

**2009/2010 Pacing Guide
Year at a Glance**

	Unit 1: Narratives Traditional: Sept. 14 – Nov. 13 Mod. Trad. : Sept. 14 – Nov. 13 Track B: Sept. 14 – Nov. 13	Unit 2: Nonfiction Traditional: Nov. 16 – Feb. 5 Mod. Trad. : Nov. 16 – Feb. 12 Track B: Nov. 16 – Mar. 5 Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)	Unit 3: Novel/Poetry Traditional: Feb. 9 – Apr. 16 Mod. Trad. : Feb. 16 – Apr. 30 Track B: Mar. 8 – May 28 STAR Writing: Mar. 2 (all calendars)	Novel/ Unit of Teacher Choice Traditional: April 19 – June 17 Mod. Trad. : May 3 – June 24 Track B: June 1 – July 23 STAR Testing: Trad Apr. 26-May 21; Mod. Trad: May 3 – 28; Trk B (June 2 – 30) EOC: Trad May 24 – June 11; Mod Trad June 1 -24; Trk B July 1 - 23
Grade 6	<ul style="list-style-type: none"> • Elements of Fiction • Writing: Narrative Assessments: <ul style="list-style-type: none"> • Cluster 8 Theme (Lit Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.3, 3.6,3.8</i> 	<ul style="list-style-type: none"> • Types of nonfiction, text structure, persuasion, research • Writing: Expository • Research skills • Functional Texts (completing applications; following directions) • Mid-term given (date TBD) Assessments : <ul style="list-style-type: none"> • Cluster 11 Persuasion Key standards tested: Rdg, Comp. 2.6, 2.7, Lit. Anal 3.8 	<ul style="list-style-type: none"> • Core novel: review elements of fiction • Poetry • History Through Literature • Writing: Response to Literature Assessments: <ul style="list-style-type: none"> • Cluster 3 Poetry/Cluster 9 History Through Literature (Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.2, 2.3, Lit. Anal 3.1, 3.3, 3.4, 3.7 	<ul style="list-style-type: none"> • Academic reading • Teacher choice: novel, teacher unit • Review for standardized tests • Writing: Persuasive
Grade 7	<ul style="list-style-type: none"> • Elements of Fiction • Writing: Narrative Assessments : <ul style="list-style-type: none"> • Cluster 5 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.1, 3.2,3.4</i> 	<ul style="list-style-type: none"> • Types of nonfiction, text structure, persuasion, research • Functional Texts (documents and directions) • Writing: Expository • Research skills Assessments: <ul style="list-style-type: none"> • Cluster 9 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.4, 2.6 	<ul style="list-style-type: none"> • Core novel: review elements of fiction • Poetry/ History Through Literature • Writing: Response to Literature Assessments : <ul style="list-style-type: none"> • Cluster 3 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Word Anal., 1.1, Rdg. Comp: 2.0, 2.1, 2.3,2.6, Lit. Anal 3.0, 3.1 	<ul style="list-style-type: none"> • Teacher choice: novel, teacher unit • Review for standardized tests • Writing: Persuasive
Grade 8	<ul style="list-style-type: none"> • Elements of Fiction • Writing: Narrative Assessments : <ul style="list-style-type: none"> • Cluster 8 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.5, 3.7</i> 	<ul style="list-style-type: none"> • Types of nonfiction, persuasion, research • Functional Texts (career documents) • Writing: Career Research Task • Research skills Assessments: <ul style="list-style-type: none"> • Cluster 11 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.2, 2.6, 2.7 • Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21) 	<ul style="list-style-type: none"> • Core novel: review elements of fiction • Poetry/ History Through Literature • Writing: Response to Literature • Author Study (suggested) Assessments : <ul style="list-style-type: none"> • Cluster 4 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.3, Lit. Anal 3.1, 3.6, 3.7 	<ul style="list-style-type: none"> • Teacher choice: novel, teacher unit • Review for standardized tests • Writing: Persuasive
	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> • Nov. 12 – 17 Theme Cluster (rdg. comp/lit. analysis) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> • Dec 10 – 15 Narrative (rhetoric/conventions) • Jan 7-12: Persuasion Cluster Feb 2 – 9 Gr. 6, 7: Expository (rhetoric/conventions); Gr. 8: Career Task (rhetoric/conventions) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> • Mar 2- 9 Mid-term data 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> • May 5 – 11 Response to Literature (rhetoric/conventions) AND • Poetry cluster/History Through Literature Cluster (rdg. comp/literary analysis)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8

UNIT 1: Narrative (taken from Cluster 1 Fiction; Cluster 5 character and setting; Cluster 6 Plot, Cluster 7: Mood and Tone; Cluster 8 Theme).

Unit Description: This unit addresses forms and characteristics of fiction. Students will read to understand the text structure of various forms of fiction and the elements of fiction; write a multiple paragraph narrative essay, use context clues and shades of meaning to clarify word meanings, identify and write simple, complex, compound, and compound-complex sentences.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard
Unbold = student outcomes
= Multiple items on CST

1.0 Word Analysis/Vocabulary

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. *Students will ...*
Read idioms, analogies, metaphors and similes, explain the literal meanings of those phrases and explain the figurative meanings of the phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. *Students will...*
Discuss important points in the history of the English language. Explain the impact of the historical influences on English word meanings.

#1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. *Students will...*
Search for clues in phrases, sentences, paragraphs to determine the appropriate context for a given word's meaning. Determine if the clue was one of definition, restatement, example, comparison, or contrast.

3.0 Literary Response and Analysis

#3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. *Students will...*
Identify the elements of plot; analyze and evaluate their development in a story; evaluate the way in which conflicts are (or are not) addressed and resolved.

#3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. *Students will...*
Read stories about characters from different historical eras facing similar situations and conflicts. Compare and contrast the motivations and reactions of the characters given their similar situations or conflicts.

3.0 Literary Response and Analysis
Continued

#3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. *Students will...* Identify settings in the text. Determine the mood, tone, meaning in the text. Explain the relevance of the setting to the mood, tone, and meaning of the text.

#3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. *Students will...* Read traditional and contemporary works with similar themes. Analyze how the differences in time periods, style, events contribute to the similar themes.

#3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. *Students will...* Identify the literary devices an author uses in a work. Explain how the author's use of these elements contribute to the meaning of the work.

#3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach) *Students will...* Explain how the tone of a work, author's use of language, author's anecdotes, characterization or theme of a work reflect the heritage, traditions, attitudes and beliefs of its author.

1.0 Writing Strategies/2.0 Writing Applications

#1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

#1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

#1.6 Revising writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications

2.1 Students will write biographies, autobiographies, short stories or narratives.

Written and Oral Conventions

1.0 Written Oral Language Conventions

Students will correctly use...

1.1 Varied sentence types and sentence openings to present a lively and effective personal style.

Written and Oral Conventions

1.0 Written Oral Language Conventions (continued)

Students will correctly use...

#1.5 Correct punctuation and capitalization.

#1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

1.0 Listening/2.0 Speaking

1.5 Use precise language, action verbs, sensory detail, appropriate and colorful modifiers, and the active rather than the passive voice

2.1 Deliver narrative presentations

Spelling Concepts

Students will correctly spell:

- Words with ate, ion
- Words with ance, ence, ent
- Words with al and suffixes
- Words with final-y plus suffixes

Grammar and Mechanics

Students will recognize and write...

- Complete sentences
- Compound sentences
- Complex sentences

Students will correctly use...

- Quotation marks in dialogue
- End punctuation
- Transitions
- Conjunctions
- Capitalization and other appropriate punctuation
- Adjectives
- Appositives
- Subject/verb agreement

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Narrative**
- **Cluster 8 : Theme (rdg. comp/lit. analysis)**

Data Collection/Deadlines

(see principal for exact date to turn in data)

Nov. 12 – 17: Cluster 8 Theme (rdg. comp/lit. analysis)

UNIT 1 NARRATIVE: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis Analogy Context Clues</p> <ul style="list-style-type: none"> Restatement Definition Comparison/contrast General Sentence Paragraph <p>Idiom Metaphor Simile</p> <p>Literary Analysis Anecdote Antagonist Author attitude Author belief Biographical Approach Character Character motivation Character traits Climax Conflict Customs Dialect Dynamic character Exposition External conflict Falling action Fiction Heritage Internal conflict Irony Literary devices Major characters Minor characters Mood Narrative Narrator Novel Parallel episodes Plot Plot line Point of View Protagonist Recurring themes Resolution Rising Action Setting Short Story Speaker Static character Symbolism Tone Traditions</p> <p>Writing and Conventions Concrete language Complex sentence Compound sentence Compound-complex sentence Coordination of ideas Dialogue Fragment vs. run-on sentence Point of view Simple sentence Subject and predicate Subordination of ideas Suspense</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> Context clues, pp. 1-12 Prefixes, base words, roots, pp. 13-30 Denotation/connotation, pp. 45-46 Similes and metaphors, pp. 51-52; also <i>LOL, T.E.</i>, p. 192 Analogies, p. 69 <p>Affixes -a -able/-ible -anti -ate -ation be- co- counter- -cy de- dis- -en -ence, -ance -er -est -for -ful -fy hood- hyper- il- im, in inter- ir- -ize -less -like -ly mal- mis- mono-\multi omni post- re- semi- some Sub- Super- Trans- Un- -ward -wise -worthy</p> <p>Roots - continued hydro ject lot man mem/ment meter metry naut not (note) opti, opto phon port pseudo sens, sent spec stat thermo typos vert, ver voc</p> <p>Roots agon aud chron cred doc gen gram graph</p>	<p>Core Program Teaching ideas may be found in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 8</i> Fiction, p. 17, 329, 439, 621, 827 Protagonist/Antagonist p. 148</p> <p>“Checkouts” p. 22</p> <ul style="list-style-type: none"> Character motivation Major/minor characters Compare/contrast motivations <p>“Raymond’s Run,” p. 32</p> <ul style="list-style-type: none"> plot cause/effect plot structure conflict <p>“Stop The Sun” p. 48</p> <ul style="list-style-type: none"> Theme Recurring Themes <p>“The Treasure of Lemon Brown” p. 334</p> <ul style="list-style-type: none"> Dynamic and static characters Compare motivations Setting, mood, tone <p>“The Diary of Anne Frank, p.447</p> <ul style="list-style-type: none"> Plot, Subplot, flashback <p>Strategic/ELD Support <i>Interactive Reader</i>, gr.8 “Raymond’s Run,” p. 2 “Diary of Anne Frank, p. 447 “Treasure of Lemon Brown,” p. 144</p> <p><i>Bridges</i> “Two Were Left” p. 216 (motivation) “The Stolen Party,” p. 282 (theme) “Cinder Edna,” p. 14 (characterization)</p> <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p><i>Unit Resource Book One:</i> P.7-13 (“Checkouts,”) p. 14-20 (“Raymond’s Run”) P. 23-29 (“Stop The Sun”) <i>Unit Resource Book Two:</i> p. 54-75 (“Anne Frank”) <i>Unit Resource Book Three:</i> p. 4-10 (“Lemon Brown”)</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p>Writing Narratives <i>Language of Literature</i>, Grade 8 (autobiographical incident) p. 174 (narrative writing) R43</p> <p><i>Writing Transparencies</i>, pp. 9, 15 (Transitions)</p> <p><i>Unit Resource Book One</i> Autobiographical Incident, p. 92.</p> <p><i>Unit Resource Book Two</i> Character sketch p. 55</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> ate, p. 8 ion, p.97 ance, ence, ent, p.113 al + suffixes, p. 111 final -y + suffixes, p. 109 <p>Grammar, Mechanics and Usage <i>Grammar, Usage, Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> Complete sentences, p. 1-3 Compound sentences, p.151 End punctuation, p.190 Quotation Marks, p. 199 Conjunctions, p.133 Subject/verb agreement, pp. 163-172 Adjectives, p. 106-112 Subject-verb agreement, p. 163-169 <p><i>Language of Literature : Grammar Handbook</i> (back of text)</p> <ul style="list-style-type: none"> Complex sentences, p. R83, R85; also p. 727 Appositives, R96, 98 <p><i>Language Network</i></p> <ul style="list-style-type: none"> Complete sentences, p. 4-33 Compound sentences, p. 189-191 Complex sentences, p. 192-193 Quotations, p.258-274 Semicolons, p. 189, 204 Conjunctions, p. 158-160 Appositives, p. 48-255 Adjectives, p. 126-133 Transitions, p. 351-364, 373

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8

UNIT 2: NONFICTION (taken from Cluster 2: Types of Nonfiction; Cluster 10 Research Reports; Cluster 11 Persuasion; Cluster 12 Technical and Career Documents)

Unit Description: This unit addresses types of nonfiction, elements of persuasion, research strategies and functional texts. Students will read nonfiction, discuss persuasive techniques, write persuasive essays, write a career research report, examine career and technical documents and work on improving sentence structure.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard; unbold = student outcomes; # = multiple items on CST

1.0 Word Analysis/Vocabulary

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

Students will ...

Read idioms, analogies, metaphors and similes, explain the literal meanings of those phrases and explain the figurative meanings of the phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

Students will...

Discuss important points in the history of the English language. Explain the impact of the historical influences on English word meanings.

#1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Students will...

Search for clues in phrases, sentences, paragraphs to determine the appropriate context for a given word's meaning. Determine if the clue was one of definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension

#2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)

*Students will...*Read a variety of consumer documents. Demonstrate an understanding of the purpose and contents of the document. Compare and contrast the features of the document. Explain how the features help with meaning.

#2.2 Analyze text that uses proposition and support patterns *Students will...*Read and demonstrate understanding of text using the proposition and support patterns. Analyze the features of texts using proposition and support patterns.

#2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. *Students will...* Compare and contrast texts by examining treatment of topics, genre, author purpose, themes or main idea, organizational patterns.

2.0 Reading Comprehension (cont'd)

#2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. *Students will...*Read an original expository text and a summary of the same text to determine main idea, supporting details and meaning. Compare the summary to the original; evaluate how well the summary captures the main ideas supporting details and underlying meaning of the original text.

#2.5 Understand and explain the use of a complex mechanical device by following technical directions...*Students will...*Read and demonstrate understanding of technical directions for mechanical devices.

#2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision or two solve a problem. *Students will...*Read and demonstrate understanding of information contained in a variety of consumer documents; use the information to explain a situation, decision, or to solve a problem.

#2.7 Expository Critique: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. *Students will...*

Read expository text and demonstrate an understanding of the main ideas in the text; identify the unity, coherence, structural patterns of the text; determine the effectiveness of these elements.

#2.8 Expository Critique: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. *Students will...* Read expository text and demonstrate an understanding of the main ideas in the text; identify the unity, coherence, structural patterns of the text; determine the effectiveness of these elements.

1.0 Writing Strategies

Writing Essays

Students will...

#1.1 Organization and focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

#1.2 Organization and Focus: establishes coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

#1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

#1.5 Research and Technology: achieve an effective balance between researched information and original ideas.

#1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications

2.3 Write research reports

2.0 Writing Applications (continued)

2.5 Write career documents.

2.6 Write technical documents.

1.0 Written and Oral English Conventions

Students will correctly use...

1.2 Identify and use parallelism in all written discourse.

1.4 Edit written manuscripts to ensure that correct grammar is used.

1.5 Use correct punctuation and capitalization.

1.6 Use correct spelling.

1.0 Listening

Students will...

1.2 Paraphrase a speaker's purpose.

1.3 Organize information to achieve particular purposes

1.8 Evaluate the credibility of a speaker.

1.9 Evaluate and interpret the various ways in which visual image makers communicate information.

2.0 Speaking Applications

2.3 Deliver research presentations

Spelling Concepts

Students will correctly spell...

- Words with qu ph, gh
- Words ending in -ible/-able

Grammar and Mechanics

Students will correctly use...

- Verbs and verb tenses
- Parallelism
- Coordination, subordination compound-complex sentence

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- **Writing folder: Career Research Task**
- **Cluster 11: Persuasion (rdg. comp/ lit. analysis)**
- **Mid-term: Trad/Mod Trad: Jan 12 – 14; Trk B Jan 19 -21**

Data Collection/Deadlines

(see principal for exact date to turn in data)

Dec. 10 – 15: Narrative (rhetoric and conventions)

Jan. 7 – 12: Cluster 11: Persuasion (rdg. comp./lit. analysis)

Feb. 2 – 9: Career task (rhetoric and conv.)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8

UNIT 2 NONFICTION: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING Comp. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis</p> <p>Reading Comprehension: Nonfiction</p> <p>Anecdote Assertion Author conclusions Author evidence Author's perspective Author purpose Autobiography Bandwagon Bibliography Biography Cause/effect organization Claims Chronological Order Circular reasoning Comparison/contrast organization Either/or Expository Fact Informative article Interview Main Idea/supporting details organization Memoir Opinion Outline Overgeneralizations Propaganda Prose Snob appeal Spatial order Summary Text structure Unsupported inferences</p> <p>Writing and Conventions</p> <p>Apostrophe Clause Compound words Conclusion (in essay writing) Contraction Coordination of ideas Homograph, homonym, homophone Lead Nouns (types of nouns) Phrase Subordination of ideas Thesis</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <p>Affixes</p> <p>-a -able/-ible -anti -ate -ation be- co- counter- -cy de- dis- -en -ence, -ance -er -est -for -ful -fy hood- hyper- il- im, in inter- ir- -ize -less -like -ly mal- mis- mono-\multi omni post- re- semi- some Sub- Super- Trans- Un- -ward -wise -worthy</p> <p>Roots - continued</p> <p>hydro ject lot man mem/ment meter metry naut not (note) opti, opto phon port pseudo sens, sent spec stat thermo typos vert, ver voc</p> <p>Roots</p> <p>agon aud chron cred doc gen gram graph</p>	<p>Core Program Teaching ideas may be found in the teacher notes in the Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</p> <p><i>Language of Literature 8</i> Nonfiction, p. 101 "Reading for Information," p. R4-R10 "Critical Reading: Persuasion," p. R11-14 "Functional Reading," pp R15-19 "The Great Rat Hunt," p. 106</p> <ul style="list-style-type: none"> • Memoir • Main idea • Unity and coherence • Author background <p>"Flying"</p> <ul style="list-style-type: none"> • Anecdote • Author Puprose • Main idea/supporting details • Patterns of organization • Comparison of texts <p>"Still Me," p. 374/"Speech," p. 380</p> <ul style="list-style-type: none"> • Evaluate credibility <p>"The Enormous Crocodile," p. 571</p> <ul style="list-style-type: none"> • Following directions • Features and elements of consumer directions <p>"Careers That Care," p. 386</p> <ul style="list-style-type: none"> • Research questions • Resume <p>Career Handbook, R58-63</p> <p>Strategic/ELD Support <i>Interactive Reader</i> N/A</p> <p><i>Bridges</i> "Growing Up in Darkness", p. 304</p> <ul style="list-style-type: none"> • Memoir <p>"Acceptance", p. 294</p> <ul style="list-style-type: none"> • Anecdote <p>"Cesar Chavez" p. 60</p> <ul style="list-style-type: none"> • Point of view <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p>In addition.... <i>Unit Resource Book One</i> p. 54-60 ("Great Rat Hunt") p.61-67 ("Flying") <i>Unit Resource Book Three</i> p. 22-30 ("Careers That Care") <i>Unit Resource Book Four</i> p. 18-19 ("Enormous Crocodile")</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p>Nonfiction Writing <i>Language of Literature 8</i> Research Workshop p.818 Persuasive Writing, P. R49 Technical Writing, P. R56</p> <p><i>Writing Transparencies</i>, pp. Research, pp. 41-56.</p> <p><i>District Writing Guide</i></p> <p><i>CST Released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i> qu, p. 135 ph, gh, p. 137 ible/able, p. 113</p> <p>Grammar, Mechanics and Usage <i>Grammar, Usage Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> • Verbs and verb tenses, p. 91-103 • Compound-complex sentences, p. 160 • Coordination/subordination, p. 154-159 <p><i>Language of Literature</i>, Grammar Handbook parallelism, p R91</p> <p>Parallelism, p. R91</p> <p><i>Language Network</i> Verbs and verb tenses, pp. 90-123 Compound-complex sentences p. 198-199 Coordination, p. 189 Subordination, p. 192-194</p>

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8
UNIT 3: NOVEL and POETRY (taken from Cluster 4 Poetry; Cluster 5: Author Style;
Cluster 9: History Through Literature)

Unit Description: This unit reviews the elements of fiction as applied to a novel and introduces students to the ways tone and meaning are conveyed in poetry. Students will write Response to Literature essays, read and analyze poetry, read a novel. Teachers may choose to do a research task related to the novel study.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

1.0 Word Analysis/Vocabulary

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

Students will ...

Read idioms, analogies, metaphors and similes, explain the literal meanings of those phrases and explain the figurative meanings of the phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

Students will...

Discuss important points in the history of the English language. Explain the impact of the historical influences on English word meanings.

#1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Students will...

Search for clues in phrases, sentences, paragraphs to determine the appropriate context for a given word's meaning. Determine if the clue was one of definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension

#2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas.

Students will... Compare and contrast texts by examining treatment of topics, genre, author purpose, themes or main idea, organizational patters.

3.0 Literary Response and Analysis Novel

#3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. *Students will...*

Identify the elements of plot; analyze and evaluate their development in a story; evaluate the way in which conflicts are (or are not) addressed and resolved.

#3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. *Students will...*

Read stories about characters from different historical eras facing similar situations and conflicts. Compare and contrast the motivations and reactions of the characters given their similar situations or conflicts.

3.0 Literary Response and Analysis

Continued

#3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. *Students will...* Identify settings in the text. Determine the mood, tone, meaning in the text. Explain the relevance of the setting to the mood, tone, and meaning of the text.

#3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. *Students will...* Identify the literary devices an author uses in a work. Explain how the author's use of these elements contribute to the meaning of the work.

#3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)

Students will... Explain how the tone of a work, author's use of language, author's anecdotes, characterization or theme of a work reflect the heritage, traditions, attitudes and beliefs of its author.

Poetry – Students will

#3.1 Determine and articulate the relationship among the purpose and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, ode, sonnet)

Read different forms of poetry to identify the characteristics of each.

1.0 Writing Strategies/2.0 Writing Applications

#1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

#1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

#1.6 Revising writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications

2.2 Write response to literature

Written and Oral Conventions

Students will...

1.1 Use varied and correct sentence types.

1.4 Edit written manuscripts to ensure correct grammar is used.

Written and Oral Conventions

Students will...

1.5 Use correct punctuation and capitalization

1.6 Use correct spelling
correct grammar is used.

1.0 Listening/2.0 Speaking

#2.2 Deliver oral summaries of articles and books.

1.3 Organize information to achieve particular purposes.

1.1 Analyze oral interpretations of literature.

Spelling Concepts

Students will... correctly spell

- Words with hard and soft c and g
- Words with silent –e
- VAC words
- Greek, Latin plurals

Grammar and Mechanics

Students will recognize and write...

- Varied sentence structure
- Gerunds
- Participles
- Infinitives

Required Assessments

- Daily, weekly on-going checks for understanding (e.g, exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Response to Literature task**
- **Cluster 4: Poetry/Cluster 9: History Through Literature (rdg. comp/lit. analysis)**

Data Collection/Deadlines

(see principal for exact date to turn in data)

Mar. 2 – 9: Mid-term data

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8

UNIT 3 : NOVEL/POETRY: VOCABULARY OF THE DSICIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><u>Word Analysis</u> Analogy Context Clues</p> <ul style="list-style-type: none"> • Restatement • Definition • Comparison/contrast • General • Sentence • Paragraph <p>Idiom Metaphor Simile</p> <p><u>Reading Comprehension</u> Author perspective Author purpose Genre Organizational patterns Theme</p> <p><u>Literary Analysis</u></p> <p>Anecdote Antagonist Author attitude Author belief Biographical Approach Character Character motivation Character traits Climax Conflict Customs Dialect Dynamic character Exposition External conflict Falling action Fiction Heritage Internal conflict Irony Literary devices Major characters Minor characters Mood</p> <p>Literary Analysis - Poetry Ballad Couplet Elegy Epic Line Lyric Ode Poetry Sonnet Stanza</p> <p><u>Writing and Conventions</u> Gerunds Inferences Infinitives Insights Interpretations Judgments Participles</p>	<p><u>Vocabulary</u> <i>Vocabulary and Spelling Book</i></p> <p>Affixes Affixes -a -able/-ible -anti -ate -ation be- co- counter- -cy de- dis- -en -ence, -ance -er -est -for -ful -fy hood- hyper- il- im, in inter- ir- -ize -less -like -ly mal- mis- mono-\multi omni post- re- semi- some Sub- Super- Trans- Un- -ward -wise -worthy</p> <p><u>Roots</u> agon aud chron cred doc gen gram graph hydro ject lot man mem/ment</p> <p><u>Roots - continued</u> meter metry naut not (note) opti, opto phon port pseudo sens, sent spec stat thermo typos vert, ver voc</p>	<p><u>Core Program</u> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i> Core Novel <i>Roll of Thunder, Hear My Cry</i></p> <p><i>Language of Literature 8</i> “Reading Poetry,” p. 187 “Mother to Son,” “Speech to the Progress-Toward,” p. 192</p> <ul style="list-style-type: none"> • speak • Making Inferences • Form and Structure of free verse <p>“Change of the Light Brigade”</p> <ul style="list-style-type: none"> • Sound devices • Ballad • Plot structure in a ballad <p>“Willow and Ginkgo,” “A Loof of Poetry,” p. 215</p> <ul style="list-style-type: none"> • Figurative language • Sensory details • Line length <p>“Lesson of the Moth,” p. 250</p> <ul style="list-style-type: none"> • Making inferences • Form and structure <p>“Stopping By Woods on a Snowy Evening,” p. 391 Form and Rhyme “O Captain, My Captain” p. 779</p> <ul style="list-style-type: none"> • elegy • extended metaphor <p>Strategic/ELD Support <i>Interactive Reader</i> p. 76 (“Mother to Son,” “Speech”) p. 162 (“Stopping by Woods”)</p> <p><i>Bridges</i> “Almost Human,” p. 322</p> <ul style="list-style-type: none"> • Speaker and inferences <p>“Some People” p. 320</p> <ul style="list-style-type: none"> • Sound devices <p>“Day Break in Alabama,” p. 168</p> <ul style="list-style-type: none"> • Figurative language/sensory details <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p><i>Unit Resource Book Two</i> p. 6, 7 (“Charge of Light, Brigade”) p. 17, 18 (“Willow and Ginkgo”)</p> <p><i>Unit Resource Book Three</i> p. 31-33 (“Stopping By Woods”)</p> <p><i>Unit Resource Book Five</i> p. 36-38 (“O Captain”)</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p><u>Writing</u> <i>Language of Literature 8</i> Writing an Original Poem, p. 252 Response to Literature, p. 94</p> <p><i>Unit Resource Book Two</i> poem, p. 25 <i>Unit Resource Book One</i> Response to Literature, p. 45</p> <p><i>Unit Resource Book Four</i> Analyzing a story, p. 87</p> <p><i>District Writing Guide</i> <i>CST released writing samples</i></p> <p><u>Spelling</u> <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> • Hard/sold c and g, p. 119 • Silent-e, p. 93-95 • VAC words, p. 125 • Greek/Latin plurals, p. 145 <p><u>Grammar, Mechanics and Usage</u> Blackline Masters</p> <p>Gerunds p. 139-141 Participles, p. 142-144 Infinitives, p. 145-147</p> <p><i>Language Network</i> Gerunds, p. 170-172 Participles, p. 172-174 Infinitives, p. 175-177</p>

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8
UNIT 4: NOVEL/ UNIT OF TEACHER CHOICE

NOVEL/UNIT OF
TEACHER CHOICE
Trad: April 19- June 17
Mod.Trad: May 3-June 24
TrkB: June 1 –July 23

Unit Description: This unit allows for teacher choice of a second novel and/or a teacher-developed unit.

CONTENT STANDARDS , TEACHNG POINTS, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

1.0 Word Analysis/Vocabulary

Students will...

Review appropriate skills as deemed necessary.

2.0 Reading Comprehension

Students will...

Review appropriate skills as deemed necessary.

3.0 Literary Analysis-Novel

Students will...

#3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. *Students will...*

Identify the elements of plot; analyze and evaluate their development in a story; evaluate the way in which conflicts are (or are not) addressed and resolved.

#3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. *Students will...*

Read stories about characters from different historical eras facing similar situations and conflicts. Compare and contrast the motivations and reactions of the characters given their similar situations or conflicts.

Literary Analysis 3.0 (cont'd)

Students will...

#3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. *Students will...* Identify settings in the text. Determine the mood, tone, meaning in the text. Explain the relevance of the setting to the mood, tone, and meaning of the text.

#3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. *Students will...* Read traditional and contemporary works with similar themes. Analyze how the differences in time periods, style, events contribute to the similar themes.

#3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. *Students will...*

Identify the literary devices an author uses in a work. Explain how the author's use of these elements contribute to the meaning of the work.

#3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach) *Students will...* Explain how the tone of a work, author's use of language, author's anecdotes, characterization or theme of a work reflect the heritage, traditions, attitudes and beliefs of its author.

2.0 Writing Strategies/2.0 Writing Applications

Students will...

Review appropriate skills as deemed necessary.

Written and Oral Conventions

Students will...

1.1 Use varied and correct sentence types.

1.4 Edit written manuscripts to ensure correct grammar is used.

1.5 Use correct punctuation and capitalization

1.6 Use correct spelling
correct grammar is used.

2.0 Listening/2.0 Speaking

Students will...

Review appropriate skills as deemed necessary.

Spelling Concepts

Students will correctly spell...

Review appropriate skills as deemed necessary

Grammar and Mechanics

Students will correctly use...

**Capitalization
End punctuation
Varied sentence structure**

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Persuasive**
- **STAR Testing: Trad. Apr. 26 – May 21; Mod. Trad. May 3 – 28; Trk B: June 2 – 30**
- **EOC Trad. May 24 – June 11; Mod Trad: June 1 – 24; Trk B: July 1 - 23**

Data Collection/Deadlines

(see principal for exact date to turn in data)

May 5 -11: Response to Literature (rhetoric &conventions)

Cluster 3: Poetry/ Cluster 9: History Through Literature (rdg. comp/lit. analysis)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 8

UNIT 4: NOVEL/UNIT OF TEACHER CHOICE

VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS RESOURCES	LITERARY ANALYSIS RESOURCES	WRITING AND CONVENTIONS RESOURCES
<p><u>Word Analysis</u></p> <p>Review appropriate skills as deemed necessary</p> <p><u>Literary Analysis – Novel</u> Anecdote Antagonist Author attitude Author belief Biographical Approach Character Character motivation Character traits Climax Conflict Customs Dialect Dynamic character Exposition External conflict Falling action Fiction Heritage Internal conflict Irony Literary devices Major characters Minor characters Mood Narrative Narrator Novel Parallel episodes Plot Plot line Point of View Protagonist Recurring themes Resolution Rising Action Setting Short Story Speaker Static character Symbolism Tone Traditions</p> <p><u>Written Conventions</u></p> <p>TBD by teacher</p>	<p><u>Vocabulary</u> <i>Vocabulary and Spelling Book</i></p> <p>Based on teacher selected words as deemed appropriate.</p> <p><u>Words and Stems Commonly Used in Standardized tests</u></p> <p>Excerpt Expression Line (Poetry) Paragraph Passage Phrase Rough Draft Sentence Selection Stanza Statement Summary Text Version</p> <p>According to... Which detail...? Which source...? How does the writer achieve...? Which of the following...? The author probably believes... Based on... _____ implies... Best evidence Best completes Most likely/least likely Most effectively The author's argument... The author's attitude... _____ creates a tone/mood of...</p>	<p><u>Core Program</u> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E.</i>, <i>Interactive Reader T.E.</i>, and the <i>Universal Access Resource Book</i></p> <p><i>Language of Literature 8</i></p> <p>TBD by teacher</p> <p><u>Strategic/ELD Support</u></p> <p>TBD by teacher</p> <p><u>Assessment Resources</u> In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p>TBD by teacher</p> <p><u>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</u></p>	<p><u>Writing</u> <i>Language of Literature</i></p> <p>TBD by teacher</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><u>Spelling</u> <i>Spelling and Vocabulary Book</i></p> <p>TBD by teacher</p> <p><u>Grammar, Mechanics and Usage</u> Blackline Masters</p> <p>TBD by teacher</p> <p><i>Language Network</i></p> <p>TBD by teacher</p> <p><i>Universal Access Resource Book</i></p> <p>TBD by teacher</p>

Two Hour Strategic Class

Hour 1: READING PERIOD (Vocabulary, Reading Comprehension, Literary Analysis)

Reading Standards -- (1.0, 2.0, 3.0)

Time		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15 Minutes	Reading Warm Up Tasks: SSR, CORE LIT. NOVEL, CST released item tied to CLUSTER.	READING WARM-UP	READING WARM-UP	READING WARM-UP	READING WARM-UP	Writing task tied to reading task.
25 Minutes	READING DIRECT INSTRUCTION LESSON: Vocabulary, literary/foundation reading skill attached to cluster, or reading of identified selection.	MOTIVATING & BUILDING BACKGROUND VOCABULARY				
		READING LESSON, SKILLS & TEXTS			ASSESSMENT (Must Do) RETEACHING as needed	ENRICHMENT (May Do)
10 Minutes	Reading Closure Tasks Check for understanding (Ticket), mini-quiz, oral sharing or read aloud-novel.	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS

Hour 2: LANGUAGE ARTS PERIOD (Writing, Grammar & Spelling)

Writing Standards, (1.0 & 2.0) Written & Oral English Language Conventions 1.0

15 Minutes	Writing Warm Up Tasks: DOL, Spelling Skill, CST released item(s) tied to CLUSTER with revision or grammar.	WRITING WARM UP	WRITING WARM UP	WRITING WARM UP		Assessment task tied to writing task
25 Minutes	WRITING DIRECT INSTRUCTION LESSON: Grammar, writing (could be tied to a literary task or process writing.)	GRAMMAR				ENRICHMENT (May Do)
		WRITING			ASSESSMENT	
10 Minutes	Writing Closure Tasks: Check for understanding, (exit ticket). mini-quiz, oral sharing, Writer's Workshop, publishing.	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS

Enrichment/Considerations for Advanced Learners

The following ideas may be used to assist teachers in challenging students and in adding rigor to the core program.

Unit 1: Narrative	Unit 2: Nonfiction
<ul style="list-style-type: none"> • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Think like a writer • Tone, diction, author word choice • Denotation vs. connotation • Book clubs (self-selected reading groups) • Literature circles • Write additional pieces 	<ul style="list-style-type: none"> • Use and study the appeals of ethos, pathos, logos in writing • Argue both sides of an issue • Text structure analysis • Think like a researcher • Etymology of vocabulary words • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Word arrays (shades of meaning) • Sentence combining/sentence patterns • Do additional reading • Create functional documents • Evaluate functional documents for clarity of message
Unit 3: Novel/Poetry	Unit 4: Novel/Teacher Choice
<ul style="list-style-type: none"> • TP-CASTT analysis of poetry (title, paraphrase, connotation, speaker, shift in speaker/attitude, title revisit, theme) • Diction, tone, word choice, imagery • Think like a poet • Write in a given poet’s style • Extension menus • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Tone, diction, author word choice • Denotation vs. connotation 	<ul style="list-style-type: none"> • Use depth and complexity icons • Use content imperatives • Extension menus • Novel study • Literature circles/book clubs

Active Participation

Possible methods to implement overt active participation (O ral, W ritten and/or G estures)	ACTIVE PARTICIPATION
STRATEGY NAME & DESCRIPTION	
ORAL	A-B Partner Teach: Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate partner pairs as A or B.
	Choral Response/Choral Work: All students respond orally either repeating teacher or answering questions in unison.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Expert Line-Up: Through conversation students decide who has the most expertise on a subject and line up accordingly. This allows for partners for the activity to be determined.
	Give and Take: Ss partner up. For each summary statement given to the partner, the partner gives one back.
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	Mix-Freeze-Match: Students mingle (mix) until teacher says, "Freeze" and they partner with the closest person (match) for sharing.
	Numbered Heads: Ss number off in groups. All are responsible for answer but only one in each group is chosen from a spinner.
	Pass the Q & A: Teacher asks first student in each row a question. Students answer question orally, rephrasing the question in the answer. Student turns around and asks the same question to the next student. Ss continue the domino effect until they reach the back of the row.
	Roll the Dice: Students in groups of six are responsible for answer if their number comes up.
	Round Robin Review: At table groups, students review content student by student, clockwise or counter-clockwise rotation.
	Think-Pair-Share: All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to class.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
	What's the Difference?: This strategy involves simply asking students to identify the differences between two or more items. (example: verbs and adverbs, evaporation and absorption, hills and valleys, poems and songs)
	What's the Same?: This strategy involves simply asking students to compare two or more items and describe how they are the same (example: clouds and mist, leaders and followers, eating good food and hiking tall mountains)
	Whip Around, Pass Option: Teacher whips around the room until getting an oral answer/comment from each student. Ss do have the option to pass the first time around.
WRITTEN	Attentive Lecture: In this strategy Ss are not allowed to take notes as the teacher is giving content information. Every 2-3 minutes, the teacher stops giving instruction and students are to write the crucial input given in the last few minutes in their notebooks.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Post-It Voting: Students use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson)
	Reflection/Summary Writing: Ss use journals or note pages to independently reflect on the learning.
	Response Boards: Students use white boards or mini chalk boards to write ideas/answers.
	Snowball: Ss write a summary statement on a scratch piece of paper, all toss them across the room, pick up a different paper, read and write another summary statement. Process continues.
	Thinking Maps: Not only for pre-writing activities, these graphic organizers that can be used to activate prior knowledge and/or to summarize the learning.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
GESTURES	Color-coded Choices: Put colored sticker dots on Ss desks or nametags. Each color represents a possible answer to a question from the teacher. Student puts their finger on the answer they choose. (i.e. “If you think it is a fact, put your finger on red. On green, if you think it is an opinion.”)
	4 Corners: Teacher designates the 4 corners of the room to represent answers to a question. Students move to the corner they choose as their answer. Great for multiple-choice answers!
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual’s answer with a thumbs-up or thumbs-down gesture.
	Hand Signals: A private gesture with the hands. Most effective to teacher (as a check for understanding) when Ss keep gestures close to their chest so other Ss can not see their answer. Examples include: Thumbs up/down, open/closed fist, one finger/two fingers, and arms crossed/uncrossed.
	Post-It Voting: Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson).
	Simulated DOL: During Daily Oral Languge activities, students use a different gesture to represent each punctuation or editing change.
	Stand Up/Sit Down: Standing or sitting represent the 2 answer choices. Ss stand or sit depending on what they feel is the correct answer.