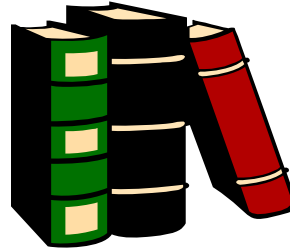


Duval County Public Schools

Language Arts 3

2006-2007



Joseph J. Wise, Superintendent

**Mary Ann Clark, Supervisor
K-12 Language Arts/Reading**

Adopted Course Materials

Prentice Hall *Literature: Timeless Voices, Timeless Themes*, 2003

Prentice Hall *Writing and Grammar*

2006-2007

This curriculum has been reformatted to accomplish the following purposes:

- To introduce the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted this year across the district by the four academic subject areas;
- To correlate Sunshine State Standards for English Language Arts, and NCEE Standards in one easy-to-read table; and
- To introduce performance tasks for students to demonstrate understanding of the standards.

The Three Stages of Understanding by Design™:

1. Identify desired results:
 - State and NCEE standards (established goals)
 - Enduring understandings
 - Essential questions
 - Knowledge and skills
2. Determine acceptable evidence of understanding:
 - Performance assessments
 - Short and extended response items
 - Traditional quizzes and tests, including FCAT-like items
 - Informal checks and observations
 - Discussions
3. Plan engaging and effective instruction:
 - Unit plans
 - Lesson plans

Definitions

A content outline is provided to show the order in which units should be taught. This sequence is the work of many teachers over several years. Following the sequence will ensure fewer gaps in knowledge and skills among students who transfer from school to school and within the school.

The pacing guide estimates the number of weeks to be spent teaching each unit in both block and traditional schedule schools. Teachers should use this as a guide for planning instruction.

The Sunshine State Standards/Benchmarks are statements of what students should know or understand. A correlation to the National Center on Education and the Economy (NCEE) New Standards is provided.

Enduring understandings are the big ideas of the unit.

Essential questions are designed to help students uncover the big ideas.

Enduring understandings and essential questions should be used in planning instruction.

Knowledge refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Required performance tasks are performances that all students are expected to do. Recommended Acceptable Performance Tasks are included for use in the English Language Arts classroom.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in an English Language Arts course. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, these advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.
- Advanced courses will include the following:
 - Extended and complex writing components both timed and not timed
 - Frequent analysis of primary sources
 - Extensive use of documents/data for writing prompts
 - Complex problem solving

M/J Language Arts 3

Unit 7: Reading and Writing Nonfiction

Concepts: Reading Strategies, Comprehension, Functional Vocabulary, Elements of Genre, Writing Process

**Textbooks: Prentice Hall Literature: *Timeless Voices, Timeless Themes*
Prentice Hall *Writing and Grammar***

Time Frame: 1st twelve weeks

1. Identify Desired Results

Sunshine State Standards/Benchmarks	NCEE Performance Standards
	E1a Reading 25 books
	E1b Reading four related books
	E1c Reading informational texts
LA.A.1.3.2: use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	E2e Persuasive writing
LA.A.1.3.3: demonstrate consistent and effective use of interpersonal and academic vocabularies	E3a Interviews
LA.A.1.3.1: use background knowledge of the subject and text structure to make predictions	E3b Group work
LA.A.2.3.1: determine main idea or essential message	E3c Presentations
LA.A.2.3.2: identify author's purpose and/or point of view	E3d Evaluating media
LA.A.2.3.3: recognize logical, ethical, and emotional appeal in texts	E4a Using conventions
LA.E.2.3.8: know how a literary selection can expand or enrich personal viewpoints or experiences	E4b Revising writing
LA.E.1.3.1: identify the defining characteristics of classic literature	E5a Reading literature
LA.E.1.3.3: understand various elements of authors' craft	E5b Writing in a genre
LA.E.2.3.1: understand how character and plot development, point of view, and tone are used in various selections	
LA.E.2.3.4: know ways in which literature reflects the diverse voices of people from various backgrounds	
LA.E.2.3.5: recognize different approaches that can be applied to the study of literature, such as thematic, personal, and historical.	
LA.B.1.3.1: organize information before writing	
LA.B.1.3.2: draft and revise writing	
LA.B.1.3.3: produce final documents that have been edited	
LA.B.2.3.3: select and use appropriate formats for writing	

LA.D.1.3.1: understand that there are patterns and rules that convey meaning	
LA.D.1.3.2: demonstrate awareness that language and literature are primary means by which culture is transmitted.	
LA.D.1.3.3: demonstrate awareness of the difference between the use of English in formal and informal settings.	
LA.D.1.3.4: understand that language changes over time	
LA.C.1.3.1: listen and use information gained for a variety of purposes	
LA.C.1.3.2: select and listen to readings of various texts	
LA.C.1.3.3: acknowledge the feelings and messages sent in a conversation	
LA.C.1.3.4: use responsive listening skills	
LA.C.2.3.2: use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal clues to convey meaning	
LA.C.3.3.1: understand how volume, stress, pacing, and pronunciation can affect oral presentation	
LA.C.3.3.2: ask questions, make comments and observations that reflect understanding and application of content, processes, and experiences	
LA.C.3.3.3: speak for various occasions, audiences, and purposes	
LA.D.2.3.1: select language that shapes reactions, perceptions, and beliefs	
LA.D.2.3.2: use literary devices and techniques	
LA.D.2.3.3: distinguish between emotional and logical argument	
LA.D.2.3.6: understand specific ways that mass media can potentially enhance or manipulate information	
LA.D.2.3.7: understand that laws exist that govern what can and cannot be done with mass media	
LA.A.2.3.5; locate, organize, and interpret written information for a variety of purposes	
LA.A.2.3.6: use a variety of reference materials	
LA.A.2.3.7: synthesize and separate collected information into useful components	
LA.A.2.3.8: check the validity and accuracy of information obtained from research	

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Readers appreciate multiple genres of literature, understanding that reading expands their horizons.</p> <p>Readers evaluate literature, formulating opinions and preferences.</p> <p>Readers actively use strategies to comprehend text.</p>	<ul style="list-style-type: none"> • Why read nonfiction? • What is the value of reading nonfiction in an individual’s life? • What makes a nonfiction piece significant literature? • Why is it important to read a variety of texts? • How do readers evaluate a work of nonfiction? • How does a piece of nonfiction assist the reader in forming opinions? • Why is it important to read actively, “thinking about thinking” and continually making meaning of text? • How does a reader know when strategies are needed to understand text? • How does a reader determine the appropriate strategies needed to make meaning of text? • How does a reader evaluate the effectiveness of a selected strategy? 	<ul style="list-style-type: none"> • Differentiating among genres (E1b) • Reading at least 25 books (E1a) • Making and supporting warranted and responsible assertions (E1b) • Evaluating literary merit (E5a) • Identifying recurring themes across works (E5a) • Reading and comprehending at least 4 books by one writer, or in one genre, or on one subject ... (E1b) • Identifying the characteristics of literary forms and genres (E5a) • Describing and evaluating personal preferences (LA.A.2.4.3) • Evaluating literary merit (E5a) • Making and supporting warranted and responsible assertions (E1b) • Supporting assertions with elaborate and convincing evidence (E1b) • Identifying the effects of literary devices (E5a and LA.E.1.3.2) • Evaluating writing strategies and elements of the author’s craft (E1b and LA.E.1.3.3) • Drawing texts together to compare and contrast themes, characters and ideas (E1b) • Making perceptive and well-developed connections (E1b and E1c) • Restating or summarizing information (E1c) • Relating new information to prior knowledge and experience (E1c) • Using strategies to clarify meaning (LA.A.1.3.4)

<p>Writing is used for many purposes in all areas of life.</p> <p>Writers employ all stages of the writing process.</p> <p>Writers evaluate their own writing and that of others.</p>	<p>Why write nonfiction?</p> <ul style="list-style-type: none"> • What is the value of writing nonfiction in an individual's life? • How are writing, reading and life interrelated? <p>Why is it important to organize information before writing?</p> <ul style="list-style-type: none"> • How does the writer effectively present ideas? • What is the importance of revising and editing in the writing process? • What is the value in publishing written work? <ul style="list-style-type: none"> • Why is it necessary to evaluate written work? • How does the writer know when work is "good enough?" 	<p>narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3)</p> <ul style="list-style-type: none"> • Writing in various forms (E2a-E2e and E5b) • Using conventions (E4a) • Revising conventions (E4b) <ul style="list-style-type: none"> • Drafting and revising writing (LA.B.1.3.2) • Selecting and using appropriate narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3) • Writing in various forms (E2a-E2e and E5b) • Using literary devices and techniques in the comprehension and creation of written communication (LA.D.2.3.2) • Demonstrating an understanding of the rules of the English Language in written work (E4a) <p>Analyzing and subsequently revising work to clarify it or make it more effective (E4b)</p> <ul style="list-style-type: none"> • Participating in one-to-one conferences with teacher (E3a) • Participating in group meetings/ peer conferences (E3b) • Using conventions (E4a)
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<p>Speakers use a variety of strategies to communicate effectively.</p> <p>Listeners actively engage with the speaker.</p> <p>Individuals critically evaluate media to make wise decisions.</p> <p>Effective communicators respect the rights of others to express their own viewpoints.</p> <p>Using accepted conventions in writing and speaking improves communication and the quality of written work.</p> <p>Revising and editing are necessary for effective communication.</p>	<p>Why is verbal communication necessary?</p> <ul style="list-style-type: none"> • What is the importance of using a variety of strategies to communicate effectively? • How does a speaker choose effective strategies? • How does a speaker evaluate the effectiveness of selected strategies? <ul style="list-style-type: none"> • Why is it important to listen actively? • How does one listen effectively? • How do listeners show that they are actively engaged? <ul style="list-style-type: none"> • Why is it important to evaluate media critically? • How are media evaluated? • How are media used to make decisions? <ul style="list-style-type: none"> • How does respecting the rights of others effect communication? • How do effective communicators share ideas? <ul style="list-style-type: none"> • What are accepted conventions? Who decides? • Why is it important to use appropriate conventions in speaking and writing? • How does one determine when to use formal and informal language? <ul style="list-style-type: none"> • What is the importance of revising and editing in effective communication? • How does one know when to revise and edit? 	<ul style="list-style-type: none"> • Interviewing (E3a) • Working in groups (E3b) • Presenting (E3c) <ul style="list-style-type: none"> • Using active listening skills (L.A.C. 1.3.3/1.3.4/3.3.2) <ul style="list-style-type: none"> • Evaluating media (E3d) <ul style="list-style-type: none"> • Using conventions (E4a) <ul style="list-style-type: none"> • Revising conventions (E4b)
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Strategies to use with non-fiction:	
Before Reading:	Anticipation Guide Structured Note Taking Semantic Mapping Problematic Situation Informational Paragraph Frames
During Reading:	Discussion Continuum Think Aloud Problem/Solution QAR(Question/Answer Relationships) Graphic Organizers
After Reading:	Graphic Organizers Semantic Mapping Group Summarizing Discussion Web

2. Determine Acceptable Evidence of Understanding

Acceptable Performance Tasks :		
Acceptable Evidence #1 Analysis of Persuasion Techniques		
After studying the section on persuasion in <i>Timeless Voices, Timeless Themes</i> . Pp. 666-675 selects an editorial from a newspaper or a magazine, prepares a chart identifying the use of the following persuasive techniques, and rates the effectiveness of each technique.		
Title of Editorial _____ Source: _____		
Directions: Using an editorial which you have selected, or which your teacher has furnished, locate examples of the following persuasive techniques and rate their effectiveness on the scale below. 3 = highly persuasive 2 = somewhat persuasive 1 = not at all persuasive		
PERSUASIVE TECHNIQUE	EXAMPLE	RATING
Supporting points with facts, statistics, and quotations		
Using words that have strong emotional impact		
Repeating key ideas or beliefs		

Using slogans or chants that can stir an audience to action

Acceptable Evidence #2 Interview to Gather Information for Use in Editorial Writing

Students will make an appointment with a person whose opinions and information would be helpful for support in a persuasive editorial. Students will develop a series of at least five interview questions, with a possible follow-up question and a clarifying question for each, making a total of fifteen questions. Questions should be written with space for the interviewer to write the answer.

Name of Interviewer _____ Name of Person Being Interviewed _____

Date of Interview _____ Topic of Interview _____

Question#1 _____

Response _____

Follow-up Question _____

Response _____

Clarifying Question _____

Response _____

Question#2 _____

Response _____

Follow-up Question _____

Response _____

Clarifying Question _____

Response _____

Question#3 _____

Response _____

Follow-up Question _____

Response _____

Clarifying Question _____

Response _____

Question#4 _____

Response _____

Follow-up Question _____

Response _____

Clarifying Question _____

Response _____

Question#5 _____

Response _____

Follow-up Question _____

Response _____

Clarifying Question _____

Response _____

Acceptable Evidence #3 Writing an FCAT-style Extended Response to a Persuasive Selection

After reading pp. 282-283 in *Timeless Voices, Timeless Themes*, under standardized testing conditions, read “Florida’s Water” on page 284 and respond to the sample FCAT test item on p. 285: “How does the author use logic to persuade readers to protect Florida’s water? Use information from the article to support your answer.”

Response will be scored using the rubric on page FL 15.

Summative Required Task #4 : 8th Grade Nonfiction

After reading and studying nonfiction, the student produces a persuasive newspaper editorial on a self-selected topic. The process will include the following:

- Prewriting
 1. reading nonfiction articles, editorials and essays employing reading strategies to navigate the texts
 2. identifying elements of the genre
 3. brainstorming topics of interest from reading
 4. preparing a graphic organizer to activate prior knowledge on selected topic
- Locating and Synthesizing Information
 1. reading a variety of publications to gather information on selected topic
 2. conducting interviews when appropriate
 3. note taking from reading, listening or viewing
 4. creating a graphic organizer (ex: 2-column notes, outline, opinion-proof)
 5. planning the editorial
- Writing : drafting the editorial
- Revising and Editing
 1. adding and/or deleting details
 2. adding and/or deleting explanations
 3. clarifying meaning
 4. rearranging words, sentences, and paragraphs
 5. sharpening the focus
 6. reconsidering the organizational structure
 7. participating in peer/teacher conferences
 8. proofreading for use of conventions
 9. self-evaluating using rubric

- Publishing
 1. publishing clean copy of the editorial
 2. assisting in publication of class newspaper

Rubric for Persuasive editorial follows other acceptable performance tasks.

Other acceptable performance tasks:

Annotated book logs showing depth and breadth of nonfiction reading
Dialogue journal entries in which students respond to nonfiction and discuss strategies they use to navigate the text
Book talks (formal, informal) following the completion of nonfiction texts
Summative Response to Literature following nonfiction genre study
Multimedia writing and presentations of their learning after reading
Literature circle activities
Student-led and whole-class Socratic discussions
Graphic organizers completed while reading nonfiction
Student debates following researched positions
Newspaper and magazine critiques
Letters to the editor
Writing and revising manuals
Creating test items
Model building
How-to essays
Writing and following directions
Completing applications
Resume writing
Oral presentations
Speeches
Interviews
Media reviews and comparisons
Propaganda critiques
Analysis of persuasion techniques
Expository essays
Genre Study Performance Piece (full implementation of Literacy 201)
Author Study Performance Piece

After reading and studying nonfiction, the student produces a persuasive newspaper editorial on a self-selected topic. The process will include the following:

Rubric for Persuasive Newspaper Editorial

Score	Research/Support	Organization	Conventions
4—Exceeds the Standard	Develops a sophisticated controlling idea that makes a profound judgment, includes appropriate in-depth arguments, convincingly addresses counter-arguments and reader concerns, shows clear evidence of research, supports arguments with detailed evidence, appropriately citing sources of information	Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; creates an appropriate editorial organizing structure and arranges support effectively; provides persuasive closure	Demonstrates strong control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage
3—Meets the Standard	Develops a controlling idea that makes a clear and knowledgeable judgment, includes appropriate arguments and excludes inappropriate arguments, addresses reader concerns and counter-arguments, supports arguments with detailed evidence, appropriately citing sources of information	Engages the reader, creates an editorial organizing structure, provides a sense of closure	Demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage May contain some errors
2—Approaches the Standard	Develops a controlling idea, may include some inappropriate arguments, supports arguments with less than adequate support	Creates an organizing structure, attempts closure	Errors in grammar, paragraph structure, punctuation, sentence construction, spelling, and usage do not detract from meaning.
1—Works toward the Standard	Develops a weak controlling idea, uses inappropriate arguments, or lacks support	Lacks structure and closure	Errors in the use of conventions may detract from meaning.

Suggested Pacing Guide for M/J Language Arts 3

Unit: Nonfiction	Concepts, Strategies, and Skills for Introduction or Focus	Suggested Time Frame
	Concepts: appreciating nonfiction, recognizing purposes for nonfiction and functional writing, understanding persuasive techniques	Weeks One, Two and Three
	Strategies: completing anticipation guides, using structured note-taking	
	Skills: recognizing use of persuasive techniques, evaluating effectiveness of persuasive techniques	
	Concepts: distinguishing fact from opinion; understanding elements of biography, autobiography, and other forms of informational writing, recognizing effective techniques used in writing essays	Weeks Four, Five and Six
	Strategies: inferring, semantic mapping, using problem/solution techniques	
	Skills: writing interview questions, conducting an interview, and using active listening skills.	
	Concepts: understanding the concept of logic, recognizing the expectations for standardized test responses	Weeks Seven, Eight and Nine
	Strategies: paraphrasing and summarizing the message in a nonfiction selection to aid comprehension, semantic mapping, using think alouds, using QARs, brainstorming	
	Skills: using a rubric to self-assess, writing an extended response under testing conditions	
	Concepts: understanding the importance of posing a research question, knowing sources to locate information, recognizing a counter argument	Weeks Ten, Eleven and Twelve
	Strategies: completing a problem/solution chart, webbing, clustering	
	Skills: applying the stages of the writing process to writing a persuasive essay, developing a controlling idea, using a rubric for peer and self-editing	

M/J Language Arts 3

Unit: 6 **Reading and Writing Fiction**

Concepts: **Reading Strategies, Comprehension, Functional Vocabulary, Elements of Genre, Writing Process**

Textbooks: **Prentice Hall *Literature Timeless Voices, Timeless Themes***

Prentice Hall *Writing and Grammar*

Time Frame: **2nd twelve weeks**

1. Identify Desired Results

Sunshine State Standards/Benchmarks	NCEE Performance Standards
LA.A.1.3.2: use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	E1a—Read 25 books
LA.A.1.3.3: demonstrate consistent and effective use of interpersonal and academic vocabularies	E1b—Read four related books
LA.A.1.3.1: use background knowledge of the subject and text structure to make predictions	E2b—Respond to literature
LA.A.2.3.1: determine main idea or essential message	E2c—Narrative Account
LA.A.2.3.2: identify author’s purpose and/or point of view	E3a—One-on-one conferences
LA.A.2.3.3: recognize logical, ethical, and emotional appeal in texts	E3b—Work in groups
LA.E.2.3.8: know how a literary selection can expand or enrich personal viewpoints or experiences	E3c—Individual presentations
LA.E.1.3.1: identify the defining characteristics of classic literature	E4a—Use conventions
LA.E.1.3.3: understand various elements of authors’ craft	E4b—Revise writing
LA.E.2.3.1: understand how character and plot development, point of view, and tone are used in various selections	E5a—Read and respond to literature
LA.E.2.3.4: know ways in which literature reflects the diverse voices of people from various backgrounds	E5b—Write in a genre
LA.E.2.3.5: recognize different approaches that can be applied to the study of literature, such as thematic, personal, and historical.	
LA.B.1.3.1: organize information before writing	
LA.B.1.3.2: draft and revise writing	
LA.B.1.3.3: produce final documents that have been edited	
LA.B.2.3.3: select and use appropriate formats for writing	
LA.D.1.3.1: understand that there are patterns and rules that convey meaning	

LA.D.1.3.2: demonstrate awareness that language and literature are primary means by which culture is transmitted.	
LA.D.1.3.3: demonstrate awareness of the difference between the use of English in formal and informal settings.	
LA.D.1.3.4: understand that language changes over time	
LA.C.1.3.1: listen and use information gained for a variety of purposes	
LA.C.1.3.2: select and listen to readings of various texts	
LA.C.1.3.3: acknowledge the feelings and messages sent in a conversation	
LA.C.1.3.4: use responsive listening skills	
LA.C.2.3.2: use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal clues to convey meaning	
LA.C.3.3.1: understand how volume, stress, pacing, and pronunciation can affect oral presentation	
LA.C.3.3.2: ask questions, make comments and observations that reflect understanding and application of content, processes, and experiences	
LA.C.3.3.3: speak for various occasions, audiences, and purposes	
LA.D.2.3.1: select language that shapes reactions, perceptions, and beliefs	
LA.D.2.3.2: use literary devices and techniques	

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Readers appreciate multiple genres of literature, understanding that reading expands their horizons.</p> <p>Readers evaluate literature, formulating opinions and preferences.</p>	<ul style="list-style-type: none"> • Why read fiction? • What is the value of reading fiction in an individual's life? • What makes a fiction piece significant literature? • Why is it important to read a variety of works of fiction? • How do readers evaluate a work of fiction? 	<ul style="list-style-type: none"> • Differentiating among genres (E1b) • Reading at least 25 books (E1a) • Making and supporting warranted and responsible assertions (E1b) • Evaluating literary merit (E5a) • Identifying recurring themes across works (E5a) • Reading and comprehending at least 4 books by one writer, or in one genre, or on one subject ... (E1b) • Identifying the characteristics of literary forms and genres (E5a) • Describing and evaluating personal

<p>Writing is used for many purposes in all areas of life.</p> <p>Writers employ all stages of the writing process.</p> <p>Writers evaluate their own writing and that of others.</p>	<ul style="list-style-type: none"> • Why write fiction? • What is the value of writing fiction in an individual's life? • How are writing, reading and life interrelated? • Why is it important to plan before writing? • How does the writer effectively present ideas? • What is the importance of revising and editing in the writing process? • What is the value in publishing written work? • Why is it necessary to evaluate written work? • How does the writer know when work is "good enough?" 	<p>knowledge and experience (E1c)</p> <ul style="list-style-type: none"> • Identifying recurring themes across works (E5a) • Selecting and using appropriate narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3) • Writing in various forms (E2a-E2e and E5b) • Drafting and revising writing (LA.B.1.3.2) • Selecting and using appropriate narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3) • Writing in various forms (E2a-E2e and E5b) • Using literary devices and techniques in the comprehension and creation of written communication (LA.D.2.3.2) • Demonstrating an understanding of the rules of the English Language in written work (E4a) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b) • Participating in one-to-one conferences with teacher (E3a) • Participating in group meetings/ peer conferences (E3b) • Drafting and revising writing (LA.B.1.3.2)
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<p>Effective communicators respect the rights of others to express their own viewpoints.</p> <p>Using accepted conventions in writing and speaking improves communication and the quality of written work.</p> <p>Revising and editing are necessary for effective communication.</p>	<ul style="list-style-type: none"> • How does respecting the rights of others effect communication? • How do effective communicators share ideas? • What are accepted conventions? Who decides? • Why is it important to use appropriate conventions in speaking and writing? • How does one determine when to use formal and informal language? • What is the importance of revising and editing in effective communication? • How does one know when to revise and edit? 	<p>messages sent in a conversation (LA.C.1.3.3)</p> <ul style="list-style-type: none"> • Using responsive listening skills such as paraphrasing and summarizing (LA.C.1.3.4) • Asking clarifying questions to demonstrate active listening (LA.C.1.3.4 and LA.C.3.3.2) • Soliciting another’s comments or opinions (E3b) • Offering own opinion forcefully without dominating (E3b) • Responding appropriately to comments and questions (E3b) • Displaying appropriate turn-taking behaviors (E3b) • Acknowledging the feelings and messages sent in a conversation (LA.C.1.3.3) • Demonstrating an understanding of the rule of the English language in written and oral work (E4a and LA.D.1.3.1) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b) • Producing final documents that have been fully edited (LA.B.1.3.3) • Demonstrating an awareness of the differences between the use of English in formal and informal settings (LA.D.1.3.3) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b and LA.B.1.3.2)
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		<ul style="list-style-type: none"> • Selecting language that shapes reactions, perceptions and beliefs (LA.D.2.3.1)
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<p>Strategies to use while reading fiction:</p> <p>Before Reading: Anticipation Guide Probable Passage</p> <p>During Reading: Venn Diagram Character Map Story Map</p> <p>After Reading: Character Map Story Frame Character Quotes Semantic Feature Analysis</p>	
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2. Determine Acceptable Evidence of Understanding

<p>Acceptable Performance Tasks:</p> <p>Acceptable Evidence #1 Questioning the Characters During the reading of selected short stories, students will maintain a graphic organizer for one character in each story. The graphic organizer will include quotations from the character, actions of the character, thoughts of the character, and quotations from other characters about this character.</p> <p>Name of Character Title Author What the character does What others say about this character What the character thinks</p> <p>PROMPT: Using the graphic organizers you have prepared for each fiction story we have completed, develop three questions each that a television talk show host might ask to three characters selected from three different stories. Write the answers each character might have for these questions.</p>

1. Character/Story
Host's Question
Character's Answer

2. Character/Story
Host's Question
Character's Answer

3. Character/Story
Host's Question
Character's Answer

Acceptable Evidence #2 Predicting the Plot Twists

During the reading of a selected piece of fiction, students will keep a graphic organizer. On this form, five different points in the story are listed at which students are asked to write a prediction and a strategy used for making this prediction. After reading the story, students complete the final column by confirming or correcting the prediction. As a final step, students evaluate the effectiveness of the strategies they used in making their predictions and select the strategy which was most effective for them. Examples of strategies: using foreshadowing, making connections to background knowledge, noticing changes in mood or setting, recognizing patterns in character's actions.

POINT for PREDICTION	PREDICTION	STRATEGY USED	CONFIRM/CHANGE
1. page column			
2. page column			
3. page column			
4. page column			
5. page column			

Evaluation of strategies:

Which strategy did you use most often? _____

Which strategy proved to be most effective? _____

Acceptable Evidence #3 Understanding and Evaluating the Elements of Fiction

PROMPT: Select one piece of fiction from the unit and discuss the effect each of these elements had on your enjoyment of the story.

Title _____

Author _____

Elements of Fiction

Discussion of element and the effect this element had on this story

- 1. Characters**
- 2. Setting**
- 3. Plot**
- 4. Theme**
- 5. Point of View**

Resource: *Timeless Voices, Timeless Themes: "Short Stories"*, pp. IN2-IN3

Summative Required Task #4: 8th Grade Fiction

After reading and studying fiction, the student produces a fictional short story.

- Prewriting
 1. reading fictional novels and stories in a specific genre, employing reading strategies to navigate the texts
 2. identifying elements of the genre
 3. brainstorming story ideas
 4. preparing a graphic organizer to plan the plot, characters and setting

- Writing: drafting the short story

- Revising and Editing
 1. adding and/or deleting details
 2. strengthening plot, character, and setting development
 3. rearranging words, sentences, and paragraphs
 4. showing not telling
 5. participating in peer/teacher conferences
 6. proofreading for use of conventions
 7. self-evaluating using rubric

- Publishing
 1. publishing clean copy of the short story
 2. reading from author's chair or videotaping
 3. assisting in publication of class anthology

Rubric for Fiction Short Story follows other acceptable performance tasks.

Other acceptable performance tasks:

Annotated book logs showing depth and breadth of fiction reading
Dialogue journal entries in which students respond to fiction and discuss strategies they use to navigate the text
Book talks (formal, informal) following the completion of fiction texts
Summative Response to Literature following fiction genre study
Multimedia writing and presentations of their learning after reading
Literature circle activities
Student-led and whole-class Socratic discussions
Graphic organizers completed while reading fiction
Creating test items
Model building
Oral presentations

- Speeches
- Interviews
- Narrative/Creative writing
- Creative book projects
- Character journals
- Role-playing
- Book jackets/reviews
- Strategy notebook
- Informal conferences
- Compare/Contrast essays
- Writer's Portfolio
- Author's Chair
- Writer's notebook
- Literary fairs
- Literary magazines
- Genre Study Performance Piece
- Author Study Performance Piece (full implementation of Literacy 201)

8th Grade Fiction

After reading and studying fiction, the student produces a fictional short story. The process will include the following:

Rubric for Fictional Short Story

Score	Elements of Fiction	Organization/Elaboration	Conventions
4—Exceeds the Standard	Creates an appropriate story structure; includes strong development of character, setting, theme and plot; uses point of view effectively	Engages the reader with a powerful opening sentence, successfully holds the reader’s interest throughout the piece; plot flows smoothly and is easy to follow	Demonstrates strong control of grammar, paragraph structure, word choice, punctuation, sentence construction, spelling, and usage
3—Meets the Standard	Creates a story structure, includes adequate development of character, setting, theme and plot; uses point of view adequately	Engages the reader, develops reader’s interest throughout the piece; moves the plot consistently	Demonstrates control of grammar, paragraph structure, word choice, punctuation, sentence construction, spelling, and usage Some errors may occur.
2—Approaches the Standard	Shows evidence of a story structure; develops character, setting, theme and plot; maintains consistent point of view	Contains a beginning, a middle and an end	Errors in grammar, paragraph structure, punctuation, sentence construction, spelling, and usage do not detract from meaning.
1—Works toward the Standard	Story structure may be weak; elements of fiction are present but lack development; point of view may shift	Lacks story structure	Errors in the use of conventions may detract from meaning.

Suggested Pacing Guide for Fiction M/J Language Arts 3

Unit: Fiction	Concept, Strategies, and Skills for Introduction or Focus	Suggested Time Frame
	Concepts: appreciating fiction, recognizing the elements of fiction, understanding the stages of the fiction plot line, understanding characterization techniques	Weeks One, Two and Three
	Strategies: mapping, previewing, completing anticipation guides and other graphic organizers	
	Skills: developing vocabulary of literary terms used in fiction; acquiring fluency in reading of fiction	
	Concepts: understanding mood and tone, recognizing author’s purpose, recognizing great authors by their distinctive styles	Weeks Four, Five and Six
	Strategies: predicting, visualizing, connecting, completing graphic organizers	
	Skills: recognizing main ideas and supporting details, evaluating effectiveness of reading strategies	
	Concepts: recognizing literary merit, understanding literary analysis	Weeks Seven, Eight and Nine
	Strategies: drawing conclusions, brainstorming for story lines to be used in writing fiction	
	Skills: completing a chart on the elements of fiction, evaluating effectiveness of author’s techniques	
	Concepts: understanding the value of an attention-getting first line for a fiction story, recognizing the importance of writing a story around a universal theme, grasping the concept of audience and purpose	Weeks Ten, Eleven and Twelve
	Strategies: using professional models when incorporating dialogue in a fiction story	
	Skills: applying the stages of the writing process to writing fiction, organizing a fiction story according to a plot line, developing the five elements of fiction in a story, peer and self-editing using a rubric	

M/J Language Arts 3

Unit: 9: Reading and Writing Poetry

Concepts: Reading Strategies, Comprehension, Functional Vocabulary, Elements of Genre, Writing Process

**Textbooks: Prentice Hall *Literature: Timeless Voices, Timeless Themes*
Prentice Hall *Writing and Grammar***

Time Frame: Six weeks

1. Identify Desired Results

Sunshine State Standards/Benchmarks	NCEE Performance Standards
	E1a—Read 25 books.
	E1b—Read four related books
LA.A.1.3.2: use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	E2b- Respond to literature
LA.A.1.3.3: demonstrate consistent and effective use of interpersonal and academic vocabularies	
LA.A.1.3.1: use background knowledge of the subject and text structure to make predictions	
LA.A.2.3.1: determine main idea or essential message	E3a-Confer
LA.A.2.3.2: identify author’s purpose and/or point of view	E3b—Work in groups
LA.A.2.3.3: recognize logical, ethical, and emotional appeal in texts	E3c—Make Individual presentations
LA.E.2.3.8: know how a literary selection can expand or enrich personal viewpoints or experiences	
LA.E.1.3.1: identify the defining characteristics of classic literature	E4a—Use conventions
LA.E.1.3.3: understand various elements of authors’ craft	E4b—Revise Writing
LA.E.2.3.1: understand how character and plot development, point of view, and tone are used in various selections	E5a—Read and respond to literature
LA.E.2.3.4: know ways in which literature reflects the diverse voices of people from various backgrounds	E5b—Write in a genre
LA.E.2.3.5: recognize different approaches that can be applied to the study of literature, such as thematic, personal, and historical.	
LA.B.1.3.1: organize information before writing	
LA.B.1.3.2: draft and revise writing	
LA.B.1.3.3: produce final documents that have been edited	
LA.B.2.3.3: select and use appropriate formats for writing	
LA.D.1.3.1: understand that there are patterns and rules that convey	

meaning	
LA.D.1.3.2: demonstrate awareness that language and literature are primary means by which culture is transmitted.	
LA.D.1.3.3: demonstrate awareness of the difference between the use of English in formal and informal settings.	
LA.D.1.3.4: understand that language changes over time	
LA.C.1.3.1: listen and use information gained for a variety of purposes	
LA.C.1.3.2: select and listen to readings of various texts	
LA.C.1.3.3: acknowledge the feelings and messages sent in a conversation	
LA.C.1.3.4: use responsive listening skills	
LA.C.2.3.2: use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal clues to convey meaning	
LA.C.3.3.1: understand how volume, stress, pacing, and pronunciation can affect oral presentation	
LA.C.3.3.2: ask questions, make comments and observations that reflect understanding and application of content, processes, and experiences	
LA.C.3.3.3: speak for various occasions, audiences, and purposes	
LA.D.2.3.1: select language that shapes reactions, perceptions, and beliefs	
LA.D.2.3.2: use literary devices and techniques	

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Readers appreciate multiple genres of literature, understanding that reading expands their horizons.</p> <p>Readers evaluate literature, formulating</p>	<ul style="list-style-type: none"> • Why read poetry? • What is the value of reading poetry in an individual's life? • What makes a poem significant literature? • Why is it important to read a variety of works of poetry? • How do readers evaluate a work of 	<ul style="list-style-type: none"> • Differentiating among genres (E1b) • Reading at least 25 books (E1a) • Making and supporting warranted and responsible assertions (E1b) • Evaluating literary merit (E5a) • Identifying recurring themes across works (E5a) • Reading and comprehending at least 4 books by one writer, or in one genre, or on one subject ... (E1b) • Identifying the characteristics of literary forms and genres (E5a)

<p>opinions and preferences.</p> <p>Readers actively use strategies to comprehend text.</p> <p>Readers make connections across texts.</p>	<p>poetry?</p> <ul style="list-style-type: none"> • How does a poem assist the reader in forming opinions? <ul style="list-style-type: none"> • Why is it important to read actively, “thinking about thinking” and continually making meaning of text? • How does a reader know when strategies are needed to understand text? • How does a reader determine the appropriate strategies needed to make meaning of text? • How does a reader evaluate the effectiveness of a selected strategy? <ul style="list-style-type: none"> • Why do readers make connections across texts? • How does making connections enhance learning? • How do active readers make connections? • What is the importance of examining 	<ul style="list-style-type: none"> • Describing and evaluating personal preferences (LA.A.2.4.3) • Evaluating literary merit (E5a) • Making and supporting warranted and responsible assertions (E1b) • Supporting assertions with elaborate and convincing evidence (E1b) • Identifying the effects of literary devices (E5a and LA.E.1.3.2) • Evaluating writing strategies and elements of the author’s craft (E1b and LA.E.1.3.3) <ul style="list-style-type: none"> • Drawing texts together to compare and contrast themes, characters and ideas (E1b) • Making perceptive and well-developed connections (E1b and E1c) • Restating or summarizing information (E1c) • Relating new information to prior knowledge and experience (E1c) • Using strategies to clarify meaning (LA.A.1.3.4) • Determining main idea or essential message in a text (LA.A.2.3.1) • Locating, organizing and interpreting written information for a variety of purposes (LA.A.2.3.5) • Making inferences and drawing conclusions (E5a) <ul style="list-style-type: none"> • Drawing texts together to compare and contrast themes,
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<p>Writing is used for many purposes in all areas of life.</p> <p>Writers employ all stages of the writing process.</p>	<p>recurring themes across texts?</p> <ul style="list-style-type: none"> • Why write poetry? • What is the value of writing poetry in an individual's life? • How are writing, reading and life interrelated? <ul style="list-style-type: none"> • Why is it important to plan before writing poetry? • How does the writer effectively present ideas? • What is the importance of revising and editing in the writing process? • What is the value in publishing written work? 	<p>characters and ideas (E1b)</p> <ul style="list-style-type: none"> • Making perceptive and well-developed connections (E1b and E1c) • Relating new information to prior knowledge and experience (E1c) • Identifying recurring themes across works (E5a) <ul style="list-style-type: none"> • Writing in various forms (E2a-E2e and E5b) <ul style="list-style-type: none"> • Drafting and revising writing (LA.B.1.3.2) • Selecting and using appropriate narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3) • Writing in various forms (E2a-E2e and E5b) • Using literary devices and techniques in the comprehension and creation of written communication (LA.D.2.3.2) • Demonstrating an understanding of the rules of the English Language in written work (E4a) • Analyzing and subsequently revising work to clarify it or make
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<p>Revising and editing are necessary for effective communication.</p>	<ul style="list-style-type: none"> • What is the importance of revising and editing in effective communication? • How does one know when to revise and edit? 	<ul style="list-style-type: none"> • Analyzing and subsequently revising work to clarify it or make it more effective (E4b) • Producing final documents that have been fully edited (LA.B.1.3.3) • Demonstrating an awareness of the differences between the use of English in formal and informal settings (LA.D.1.3.3) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b and LA.B.1.3.2) • Selecting language that shapes reactions, perceptions and beliefs (LA.D.2.3.1)
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Strategies to use when reading poetry

<p>Before Reading</p>	<p>Previewing Connecting Recognizing style</p>
<p>During Reading</p>	<p>Visualizing Inferring and Interpreting Reading according to punctuation Recognizing sound devices, figurative language, and imagery Identifying the speaker</p>
<p>After Reading</p>	<p>Analyzing meaning and purpose Paraphrasing and summarizing the message Evaluating literary merit</p>

2. Determine Acceptable Evidence of Understanding

Acceptable Performance Task :

Acceptable Evidence #1 Recognizing figurative language

Resource: *Timeless Voices, Timeless Themes*, pp. 42-29; 76-81; 804-907

PROMPT: Using one poem selected by your teacher and one poem selected by yourself, identify and label ten examples of figurative language and explain what they mean.

Acceptable Evidence #2 Using Imagery and sound devices

PROMPT: Using a poem selected by your teacher, identify ten examples of imagery and/or sound devices. Copy these examples and create a free verse of your own including the borrowed imagery and sound devices. Give credit to the poet in your title. EXAMPLE: Poe's Sights and Sounds of Terror

Acceptable Evidence #3 Responding to FCAT-style short and extended responses

PROMPT: Using the poem on p. 891 in *Timeless Voices, Timeless Themes*, respond to the FCAT Short Response and the FCAT Extended Response items on p. FL 17 in *Timeless Voices, Timeless Themes*. Use FCAT response sheets to write your responses, and review the rubric on p. FL 15 before writing. The short response prompt is as follows: "What is the main idea expressed in the poem 'The Dark Hills' (p.891)? Use details from the poem to support your answer." The extended response prompt is as follows: "Read the poem 'The Dark Hills' (p.891). Poets use connotations of words to create moods and to reveal deeper meanings in poems. What words contribute to the overall meaning of this poem? How do the connotations of the words reinforce the meaning?"

Summative Required Performance Task #4: 8th Grade Poetry

After reading and studying poetry, the student produces a book of original poetry.

- Prewriting
 1. reading poetry, employing reading strategies to navigate the texts
 2. identifying elements of the genre
 3. connecting the poetry to a nature and life
 4. brainstorming poetic ideas
 5. using scaffolding to create original poems which follow patterns

- Writing : drafting the poetry
- Revising and Editing
 1. adding and/or deleting words and phrases
 2. strengthening word choice and literary techniques
 3. rearranging words and lines
 4. improving imagery, sound devices, and figurative language
 5. participating in peer/teacher conferences
 6. proofreading for use of conventions
 7. self-evaluating using rubric
- Publishing
 1. publishing clean copies of the poetry
 2. organizing and presenting the poetry book
 3. assisting in publication of class poetry anthology

Rubric for poetry book follows other acceptable performance tasks.

Other acceptable performance tasks:

Annotated book logs showing depth and breadth of reading poetry
Dialogue journal entries in which students respond to poetry and discuss strategies they use to navigate the text
Book talks (formal, informal) following the completion of a book of poetry
Summative Response to Literature following a poetry genre study
Multimedia writing and presentations of their learning after reading and writing poetry
Literature circle activities
Student-led and whole-class Socratic discussions
Graphic organizers completed while reading poetry
Student debates following researched positions
Creating test items
Model building
Oral presentations
Speeches
Interviews
Creative writing of poetry
Creative poetry book projects
Character journals for narrative poetry
Role playing
Book jackets/reviews
Strategy notebooks
Informal conferences
Compare/contrast essays
Portfolios
Author's chair
Writer's notebook
Literary magazines
Literary fairs
Author Study Performance Piece
Genre Study Performance Piece (full implementation of Literacy 201)

Summative Required Performance Task:

8th Grade Poetry

After reading and studying poetry, the student produces a book of original poetry. The process will include the following:

Rubric for Poetry Project

Score	Elements of Fiction	Organization/Elaboration	Conventions
4—Exceeds the Standard	Creates appropriate poetic structure; includes strong figurative language, imagery, sound devices; follows the requirements for each style of poetry	Organizes each poem according to appropriate stylistic patterns; includes required elements of a poetry book; includes at least 10 poems in at least five different styles	Demonstrates strong control of word choice; consistent use of punctuation, sentence construction, spelling, and usage as appropriate for the style and requirements of poetry;
3—Meets the Standard	Creates a poetic structure, includes adequate figurative language, imagery, sound devices; Follows the requirements for each style of poetry	Organizes most poems according to appropriate stylistic patterns; includes most required elements of a poetry book; includes at least 9 poems in at least four different styles	Demonstrates control of word choice; consistent use of punctuation, sentence construction, spelling, appropriate usage for poetry
2—Approaches the Standard	Shows evidence of a dramatic structure; develops character, setting, theme and plot; uses dialogue adequately	Organizes most poems according to appropriate stylistic patterns; includes some required elements of a poetry book; includes at least 7 poems in at least three different styles	Demonstrates some evidence of word choice; use of punctuation, sentence construction, spelling, and usage may be inappropriate
1—Works toward the Standard	Dramatic structure may be weak; elements of drama are present but lack development; use of dialogue may lack clarity	Includes some poems which are written in lines	Word choice, use of punctuation, sentence construction, spelling, and usage may be inappropriate

Suggested Pacing Guide for Poetry M/J Language Arts 3

Unit: Poetry	Concepts, Strategies, and Skills for Introduction or Focus	Suggested Time Frame
	Concepts: appreciating poetry, recognizing figurative language, understanding theme, distinguishing theme from main idea, identifying the speaker and distinguishing the speaker from the poet	Weeks One and Two
	Strategies: connecting, previewing, visualizing	
	Skills: recognizing figurative language, imagery and sound devices; developing vocabulary of poetry terms; acquiring fluency in oral reading of poetry	
	Concepts: understanding mood, identifying connotation, recognizing author’s purpose, recognizing great poets by their distinctive styles	Weeks Three and Four
	Strategies: inferring, interpreting	
	Skills: using punctuation to aid in comprehension, comparing and contrasting	
	Concepts: evaluating literary merit, analyzing symbolism	Week Five
	Strategies: paraphrasing and summarizing the message in a poem to aid comprehension	
	Skills: writing poetry following various patterns, applying poetic devices to original poems	
	Concepts: understanding the value of using sound devices such as rhythm, rhyme, repetition, alliteration, assonance, and onomatopoeia	Week Six
	Strategies: visualizing to include imagery in writing poetry	
	Skills: applying the stages of the writing process to writing poetry, organizing a poetry project according to directions, peer and self-editing using a rubric	

M/J Language Arts 3

Unit: 8: Reading and Writing Drama

Concepts: Reading Strategies, Comprehension, Functional Vocabulary, Elements of Genre, Writing Process

**Textbooks: Prentice Hall *Literature: Timeless Voices, Timeless Themes* (silver level)
Prentice Hall *Writing and Grammar***

Time Frame: Six weeks

1. Identify Desired Results

Sunshine State Standards/Benchmarks	NCEE Performance Standards
	E1a—Read 25 books.
LA.A.1.3.2: use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	E1b—Read four related books
LA.A.1.3.3: demonstrate consistent and effective use of interpersonal and academic vocabularies	E2b- Respond to literature
LA.A.1.3.1: use background knowledge of the subject and text structure to make predictions	
LA.A.2.3.1: determine main idea or essential message	
LA.A.2.3.2: identify author's purpose and/or point of view	E3a-Confer
LA.A.2.3.3: recognize logical, ethical, and emotional appeal in texts	E3b—Work in groups
LA.E.2.3.8: know how a literary selection can expand or enrich personal viewpoints or experiences	E3c—Make Individual presentations
LA.E.1.3.1: identify the defining characteristics of classic literature	
LA.E.1.3.3: understand various elements of authors' craft	E4a—Use conventions
LA.E.2.3.1: understand how character and plot development, point of view, and tone are used in various selections	E4b—Revise Writing
LA.E.2.3.4: know ways in which literature reflects the diverse voices of people from various backgrounds	E5a—Read and respond to literature
LA.E.2.3.5: recognize different approaches that can be applied to the study of literature, such as thematic, personal, and historical.	E5b—Write in a genre
LA.B.1.3.1: organize information before writing	
LA.B.1.3.2: draft and revise writing	
LA.B.1.3.3: produce final documents that have been edited	
LA.B.2.3.3: select and use appropriate formats for writing	
LA.D.1.3.1: understand that there are patterns and rules that convey meaning	

LA.D.1.3.2: demonstrate awareness that language and literature are primary means by which culture is transmitted.	
LA.D.1.3.3: demonstrate awareness of the difference between the use of English in formal and informal settings.	
LA.D.1.3.4: understand that language changes over time	
LA.C.1.3.1: listen and use information gained for a variety of purposes	
LA.C.1.3.2: select and listen to readings of various texts	
LA.C.1.3.3: acknowledge the feelings and messages sent in a conversation	
LA.C.1.3.4: use responsive listening skills	
LA.C.2.3.2: use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal clues to convey meaning	
LA.C.3.3.1: understand how volume, stress, pacing, and pronunciation can affect oral presentation	
LA.C.3.3.2: ask questions, make comments and observations that reflect understanding and application of content, processes, and experiences	
LA.C.3.3.3: speak for various occasions, audiences, and purposes	
LA.D.2.3.1: select language that shapes reactions, perceptions, and beliefs	
LA.D.2.3.2: use literary devices and techniques	

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Readers appreciate multiple genres of literature, understanding that reading expands their horizons.</p> <p>Readers evaluate literature, formulating opinions and preferences.</p>	<ul style="list-style-type: none"> • Why read drama? • What is the value of reading drama in an individual's life? • What makes a drama significant literature? • Why is it important to read a variety of works of fiction? • How do readers evaluate a work of drama? 	<ul style="list-style-type: none"> • Differentiating among genres (E1b) • Reading at least 25 books (E1a) • Making and supporting warranted and responsible assertions (E1b) • Evaluating literary merit (E5a) • Identifying recurring themes across works (E5a) • Reading and comprehending at least 4 books by one writer, or in one genre, or on one subject ... (E1b) • Identifying the characteristics of literary forms and genres (E5a) • Describing and evaluating personal preferences (LA.A.2.4.3)

<p>Readers actively use strategies to comprehend text.</p>	<ul style="list-style-type: none"> • How does a drama assist the reader in forming opinions? • Why is it important to read actively, “thinking about thinking” and continually making meaning of text? • How does a reader know when strategies are needed to understand text? • How does a reader determine the appropriate strategies needed to make meaning of text? • How does a reader evaluate the effectiveness of a selected strategy? 	<ul style="list-style-type: none"> • Evaluating literary merit (E5a) • Making and supporting warranted and responsible assertions (E1b) • Supporting assertions with elaborate and convincing evidence (E1b) • Identifying the effects of literary devices (E5a and LA.E.1.3.2) • Evaluating writing strategies and elements of the author’s craft (E1b and LA.E.1.3.3) • Drawing texts together to compare and contrast themes, characters and ideas (E1b) • Making perceptive and well-developed connections (E1b and E1c) • Restating or summarizing information (E1c) • Relating new information to prior knowledge and experience (E1c) • Using strategies to clarify meaning (LA.A.1.3.4) • Determining main idea or essential message in a text (LA.A.2.3.1) • Locating, organizing and interpreting written information for a variety of purposes (LA.A.2.3.5) • Making inferences and drawing conclusions (E5a)
<p>Readers make connections across texts.</p>	<ul style="list-style-type: none"> • Why do readers make connections across texts? • How does making connections enhance learning? • How do active readers make connections? • What is the importance of examining 	<ul style="list-style-type: none"> • Drawing texts together to compare and contrast themes, characters and ideas (E1b) • Making perceptive and well-developed connections (E1b and E1c) • Relating new information to prior knowledge and experience (E1c) • Identifying recurring themes across

<p>Writing is used for many purposes in all areas of life.</p> <p>Writers employ all stages of the writing process.</p>	<p>recurring themes across texts?</p> <ul style="list-style-type: none"> • Why write drama? • What is the value of writing drama in an individual's life? • How are writing, reading and life interrelated? <ul style="list-style-type: none"> • Why is it important to plan before writing? • How does the writer effectively present ideas? • What is the importance of revising and editing in the writing process? • What is the value in publishing written work? 	<p>works (E5a)</p> <ul style="list-style-type: none"> • Writing in various forms (E2a-E2e and E5b) <ul style="list-style-type: none"> • Drafting and revising writing (LA.B.1.3.2) • Selecting and using appropriate narrative, persuasive and expository forms according to the intended audience, purpose and occasion (LA.B.2.3.3) • Writing in various forms (E2a-E2e and E5b) • Using literary devices and techniques in the comprehension and creation of written communication (LA.D.2.3.2) • Demonstrating an understanding of the rules of the English Language in written work (E4a) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b) • Participating in one-to-one conferences with teacher (E3a) • Participating in group meetings/ peer conferences (E3b) <ul style="list-style-type: none"> • Drafting and revising writing
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<p>Effective communicators respect the rights of others to express their own viewpoints.</p>	<ul style="list-style-type: none"> • How does respecting the rights of others affect communication? • How do effective communicators share ideas? 	<ul style="list-style-type: none"> • Soliciting another’s comments or opinions (E3b) • Offering own opinion forcefully without dominating (E3b) • Responding appropriately to comments and questions (E3b) • Displaying appropriate turn-taking behaviors (E3b) • Acknowledging the feelings and messages sent in a conversation (LA.C.1.3.3)
<p>Using accepted conventions in writing and speaking improves communication and the quality of written work.</p>	<ul style="list-style-type: none"> • Why is it important to use appropriate conventions in speaking and writing? • How does one determine when to use formal and informal language? 	<ul style="list-style-type: none"> • Demonstrating an understanding of the rule of the English language in written and oral work (E4a and LA.D.1.3.1) • Analyzing and subsequently revising work to clarify it or make it more effective (E4b) • Producing final documents that have been fully edited (LA.B.1.3.3) • Demonstrating an awareness of the differences between the use of English in formal and informal settings (LA.D.1.3.3)
<p>Revising and editing are necessary for effective communication.</p>	<ul style="list-style-type: none"> • What is the importance of revising and editing in effective communication? • How does one know when to revise and edit? 	<ul style="list-style-type: none"> • Analyzing and subsequently revising work to clarify it or make it more effective (E4b and LA.B.1.3.2) • Selecting language that shapes reactions, perceptions and beliefs (LA.D.2.3.1)

Strategies to use with drama:

Before Reading: Problematic Solution

During Reading: Character Quotes
Follow the CharacterAfter Reading: Discussion Web
Semantic Feature Analysis**2. Determine Acceptable Evidence of Understanding****Acceptable Performance Tasks :****Acceptable Evidence #1: Writing Dialogue**

PROMPT: During the reading of a drama, stop at the end of a scene and write your own dialogue to continue a conversation between **two** characters. Write an original dialogue of at least six lines in which the characters respond to each other in the same way they have during the scene. For example, Mr. Van Daan will not suddenly become the clam leader in a conversation with Mr. Frank, or Peter will not sound extremely confident in a conversation with Anne.

Acceptable Evidence #2: Researching a Question

PROMPT: While actively reading a drama, you have been introduced to many topics about which you would like to have more background knowledge. Develop a question that you would like to be able to answer for the class. Using the Internet, reference books, interviews, newspapers, and periodicals, locate information to answer your question. Present your answer in a class discussion of puzzling questions and give your teacher a one page written summary of the answer to your question accompanied by the list of sources you consulted to find your answer. Examples of appropriate questions: What happened to Peter after the final scene? Can you still see the attic room today? What was important about the queen whose picture Anne kept?

Acceptable Evidence #3: Writing an FCAT-style Extended Response

PROMPT: After reading *The Diary of Anne Frank* and pp. 782- 785 in *Timeless Voices, Timeless Themes* and reviewing the rubric on p. FL 15, develop an extended response to the following prompt from your textbook:

How do the experiences of reading the summary of the drama and reading the original text of the drama differ? Include details from each in our answer.

The response should be written on an Extended Response sheet and scored using the rubric on p. FL 15.

After reading and studying drama, the student produces a dramatic scene from a historical event. The process will include the following:

- Prewriting
 1. reading historical dramas, employing reading strategies to navigate the texts
 2. identifying elements of the genre
 3. connecting the drama to a historical event
 4. brainstorming story ideas and historical details
 5. preparing graphic organizers to plan the plot, characters, and setting

- Writing : drafting the drama

- Revising and Editing
 1. adding and/or deleting details
 2. strengthening plot, character, and setting development
 3. rearranging words and sentences
 4. improving dialogue
 5. participating in peer/teacher conferences
 6. proofreading for use of conventions
 7. self-evaluating using rubric

- Publishing
 1. publishing clean copy of the drama
 2. presenting the drama
 3. assisting in publication of class drama anthology

Rubrics for drama writing and drama presentation follow “Other Acceptable Performance Tasks”.

Other Acceptable Performance Tasks:

Annotated book logs showing depth and breadth of reading drama

Dialogue journal entries in which students respond to drama and discuss strategies they use to navigate the text

Book talks (formal, informal) following the completion of a drama

Summative Response to Literature following a drama genre study

Multimedia writing and presentations of their learning after reading

Literature circle activities

Student-led and whole-class Socratic discussions

Graphic organizers completed while reading drama

Student debates following researched positions

Creating test items

Model building

- Oral presentations
- Speeches
- Interviews
- Creative writing of scenes, skits
- Creative book projects
- Character journals
- Role playing
- Book jackets/reviews
- Strategy notebooks
- Informal conferences
- Compare/contrast essays
- Portfolios
- Author's chair
- Writer's notebook
- Literary magazines
- Literary fairs
- Author Study Performance Piece (full implementation of Literacy 201)
- Genre Study Performance Piece

Summative Required Performance Task:

8th Grade Drama

After reading and studying drama, the student produces a dramatic scene from a historical event. The process will include the following:

Rubric for Drama

Score	Elements of Fiction	Organization/Elaboration	Conventions
4—Exceeds the Standard	Creates an appropriate dramatic structure; includes strong development of character, setting, theme and plot; uses dialogue effectively	Engages the reader with powerful opening dialogue, successfully holds reader's interest throughout the scene; uses character interaction to develop the plot; includes accurate, well-researched historical details	Demonstrates strong control of grammar, dramatic format, word choice, punctuation, sentence construction, spelling, and usage
3—Meets the Standard	Creates a dramatic structure, includes adequate development of character, setting, theme and plot; uses dialogue appropriately	Engages the reader, develops reader's interest throughout the scene; moves the plot consistently; includes accurate historical details	Demonstrates control of grammar, dramatic format, punctuation, sentence construction, spelling, and usage Some errors may occur.

2—Approaches the Standard	Shows evidence of a dramatic structure; develops character, setting, theme and plot; uses dialogue adequately	Contains a beginning, a middle, and an end; includes interaction of characters; includes some basis of history	Errors in grammar, dramatic format, punctuation, sentence construction, spelling, and usage do not detract from meaning.
1—Works toward the Standard	Dramatic structure may be weak; elements of drama are present but lack development; use of dialogue may lack clarity	Lacks dramatic structure and/or character interaction Historical details may be inaccurate.	Errors in the use of conventions may detract from meaning. Errors in dramatic format may lead to confusion.

Rubric for Presentation of Drama

Score	Non-Verbal Communication	Verbal Communication
4—Exceeds the Standard	Uses gestures, facial expressions, and non-verbal cues effectively for the character; incorporates props as appropriate	Uses volume, stress, pacing, and pronunciation effectively for the character; strongly engages audience's attention
3—Meets the Standard	Uses gestures, facial expressions, and non-verbal cues; may incorporate props	Uses volume, stress, pacing, and pronunciation appropriately; engages the audience's attention
2—Approaches the Standard	Uses some gestures, facial expressions, or non-verbal cues	Uses volume, stress, pacing and pronunciation adequately; generally holds the audience's attention
1—Works toward the Standard	Use of gestures, facial expressions, or non-verbal cues may be lacking or may detract from the presentation.	Use of volume, stress, pacing, and pronunciation may be inappropriate or may detract from the presentation.

Suggested Pacing Guide for M/J Language Arts 3

Unit: Drama	Concepts, Strategies. and Skills for Introduction or Focus	Suggested Time Frame
	Concepts: appreciating drama, recognizing that historical events are brought to life through drama	Weeks One and Two
	Strategies: connecting, previewing, visualizing the action, using problem/solution graphic organizer, charting character quotations	
	Skills: analyzing the context, writing dialogue, developing oral reading fluency	
	Concepts: understanding dramatic format, recognizing the role of the narrator, knowing sources for locating information	Weeks Three and Four
	Strategies: inferring, drawing conclusions	
	Skills: preparing and delivering an oral presentation, developing and using a research question, citing sources, organizing information	
	Concepts: recognizing the importance of using factually accurate information	Week Five
	Strategies: paraphrasing and summarizing when researching information, webbing, outlining	
	Skills: researching information to be used in developing an historical scene	
	Concept: recognizing the importance of following dramatic form when writing a scene	Week Six
	Strategies: using semantic feature analysis	
	Skills: applying the stages of the writing process to writing drama, reading summaries, writing to compare and contrast, using a rubric for peer and self-editing, demonstrating fluency when reading drama	

APPENDIX: STRATEGY DEFINITIONS

RAFT Essay:

RAFT is an acronym for

R-Role of the writer (Who are you?)

A-Audience for the writer (To whom are you writing?)

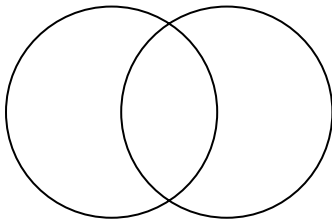
F- Format of the writing (What form will your writing assume?)

T- Topic to be addressed in the writing (What are you writing about?)

This is an EXCELLENT way to focus the student's writing. A full explanation is located in the CRISS manual, page 130, and 136-138.

Venn Diagram:

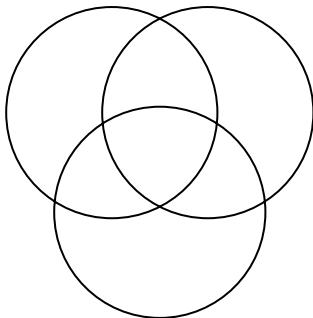
A graphic organizer as below:



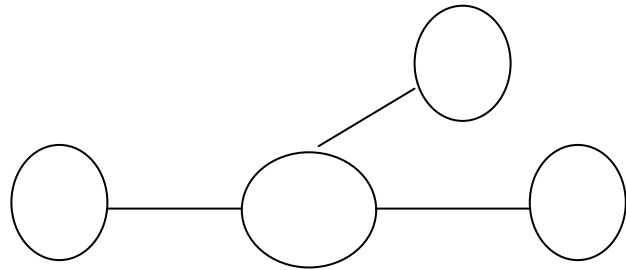
The Venn is a great way to use a graphic organizer to compare and contrast data of almost any sort.

The area between the circles shows data that both Items I and II have in common.

The Venn can also have three parts as below:



The three part Venn is a good way to compare and contrast data from three different sources.



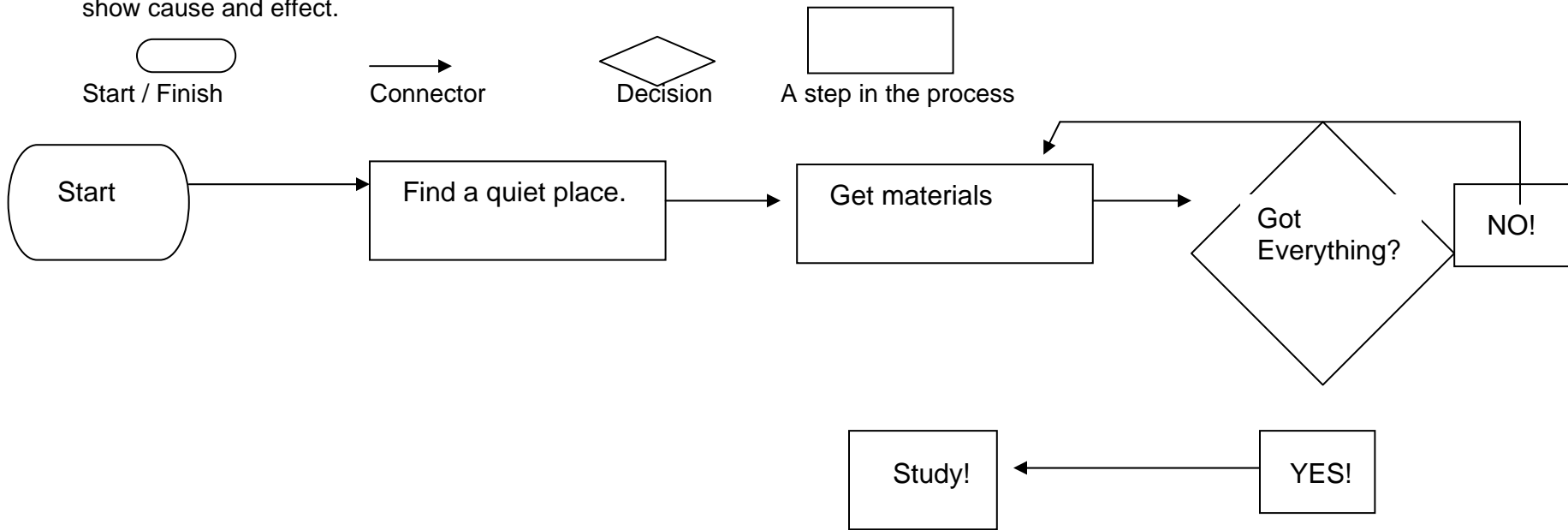
The Web, shown at left, is a great way to help students brainstorm and organize data. The central circle is the topic and the three circles attached to it are aspects of the concept, or supporting ideas.

Character Map:

A Character map is another graphical way to display information. It is explained in the CRISS text, pages 35, 68, and 125.

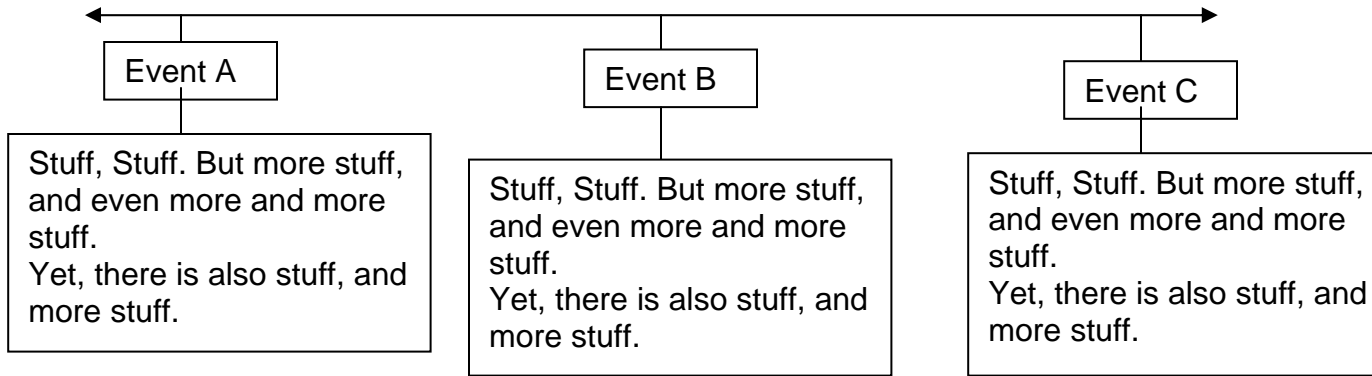
Flow Chart:

A flow chart uses symbols to show the way an event or task proceeds. It is a way to illustrate the decision making process, and can be used to show cause and effect.



Annotated Time Line:

A time line that contains a description of the events it contains.



Anticipation Guides:

A strategy that forecasts the major ideas contained in a passage through the use of statements that activate students' thoughts and opinions. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the passage. Students then explain or elaborate on their responses in small group or class discussions. This process arouses interest, sets purposes for reading, and encourages higher level thinking—all-important aspects of prereading motivation.

Example of an anticipation guide for literature

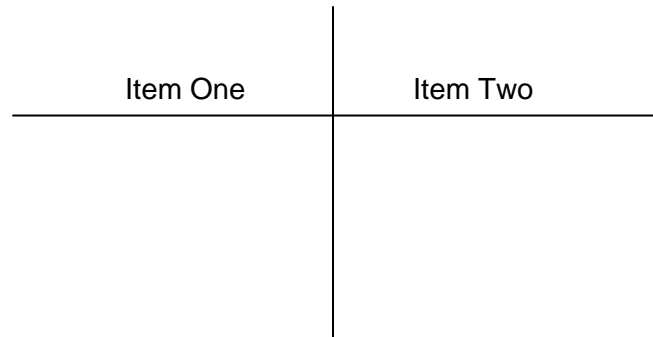
- Read the following statements about the book *Call of the Wild*.
- Compare your opinions about these statements with those of the author, Jack London.
- Check the column labeled *You* for those statements with which you agree. Be prepared to support your opinions with examples.
- Check the column labeled *Jack London* for those statements with which you feel he would agree.

		JACK	
YOU	LONDON		
-----	-----	1. Only the strong survive in this world.	
-----	-----	2. People must live in harmony with their environment.	
-----	-----	3. Greed makes people cruel.	
-----	-----	4. The primitive instinct exists in all people.	

(Developed by Sarah Conroy, 1993, Madison East High School, Madison, WI, USA.)

T-Chart

T-Chart
 This is a two column chart that is useful for making comparisons. It may be used to create a comparison-contrast paper.



Reading Response:

Simply a reader's feelings about what he/she has read. Also includes a summary of the book, a description of the characters, and other such items.

Also suggested is the use of multiple column charts, the creation of posters and brochures, and other ways to display information. These are not explained in this document, but they need to be modeled for the students in order to be effective. Below is an example of a type of specifically diagrammed assignment. This would be presented to the students as an explanation of the work.

