2 Expository Pieces**

Informational Text
“How Can we keep the Dream alive at Frankford?”

**1 Research Project**

Biography Research using [www.ducksters.com](http://www.ducksters.com)
“Canned Art” Project
Research MLK’s speeches to present
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Extended Text</td>
<td>Mrs. Frisby and The Rats of Nimh</td>
</tr>
<tr>
<td>3-5 Short Texts</td>
<td>Scholastic News</td>
</tr>
</tbody>
</table>
| Routine Writing | Journal  
Compare/ Contrast The Rats of Nimh book vs. movie |
| 4-6 Analyses | Argument Talk Protocol: Is it okay for Mrs. Frisby to steal?  
Mock Debate: “The Rat – Awful or Awesome?”  
Plot organization map  
Create an interactive novel-based board game |
| Opinion Writing | Mrs. Frisby is a strong character essay |
| Research Skills | Finding supporting evidence |
# Module E: Hatchet

**Grade 5**

<table>
<thead>
<tr>
<th>1 Extended Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hatchet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 Short Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readworks.org</td>
</tr>
<tr>
<td>Scholastic News</td>
</tr>
</tbody>
</table>

**Routine Writing**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>Compare/ Contrast book vs movie</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-6 Analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine Theme (card sort)</td>
</tr>
<tr>
<td>Pack a Survival Suitcase activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1-2 Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Research project</td>
</tr>
</tbody>
</table>
---

**Grade 6**

*Module A: Personal Reflections*

**Additional Supplemental Texts and Resources (teacher discretion)**

<table>
<thead>
<tr>
<th>Extended Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Touching Spirit Bear</em> By Ben Mikaelsen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short Text(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>National Geographic: Spirit Bear</em></td>
<td></td>
</tr>
<tr>
<td>Dsimonjackson.com</td>
<td></td>
</tr>
<tr>
<td>Reader reviews of the novel</td>
<td></td>
</tr>
</tbody>
</table>

**Routine Writing**

- Personal reflections on major events
- Compare/Contrast Argument: similarities/differences between novel and film

**Analyses**

- Critical reading strategies: previewing, contextualizing, questioning
- “Spirit Bear: The Simon Jackson Story” film
- Symbolism
- Personal connections

**Narratives**

- Write the first chapter of the novel sequel
- Draft a reflective journal entry from a character’s point of view

**Research Project**

- Google Presentation (Before Reading): Author’s background and point of view, setting, theme, Tlingit culture etc.
- Compare/contrast current judicial system with Circle Justice process

---
Module B: Personal Reflections

Additional Supplemental Texts and Resources (teacher discretion)

Extended Text

1 Extended Text
- Literature Circle: *The Boy Who Dared* By Susan Campbell Bartoletti
- Fantasy Literature Circle: *Wrinkle in Time* By Madeleine L’Engle or *The Dark is Rising* By Susan Cooper

3-5 Short Texts

*The Boy Who Dared:*
- Articles (Scope) on various topics related to theme, plot summary, setting
- Background on World War II history
- Anne Frank website/excerpts

*Fantasy:*
- Book Criticisms: pros vs. cons
- Read critical analysis of film

Routine Writing

- Group tasks: vocabulary, summaries, letter writing, analyze quotes, questions & answers, connector

4-6 Analyses

- Vocabulary in context
- Figurative language
- Quotes for character, theme, mood, author’s purpose, point of view
- Connections between novel and other novels, history, current events, self, etc.

1-2 Narratives

- Journal from a character’s perspective
- Write alternate ending
- Character interview
- Write a continuation of the story

1 Research Project

- *The Boy Who Dared*: research real-life characters then and now
- *Fantasy*: research other books by same author or other fantasy novels
Grade 6

Module C: Narratives

Additional Supplemental Texts and Resources (teacher discretion)

1 Extended Text
*The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* By C.S. Lewis

3-5 Short Texts
- Excerpts from C.S. Lewis’ Autobiography
- Critiques of novel
- Background on World War II history

Routine Writing
- Character Sketch (example: Mr. Tumnus)
- Character point of view
- Feature article

4-6 Analyses
- Analyze theme
- Analyze character
- Analyze literary technique (allusion, allegory, symbolism)
- Analyze setting

1-2 Narratives
- Students create their own story about entering a wardrobe, remaining in fantasy genre and including relevant themes

1 Research Project
- Before Reading: research C.S. Lewis’ life
- Background on World War II
**Module D: Myth and Fables**

**Additional Supplemental Texts and Resources (teacher discretion)**

<table>
<thead>
<tr>
<th>1 Extended Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>D'Aulaires' Book of Greek Myths</em> By Ingri d’Aulaire</td>
</tr>
</tbody>
</table>

**3-5 Short Texts**
- The Creation Story
- Vignettes centered on each of the major gods and their myths
- “Loo-Wit, the Firekeeper” Nisqually Myth
- Folklore (fables, legends, folktales etc.)

**Routine Writing**
- Students create a script of their favorite scene and reenact it
- Respond to comprehension questions and develop their own (QAR)

**4-6 Analyses**
- Analyze culture and history
- Compare fables (“For Richer For Poorer,” “The Ant and the Grasshopper”)
- Analyze relationships between Gods and Goddesses and how they transform over time
- Compare and contrast Gods across cultures, as well as with present day

**1-2 Narratives**
- Create a Myth

**1 Research Project**
- Research specific Gods/Goddesses and deliver presentation as character
- Research modern day mythology: companies with mythological names
- Research other cultures and learn how mythology has shaped modern storytelling
### Grade 7

**Module A: Mysteries**

**Additional Supplemental Texts and Resources (teacher discretion)**

<table>
<thead>
<tr>
<th>1 Extended Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Westing Game</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 Short Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mysterious Circumstances:</td>
</tr>
<tr>
<td>• Lamb to the Slaughter</td>
</tr>
<tr>
<td>• Invitation to a Murder</td>
</tr>
<tr>
<td>• The Dying Detective</td>
</tr>
<tr>
<td>• This One’s On Me</td>
</tr>
</tbody>
</table>

**Routine Writing**

| Character |
| Theme |
| Vocabulary Sentences |
| Comprehension Questions |

| 4-6 Analyses |
| Film analyses |
| Figurative language |
| Continuation of story |
| Directions (design a game board) |

| 1-2 Narratives |
| 5 Minute Mysteries |
| Vocab Writing |

| 1 Research Project |
| Mystery in History and Power Point |
### Module B: Dystopian Literature, Science Fiction

<table>
<thead>
<tr>
<th>Additional Supplemental Texts and Resources (teacher discretion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Extended Text</td>
</tr>
<tr>
<td>The Giver</td>
</tr>
<tr>
<td>3-5 Short Texts</td>
</tr>
<tr>
<td>The Sci Fi Factor</td>
</tr>
<tr>
<td><strong>Routine Writing</strong></td>
</tr>
<tr>
<td>Theme</td>
</tr>
<tr>
<td>Time period (setting)</td>
</tr>
<tr>
<td>Vocabulary Sentences</td>
</tr>
<tr>
<td>Comprehension Questions</td>
</tr>
<tr>
<td>4-6 Analyses</td>
</tr>
<tr>
<td>Film analyses</td>
</tr>
<tr>
<td>1-2 Narratives</td>
</tr>
<tr>
<td>Creating an Invention</td>
</tr>
<tr>
<td>Vocab Writing</td>
</tr>
<tr>
<td><strong>1 Research Project</strong></td>
</tr>
<tr>
<td>Other forms of controlled governments</td>
</tr>
</tbody>
</table>
### Module C: Historical drama

<table>
<thead>
<tr>
<th>Additional Supplemental Texts and Resources (teacher discretion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Extended Text</strong></td>
</tr>
<tr>
<td>Roll of Thunder, Hear My Cry</td>
</tr>
<tr>
<td><strong>3-5 Short Texts</strong></td>
</tr>
<tr>
<td>Dark Days: America’s Great Depression</td>
</tr>
</tbody>
</table>

**Routine Writing**

- Setting
- Character analysis
- Theme
- Comprehension Questions

<table>
<thead>
<tr>
<th><strong>4-6 Analyses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>1-2 Narratives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocab Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>1 Research Project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Point-people from Harlem Renaissance etc., PBS Webquest on Share Croppers, KKK</td>
</tr>
</tbody>
</table>

Grade 7

Module D: Coming of Age; *Adventure; Quest; Folklore, Legend, Mythology; Fantasy*

<table>
<thead>
<tr>
<th>Additional Supplemental Texts and Resources (teacher discretion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Extended Text</strong></td>
</tr>
<tr>
<td>The Lightning Thief</td>
</tr>
<tr>
<td><strong>3-5 Short Texts</strong></td>
</tr>
<tr>
<td>Echoes from Mt. Olympus</td>
</tr>
<tr>
<td><strong>Routine Writing</strong></td>
</tr>
<tr>
<td>Comprehension Questions</td>
</tr>
<tr>
<td>Character Analysis</td>
</tr>
<tr>
<td>Vocabulary Sentences</td>
</tr>
<tr>
<td><strong>4-6 Analyses</strong></td>
</tr>
<tr>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Theme</td>
</tr>
<tr>
<td><strong>1-2 Narratives</strong></td>
</tr>
<tr>
<td>Magical Item Narrative</td>
</tr>
<tr>
<td>Vocab Writing</td>
</tr>
<tr>
<td><strong>1 Research Project</strong></td>
</tr>
<tr>
<td>Compare/Contrast to Pop Culture,</td>
</tr>
</tbody>
</table>
## Grade 8

**Module A: Holocaust**

### Additional Supplemental Texts and Resources (teacher discretion)

#### 1 Extended Text
- The Devil’s Arithmetic
- “The Diary of Anne Frank”

#### 3-5 Short Texts
- “Saving the Children”
- “The Little Boy with His Hands Up”
- “A Diary from Another World”
- “Letter to Dachau”
- Various informational pieces (primary and secondary) which support the history of the text

#### Routine Writing
- Sequencing/timeline of historical events
- Respond to comprehension questions
- Theme & setting charts (keep track of textual evidence)

#### 4-6 Analyses
- Cause & Effect: Hitler’s rise to power
- Propaganda analysis
- Text structure analysis
- Geography: analyze change in borders between World Wars, camp locations, allied countries, etc.
- Evaluating resources
- Compare & Contrast: US vs Germany during time period, Holocaust vs. current genocide

#### 1-2 Narratives
- Holocaust “Autobiography”

#### 1 Research Project
- Holocaust Research Paper
## Module B: Perseverance and American Revolution

### 1 Extended Text

**Literature circle choice text:**
- **PERSEVERANCE:** Paper Towns, The Impossible Knife of Memory, Drums, Girls, & Dangerous Pie, Notes from the Midnight Driver, The Misfits, The Contender
- **AMERICAN REVOLUTION:** The Notorious Benedict Arnold, My Brother Sam is Dead

### 3-5 Short Texts

- **PERSEVERANCE:** “Harriet Tubman: Conductor on the Underground Railroad”, “What is Success?”, “Flowers for Algernon”
- **AMERICAN REVOLUTION:** Articles on living conditions for soldiers, ReadWorks

### Routine Writing

- Group tasks: vocabulary, summaries, letter writing, analyze quotes, questions & answers, connector

### 4-6 Analyses

- Vocabulary in context
- Figurative language
- Quotes for character, theme, mood, author’s purpose, point of view
- Connections between novel and other novels, history, current events, self, etc.

### 1-2 Narratives

- Journal from a character’s perspective
- Write alternate ending
- Character interview
- Write a continuation of the story

### 1 Research Project

- **PERSEVERANCE:** Research a modern person that has persevered
- **AMERICAN REVOLUTION:** Research time period
### Module C: Autobiography and Biography

#### 1 Extended Text
- Chasing Lincoln’s Killer

#### 3-5 Short Texts
- “Oh Captain! My Captain!”
- Civil War newspaper articles
- “Civil War Journals”
- Modern newspaper articles

#### Routine Writing
- Writing newspaper articles with different purposes
- Respond to comprehension questions
- Sequencing a timeline of events

#### 4-6 Analyses
- Informing/explaining: Newspapers
- Argument: Most Wanted

#### 1-2 Narratives
- Historical event retelling

#### 1 Research Project
- Primary/secondary source search
- Research of historical time period
<table>
<thead>
<tr>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module D: Young adult fiction</strong></td>
</tr>
<tr>
<td><strong>1 Extended Text</strong></td>
</tr>
<tr>
<td>• <em>The Outsiders</em></td>
</tr>
<tr>
<td><strong>3-5 Short Texts</strong></td>
</tr>
<tr>
<td>• Symbolism/Allusion: “The Chariot,” “I Have a Dream,” “Gettysburg Address,” “Taught me Purple,” “The Lily,” “The Flowers”</td>
</tr>
<tr>
<td>• Style/Language/Themes: Edgar Allan Poe short stories</td>
</tr>
<tr>
<td><strong>Routine Writing</strong></td>
</tr>
<tr>
<td>• Thesis paper</td>
</tr>
<tr>
<td><strong>4-6 Analyses</strong></td>
</tr>
<tr>
<td>• Analyze theme</td>
</tr>
<tr>
<td>• Analyze character</td>
</tr>
<tr>
<td>• Analyze literary technique</td>
</tr>
<tr>
<td>• Analyze setting</td>
</tr>
<tr>
<td><strong>1-2 Narratives</strong></td>
</tr>
<tr>
<td>• Switch point of view (Soc vs. Greaser)</td>
</tr>
<tr>
<td>• Write an alternate ending</td>
</tr>
<tr>
<td><strong>1 Research Project</strong></td>
</tr>
<tr>
<td>• Time period research</td>
</tr>
<tr>
<td>• Teen violence research paper</td>
</tr>
</tbody>
</table>