

8th grade Literacy quarter 1

(4 day weeks) (3 day weeks)

	Activity/Week	1	2	3	4	5	6	7	8	9
READING	<p style="text-align: center;">Reading Deep Structures Literature/Informational Text Comprehension Strategies</p> <p style="text-align: center;">RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>		<p>Literacy Studio Set-Up</p> <p>RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text,</p> <p>2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p> <p>5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p> <ul style="list-style-type: none"> • 							<p>RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p> <p>RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Reading Strategies:</p> <p><u>Inferencing:</u> Inferring is the process of creating personal and unique meaning from text. It involves a mental process that combines what is read with relevant prior knowledge (schema). The reader's unique interpretation of text is the product of this blending.</p> <p>___ Inferring may cause the reader to slow his/her reading, reread sections, converse, write, or draw to better understand the content.</p> <p>Inferences may be more thoroughly developed if the reader pauses to reflect and consider multiple interpretations and perspectives.</p> <p>When they infer, proficient readers:</p> <ul style="list-style-type: none"> w draw conclusions from text w make reasonable predictions as they read, then test and revise those predictions as they read further w make connections between conclusions they draw and other beliefs or knowledge; they use the inferences to extend and adapt existing knowledge w arrive at insight after struggling to understand complex concepts w make critical or analytical judgments about what they read <p>___ When proficient readers infer, they are more able to remember and reapply what they have read, create new and revise existing background knowledge, discriminate and critically analyze text and authors, engage in conversation and/or other analytical or reflective responses to what they read.</p> <p>___ A wide variety of interpretation is appropriate for fiction and poetry; a narrower range of interpretation is typical for nonfiction text. Teachers should allow great latitude for inferences, provided that the reader can defend his/her inferences with a description of relevant prior knowledge and specific text they have read.</p> <p><u>Mental Images:</u></p> <ul style="list-style-type: none"> -Proficient readers spontaneously and purposefully create images while and after they read. The images emerge from all five senses and the emotions are anchored in a reader's prior knowledge. -Proficient readers use images to immerse themselves in rich detail as they read. The detail gives depth and dimension to the reading, engaging the reader and making the text more memorable. -Proficient readers use images to draw conclusions, to create distinct and unique interpretations of the text, to recall details significant to the text, to recall details

			<p>significant to the text, and to recall a text after it's been read.</p> <p>-Proficient readers adapt their images as they continue to read. They revise images to incorporate new information in the text and new interpretations they develop as they read.</p> <p>-Proficient readers understand and can articulate how creating images enhances their comprehension.</p> <p>-Proficient readers adapt their images in response to the images other readers share.</p>
	<p style="text-align: center;">Genre Study Authors Resources/Materials</p> <p>RL9, RL10 (from CCSS)</p>	<p>Various myths from other cultures, i.e. <i>Myths and Folktales from Around the World</i>, and other sources. Assorted Mark Twain short stories for read-alouds.</p>	<p>Folktales.</p> <ul style="list-style-type: none"> • Brer Possum's Dilemma and other "Brer" stories • Coyote Steals the Sun and Moon • Why the Waves have Whitecaps • John Henry • Paul Bunyan stories • Echoes From Mt. Olympus • The Legend of Sleepy Hollow
	<p style="text-align: center;">Living Language - responding to text, speaking and listening</p> <p>RL 8.7, RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>Review - SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>cPose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>-dAcknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Intro - SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the actors or director.</p>	<p>Review - SL5</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6., Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TIER (to be determined based on individual student needs)</p>	<p style="text-align: center;">Reading Surface Structure Skills (foundational skills)</p> <p>(RFS1, RFS2), RFS3, RFS4 (from CCSS)</p>	<p>INTERVENTION (TIER INSTRUCTION)</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Arts</p>	<p style="text-align: center;">Writing - Deep Structures</p> <p>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)</p>	<p>Benchmark – Introduction to Writing Studio</p> <p>Benchmark: Review - W1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>Argumentative</p> <p>Review –</p> <p>W4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>5With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>,6Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and</p>	<p style="text-align: center;">Argumentative Writing</p> <p>* Students will establish proper format for argumentative writing, including topic sentences, claims, and evidence</p> <p>* Students will revise and edit writing following proper conventions.</p> <p>* Topic: ??</p> <p>Benchmark: Review - W2- InformativeWrite informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Review - W4,5,6</p> <p>Review - W8,9</p>

		<p>collaborate with others. Review – W8, Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9Apply <i>grade 8 Reading standards</i> to literary nonfiction Review – L4,5,6</p>	
		<p>Introduction to Writing Studio Accel LA: Review - W1 Argumentative Review - W4,5,6 Review - W8,9 Review – L4,5,6</p>	<p>Argumentative Writing Accel LA: Review – W2- InformativeIntroduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension Review - W4,5,6 Review - W8,9</p>
	<p>- Writing - Surface Structure Skills W5,L1, L2, L3</p>	<p>Benchmark and Accel. LA: “Back to Basics” Review – Writing Skills Details * Daily bell-ringers focusing on specific grammar skills: - Monday: Identify subjects and verbs - Tuesday: Identify prepositional phrases - Wednesday: Enhance/replace with adjectives - Thursday: Identify rule used in sentence - Friday: Friday Fun Mini-Lessons * Once or twice a week, identify skill to teach in a mini-lesson * Provide practice * Formative – write a piece demonstrating understanding of skill L1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. bForm and use verbs in the active and passive voice. cForm and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. dRecognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>Benchmark and Accel. LA: Intro – L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. aUse punctuation (comma, ellipsis, dash) to indicate a pause or break. -bUse an ellipsis to indicate an omission. Review – L2cSpell correctly Review – L3, Use knowledge of language and its conventions when writing, speaking, reading, or listening. L3aUse verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
	<p>Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>Benchmark: Review – SL1a-d Intro – SL2 Review – W6 Conferring * Students will present their ideas while conferring with teacher. Students will always back up their arguments with claims and evidence.</p>	<p>Benchmark: Intro – SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Intro – SL4Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
		<p>Accel. LA:</p>	<p>Accel. LA:</p>

8th grade Literacy
quarter 2

	Activity/Week	1	2	3	4	5	6	7	8	9
READING	<p>Reading Deep Structures Literature/Informational Text Comprehension Strategies</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>	<p>Review - RL1,2 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Intro -</p> <p>RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p> <p>Intro - RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Continuation of quarter one strategies</p> <p><u>Asking Questions:</u></p> <ul style="list-style-type: none"> - Proficient readers spontaneously and purposefully generate questions before, during, and after reading depending on their purpose in reading. - Proficient readers ask questions to: <ul style="list-style-type: none"> Clarify meaning Speculate about text yet to be read Show skepticism or a critical stance Determine an author's intent, style, approach to a topic, or text format Locate a specific answer in text Consider rhetorical questions inspired by the text - The types of questions differ based on the type of text (genre) and the reader's purpose. - Proficient readers use questions to focus on their attention on ideas, events, or other text elements they want to remember or wish to explore later. - Proficient readers understand that many of the most intriguing questions are not answered explicitly in the text but left to the reader's interpretation. - When an answer is needed, proficient readers determine whether it can be answered by the 								

		<p>text and, if so, whether it is explicitly stated or will require them to infer the answer from the text, their background knowledge, and/or other text.</p> <ul style="list-style-type: none"> - Proficient readers understand how the process of questioning is used in other areas of their lives, both academic and personal. - Proficient readers understand and can describe how asking questions deepens their comprehension. - Proficient readers are aware that as they hear others' questions, new one- called generative questions - are inspired in their own mind. In some cases, a reader's own question generates more questions.
	<p>Genre Study Authors Resources/Materials</p> <p>RL9, RL10 (from CCSS)</p>	<p>Poe Unit <i>Tell-Tale Heart</i> <i>Black Cat</i> <i>Red Death</i> <i>Rue Morgue</i></p> <p>Mystery Unit " <i>Mystery of the Speckled Band</i>" (Prentice Hall) <i>The Name of the Star</i> <i>Death Cloud</i> <i>Eye of the Crow</i> <i>Three Act Tragedy</i> <i>Shelter</i> <i>Mysterious Circumstances</i> (Perfection Learning)</p> <p>Adversity Unit Mentor Texts: " <i>Flowers for Algernon</i>" (Prentice Hall) " <i>Not to Go With the Others</i>" (Prentice Hall) " <i>Ku Klux</i>" (Free at Last - Perfection Learning) " <i>Fences</i>" (Reader's Journey) " <i>I, Too</i>" (Reader's Journey)</p> <p>Student Selected Text: Students would choose a novel from the adversity unit book list: Historical Fiction, Realistic Fiction, Science Fiction.</p>
	<p>Living Language - responding to text, speaking and listening</p> <p>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6, SL8.5, SL 8.6</p>	<p>SL8.5- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. SL8.6- Adapt speech to a variety of</p>

		contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Differentiation (to be determined based on individual student needs)	Reading Surface Structure Skills (foundational skills) (RFS1, RFS2), RFS3, RFS4 (from CCSS)	INTERVENTION (TIER INSTRUCTION)	
Language Arts	Writing - Deep Structures W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)	Benchmark: Review - W3a-b Intro - W3c Review - W4 Benchmark: Informative Writing - Using the territory notebook, students will choose their own topic to research. In invitational groups, students will be guided to choose the R, A, and F.	Benchmark: Narrative Writing - Using Lit Circle novel, establish an alternative point of view for one specific event and rewrite the event. Use narrative techniques such as figurative language and dialogue to enhance the piece. Review - W3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Intro - W3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Review - W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

		Accel. LA:	Accel. LA:
	Writing - Surface Structure Skills W5,L1, L2, L3	Benchmark: Review - L1a-d Accel. LA:	Benchmark: Review - L2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2b Use an ellipsis to indicate an omission. 2c Spell correctly. Review - L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Accel. LA:
	Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Benchmark: Accel. LA:	Benchmark: Accel. LA:

8th grade Literacy quarter 3

(4 day weeks) (3 day weeks)

	Activity/Week	1 1/20	2 1/27	3 2/3	4 2/10	5 2/17	6 2/24	7 3/3	8 3/10	9 3/17
READING	Reading Deep Structures Literature/Informational Text Comprehension Strategies RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)	Review - RI10By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.				Review - RI1, Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective				

summary of the text.

3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Intro - RI8,9RL.8.8 not applicable to literature)

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Strategies:

- Continuation of previous strategies

Determining Importance:

--- Proficient readers make purposeful and spontaneous decisions about what is important in text at three levels:

w Word level: Words that carry the meaning are contentives; words that connect

are functors. Contentives tend to be more important to the overall meaning of passage than functors.

w Sentence level: There are usually key sentences that carry the weight of meaning for a paragraph, passage, or section; often, especially in nonfiction, they contain bold print, begin or end the passage, or refer to a table or graph.

w Text level: Texts contain key ideas, concepts, and themes; our opinions about which ideas are most important change as we read the passage. We typically make our final conclusions about the most important themes after reading the passage, perhaps several

			<p>times, and/or after conversing or writing about the passage. Clues such as repetition for emphasis, illustrations or diagrams, symbolism, foreshadowing, character and setting prominence, and conflict all point to importance at the text level.</p> <p>--- the reader's sense of the aesthetic—what he or she values, considers worthy or beautiful</p> <p>--- concepts another reader mentions prior to, during, or after reading.</p> <p>--- Proficient readers are able to articulate how they make decisions about what is important in a given context and how those decisions enhance their overall comprehension of the piece.</p> <p>--- Interesting discussion emanates from dispute about what is most important. Children need to work toward defending their positions, but there is rarely one main idea.</p> <p><u>Synthesizing:</u> The process of synthesizing occurs during reading:</p> <ul style="list-style-type: none">-- Proficient readers are aware of changes in their ideas and conclusions about text as they read further into the text.-- Proficient readers maintain a cognitive synthesis as they read. They monitor the overall meaning and themes in a text as they read and are aware of the ways text elements "fit together" to create the overall meaning and themes.-- Proficient readers are aware of text structures in
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			<p>fiction and nonfiction and understand that text elements provide clues to help them predict and synthesize and thereby understand the overall meaning and themes.</p> <p>-- As they read, proficient readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text structures such as chronological order, cause and effect, compare and contrast, description, enumeration, and problem/solution in nonfiction. They use their knowledge of these text structures to make decisions about the overall meaning of a passage, chapter, or book.</p> <p>-- Proficient readers actively revise their cognitive synthesis as they read. New information is assimilated into the reader's evolving ideas about the text, sometimes rendering earlier decisions about the text obsolete.</p> <p>_ The process of synthesizing occurs after reading: w A synthesis is the sum of information from the text, other relevant texts, and the reader's background knowledge, ideas, and opinions produced in an original way.</p> <p>-- Proficient readers are able to express, through a variety means (written, oral, artistic, or dramatic), a synthesis of what they have read. The synthesis includes ideas and themes relevant to the overall meaning of the text and is cogently and succinctly presented.</p> <p>_ Proficient readers use syntheses to share, recommend, and critically review books they have read.</p>
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			<p>_ Proficient readers can articulate how using synthesis helps them better understand what they have read.</p>
	<p>Genre Study Authors Resources/Materials</p> <p>RL9, RL10 (from CCSS)</p>	<p>Memoir "I Know Why the Caged Bird Sings" - early years (Prentice Hall) and later years (Reader's Journey) <i>Looking Back</i> (any excerpt) <i>Children of War</i> (any excerpt)</p>	<p>Nonfiction - 1900s-Modern Wars Selections from the following resources (covering immigration to the Civil Rights Movement): <i>Times of Change</i>, <i>From There to Here</i>, <i>And Justice for All</i>, <i>Dark Days</i>, <i>Free at Last</i> (Perfection Learning)</p>
	<p>Living Language - responding to text, speaking and listening</p> <p>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>Review - SL1</p>	<p>Review - SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<p>TIER (to be determined based on individual student needs)</p>	<p>Reading Surface Structure Skills (foundational skills) (RFS1, RFS2), RFS3, RFS4 (from CCSS)</p>	<p>INTERVENTION (TIER WORK)</p>	
<p>Language Arts</p>	<p>Writing - Deep Structures</p> <p>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)</p>	<p>Narrative Writing - Using images from the war, write a narrative describing the situation.</p> <p>Benchmark: Review - W1 Review - W4,5,6 Review - W8,9 Review - L4,5,6</p>	<p>Argumentative Writing * Debate - refer back to territories and choose topics to debate.</p>
		<p>Accel LA: Review - W1 Argumentative Review - W4,5,6 Review - W8,9 Review - L4,5,6</p>	<p>Accel LA: Review - W2- Informative Review - W4,5,6 Review - W8,9</p>
	<p>Writing - Surface Structure Skills</p> <p>W5, L1, L2, L3</p>	<p>Benchmark and Accel. LA: LA: Review - L1a-d</p>	<p>Benchmark and Accel. LA: Intro - L2a-b Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <u>2b</u> Use an ellipsis to indicate an omission</p>

			<p>Review - L2c Spell correctly.</p> <p>Review - L3, Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>3a</u> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
	<p>Living Language - responding to text, speaking and listening</p> <p>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>Benchmark:</p> <p>Accel. LA:</p>	<p>Benchmark:</p> <p>Accel. LA:</p>

8th grade Literacy
quarter 4

(4 day weeks)

	Activity/Week	1 3/31	2 4/7	3 4/14	4 4/21	5 4/28	6 5/5	7 5/12	8 5/19	9 5/26
READING	<p>Reading Deep Structures Literature/Informational Text Comprehension Strategies</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>	<p>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><u>3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices</p>				<p>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>,4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>,66 Analyze how differences in the points of view of the</p>				

		<p>on meaning and tone, including analogies or allusions to other texts</p> <p>6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
	<p>Genre Study Authors Resources/Materials</p> <p>RL9, RL10 (from CCSS)</p>	<p>Shakespeare Play "Macbeth" Shakespearean language</p>	<p><i>Schooled</i>, Gordan Korman <i>Wonder</i>, R.J. Palaco <i>Nothing but the Truth</i> Avi Realistic fiction short stories</p> <p>Selections from <i>Times of Change</i> to augment the Vietnam/60s era.</p>
	<p>Living Language - responding to text, speaking and listening</p> <p>RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>Dramatic Interpretation- Shakespeare Plays</p>	<p>Reader's Theatre</p>
TIER (to be determined based on individual student needs)	<p>Reading Surface Structure Skills (foundational skills)</p> <p>(RFS1, RFS2), RFS3, RFS4 (from CCSS)</p>	<p>INTERVENTION (TIER WORK)</p>	
Language Arts	<p>Writing - Deep Structures</p> <p>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)</p>		
	<p>- Writing - Surface Structure Skills</p> <p>W5, L1, L2, L3</p>		
	<p>Living Language - responding to text, speaking and</p>	<p>Benchmark:</p>	<p>Benchmark:</p>

	listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Accel. LA:	Accel. LA:
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