

**Fayette County Schools  
Curriculum Map  
Reading/English Language  
Unit 1: Reading and Writing Strategies**

**Grade Level: 8**

**Grading Period: 1st Six Weeks**

**Enduring understanding:** Good readers and writers use a variety of strategies to read, write and speak effectively.  
(Exposure to West Virginia authors and literature that clarifies the history and culture of West Virginia should be used extensively in eighth grade in an effort to enhance the understanding of West Virginia Studies.)

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept   | Learning Target   | CSO  | Essential Questions   | Academic Instructional Vocabulary  | Assessment Options  | 21 <sup>st</sup> Century Resources  |
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| <b>Reading</b><br>Suggested Readings:<br>A variety of genres and authors to teach the reading strategies. Readings should be springboards for grammar and writing models. | I can use specific strategies to help me to understand text.<br><br>I can discriminate between the types and the purpose of literary pieces.<br><br>I can analyze models of literature. | 8.1.05<br>8.1.06<br>8.1.07<br>8.1.08<br>8.1.09<br>8.1.11<br>8.1.12<br>8.1.13<br>8.1.15 | What can I do when I don't understand what I read?<br><br>What are the types of connections and why are they important?<br><br>How do graphic organizers support me during reading? | *Visualize<br>*Make Connections<br>*Question<br>*Infer<br>*Evaluate<br>*Analyze<br>*Recall<br>*Monitor<br>*from <i>Best Practices</i><br>Author's purpose<br>Genre<br>Theme<br>Character<br>Setting<br>Point of View | Mini-lessons<br><br>Conferences<br><br>Observations<br><br>Retellings<br><br>Summarizing<br><br>Selection tests<br><br>Acuity benchmarks and accompanying instructional resources | Utilize digital and on-line resources accompanying the text.<br><br>WVDE Instructional guides<br>Teach 21 Strategy Bank.<br><br>Utilize Web Quests to discriminate between various types of writing.<br><br>Analyze models of strong and weak examples of student work in collaborative groups. |

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| <p><b>Reading Vocabulary</b> should be pulled from the literature.</p>  | <p>I can learn new words.</p>   |  | <p>How do I question the text?</p> <p>How are literary genres alike and different?</p> <p>How do I learn and remember new vocabulary?</p>  |   | <p>Formative assessment of concept maps and graphic organizers</p> <p>Foldables</p> <p>Analyze models of literature</p>   | <p>Use Writing Roadmap 2 to write and peer edit examples from the four types of writing.</p> <p>Utilize Acuity benchmarks and accompanying instructional resources.</p> <p>Use foldables to organize and learn new words, and to make flip books and other manipulatives to organize concepts about types of writing and genres.</p> |
| <p><b>Writing</b></p> <p>Suggested writings should spring from the literature and reflect the grammar and convention lessons.</p> | <p>I can use the writing process to express myself with a variety of products by creating writing pieces that exemplify the four types of writing: descriptive (poem, various descriptions, etc) narrative, (personal narrative, memoir etc.) persuasive, (advertisement, brochure, etc.) informational</p> | <p>8.2.03<br/>8.2.04<br/>8.2.05<br/>8.2.06<br/>8.3.01<br/>8.3.04</p> | <p>How can I make certain my writing has organization, development, sentence structure, correct word usage and correct grammar?</p> <p>What are the defining characteristics of each of the four types of writing?</p> | <p>Writing Process</p> <p>Pre-write</p> <p>Draft</p> <p>Edit</p> <p>Revise</p> <p>Publish</p> <p>Narrative</p> <p>Expository/Informative</p> <p>Persuasive</p> <p>Descriptive</p> | <p>Journal writing</p> <p>Portfolio work</p> <p>Projects</p> <p>Rubrics</p> <p>Formative assessment with explicit feedback is essential</p> <p>Mini-lessons in choosing a topic<br/>author's purpose<br/>developing a topic<br/>providing support</p> |  |

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|                                | (PowerPoint presentation, research article, etc.)   |   |  |  | using Microsoft Word to conduct readability level and then revise by choosing specific words.    |  |
| <b>Grammar and Conventions</b> | <p>I can write various types of sentences and use transitions.</p> <p>I can use vivid and precise words.</p> <p>I can write a thesis statement.</p> | <p>8.2.03</p> <p>8.2.05</p> <p>8.3.01</p> | <p>How do I use the conventions of punctuation to compose grammatically correct simple, compound and complex sentences?</p> <p>How do I demonstrate capitalization and punctuation rules in my writing?</p> <p>How do I write a thesis sentence?</p> <p>How do I respond to writing and write a journal entry?</p> | <p>Thesis Statement</p> <p>Transitions</p> <p>Simple Sentences</p> <p>Compound Sentences</p> <p>Complex Sentences</p> <p>Phrase</p> <p>Clause</p> <p>Appositive</p> <p>Run-on Sentence</p> <p>Fragment</p> | <p>Daily grammar</p> <p>Word of the day</p> <p>Daily journal using prompts and mini lessons.</p> |  |

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Daily Oral Language, Sentence Writing Strategies, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

**Suggested Readings:** Lexile=L *Thank You, M'am*, Hughes, *Harriet Tubman: Guide to Freedom*, Petry, *Why Leaves Turn Color in the Fall*, Ackerman, *The Choice*, Parker, *My Own True Name*, Mora

**Social Studies Connection:** Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate social studies topics and social studies assignments that reinforce the reading language arts concepts being taught.

Read aloud from historic fiction and non-fiction about formation of West Virginia, Civil War, Coal Wars, and biographies of West Virginians.

Teach text features such as maps, charts, visuals, legends, keys and captions.

Work with words: sorting, classifying, defining, Knowledge Rating Score, Frayer, Own a Word graphic organizer, word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, summarization strategies, cause/effect graphic organizer, compare/contrast graphic organizer, 2 column notes.

See Teach 21 Strategy Bank and *LFS Strategies* for examples and graphic organizers.

**Tiered Instruction:**

**Tier 1-**Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2-**Use Readers Notebook for guided practice

**Tier 3-**Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools**  
**Curriculum Map**  
**Reading/English Language Arts**  
**Unit 2: Descriptive Reading and Writing**  
**Tech steps: *On-Line Book Review***

**Grade Level: 8**

**Grading Period: 2<sup>nd</sup> Six Weeks**

**Enduring understanding:** Effective readers, writers, and presenters of narrative fiction and non-fiction recognize, understand, and apply purposes and strategies characteristic of descriptive writing.

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept   | Learning Target  | CSO  | Essential Questions  | Academic Instructional Vocabulary   | Assessment  | 21 <sup>st</sup> Century Resources  |
|---|--|--|--|---|---|---|
| <b>Reading</b><br><br>Suggested readings: narratives, fiction, nonfiction, poetry, picture books, wordless books<br><br><b>Reading Vocabulary</b> should be pulled from | I can use visualizing, questioning, inferring to make mental pictures of the text.<br><br>I can develop independence in reading by making connections while reading a wide variety of literature.<br><br>I can read and interpret figurative language.<br><br>I can read on-line | 8.1.01<br>8.1.02<br>8.1.03<br>8.1.04<br>8.1.05<br>8.1.06<br>8.1.10<br>8.1.11<br>8.1.15<br>8.3.07 | How can I use visualizing to clarify what I read?<br><br>What kinds of questions do I ask before, during, and after reading?<br><br>How do I read between the lines?<br><br>How can I use figurative language to create descriptive images of what I read?<br><br>How can technology help me to publish a book review? | Visualize<br>Question<br>Inference<br>Sequence<br>Sensory Details<br>Mood<br>Voice<br>Fluency<br>Connotations<br>Denotations<br>Figurative language | Use strategies such as Previewing, KWL, INSERT (Interactive Notating System for Effective Reading and Thinking by Dr. Forget) to question the text<br><br>Daily journal<br><br>Completed graphic organizers | <b>Tech Steps:</b> On-Line Book Review to teach Internet and Microsoft Word.<br><br>Digital and on-line resources accompanying the text.<br><br>WVDE Instructional guides and Teach 21 Strategy Bank.<br><br>Use THIEVES (Title, Heading, |

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| the literature.   | book reviews and publish my own review.   |  |  |  | Selection tests<br><br>Formative assessment with focused feedback   | Illustrations, Every first sentence, Visuals and Vocabulary, Every last sentence, Summary) to preview text.<br><br>Interactive Read Aloud.   |
| <b>Writing</b><br><br>Emphasis on teaching the form and technique of <b>descriptive writing</b> .<br><br>Suggested writings should spring from the literature and reflect the grammar and convention lessons. | I can compose an effective thesis statement for a descriptive essay.<br><br>I can compose a descriptive essay with varied sentences, transitions, vivid word choices and voice. | 8.1.01<br>8.2.02<br>8.2.03<br>8.2.04<br>8.2.05<br>8.2.06<br>8.3.05 | What does a descriptive essay sound like?<br><br>How can I add sensory details to my writing?<br><br>How do I develop a topic in a descriptive essay?<br><br>How do I organize a descriptive essay so that it has a strong introduction, supporting paragraphs, transitions, and conclusion?<br><br>What editing and revising strategies do I need to use in order to recognize and correct errors in descriptive writing?<br><br>How can I use analogies, illustrations, and anecdotes to enhance my writing? | Thesis-Statement<br>Transitions<br>Figurative-Language<br>Mood<br>Writing Process<br>Tone<br>Volume<br>Rate<br>Voice | Conferences<br><br>Rubrics<br><br>Collaboration<br><br>Portfolio work<br><br>Projects<br><br>Peer editing<br><br>Formative assessment with explicit feedback is essential | Use <i>Inspiration</i> or <i>Kidspiration</i> to develop a graphic organizer to organize ideas for writing.<br><br>Use <i>Moviemaker</i> , <i>PowerPoint</i> , <i>Photo story 2</i> or other software to create images to illustrate students' written descriptions and make oral presentations to the class.<br><br>Writing activities such as RAFT (Role, Audience, Format, Topic)<br><br>Mini-lessons on choosing and developing a topic, thesis statement, |

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|  |  |                            |   |   |  | using transitions, using anecdotes and illustrations.   |
| <b>Grammar and Conventions</b>   | <p>I can incorporate varied sentences, transitions, and precise word choices with an emphasis on voice, adjectives and adverbs into my writing.</p> <p>I can model effective communication skills.</p> <p>I can recognize and interpret figurative language.</p> | 8.2.03<br>8.2.05<br>8.3.01 | <p>How do I demonstrate capitalization and punctuation rules in my writing?</p> <p>How do I use grammar conventions to compose correct simple, compound, and complex sentences?</p> <p>How can I use transitions and precise words including adjectives and adverbs in my writing?</p> <p>How can I be an effective listener and speaker?</p> <p>How does figurative language enhance descriptive writing and speaking?</p> | <p>Conventions</p> <p>Adjective</p> <p>Adverb</p> <p>Rubric</p> <p>Presentation</p> <p>Multiple-Meaning Words</p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Hyperbole</p> | <p>Daily grammar</p> <p>Word of the day</p> <p>Daily journal</p> <p>Mini-lessons on varied sentences, precise word choices, voice, capitalization, punctuation, types of sentences</p> | <p>Use descriptive poetry to teach figurative language and recitation to practice oral language skills and develop fluency.</p> <p>Writing Roadmap 2</p> <p>Sentence Writing Strategies (Kansas Writing)</p> <p>Collaborate to make lists of adjectives and adverbs: make a list of overused adjectives and adverbs and post it in the room or in journals.</p> |
| <p><b>Reading Suggestions:</b> Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.</p> <p><b>Suggestions:</b> Daily Oral Language, Sentence Writing Strategies, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association VVWA, Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)</p> <p><b>Suggested Readings: Lexile=L</b> <i>The Road Not Taken</i>, Frost, <i>O Captain, My Captain</i>, Whitman, <i>Across America on an Emigrant Train</i>, Murphy, <i>Silver</i>, de la Mare, <i>January</i>, Updike, <i>The Tears of Autumn</i>, Uchida</p> <p><b>Social Studies Connection:</b> Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature</p> |  |                            |   |   |  |   |

selections which incorporate West Virginia Studies topics and social studies assignments that reinforce the reading language arts concepts being taught. Select literature which enables students to read about topics in West Virginia's history (Appalachia, Frontier, Coal Wars, Civil War, etc.).

Read aloud from historic fiction and non-fiction about formation of West Virginia, Civil War, Coal Wars, and biographies of West Virginians.

Teach text features such as maps, charts, visuals, legends, keys and captions.

Work with words: sorting, classifying, defining, Knowledge Rating Score, Frayer, Own a Word graphic organizer, word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizer, compare/contrast graphic organizer, 2 column notes.

See Teach 21 Strategy Bank and *Learning Focused Strategies* for examples and graphic organizers.

**Tiered Instruction:**

**Tier 1**-Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2**-Use Readers Notebook for guided practice

**Tier 3**-Adapted reading materials, Adapted Readers Notebook

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 3: Narrative Reading and Writing  
Tech steps: *Digital Storytelling***

**Grade Level: 8**

**Grading Period: 3<sup>rd</sup> Six Weeks**

**Enduring understanding:** Effective readers, writers, and presenters of narrative fiction and non-fiction recognize, understand, and apply purposes and strategies characteristic of narrative writing.

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept  | Learning Target   | CSO  | Essential Questions   | Academic Instructional Vocabulary  | Assessment Options   | 21 <sup>st</sup> Century Resources  |
|--|---|--|---|--|--|---|
| <b>Reading</b><br><br>Suggested readings: narratives, non-fiction, narrative poetry, personal narratives, memoirs, historical fiction, science fiction, mystery, short story | I can differentiate between narrative text and other texts and apply strategies to read and comprehend the text.<br><br>I can make connections with the text.<br><br>I can recall information from the text.<br><br>I can monitor my comprehension as I read.<br><br>I can make inferences as I read. | 8.1.01<br>8.1.04<br>8.1.05<br>8.1.06<br>8.1.07<br>8.1.08<br>8.1.09<br>8.1.10<br>8.1.12<br>8.1.13<br>8.1.14<br>8.3.05 | How can I make connections to the text, to the world, to self through reading?<br><br>What strategies can I use to recall information from the text?<br><br>What are some ways to monitor my comprehension as I read?<br><br>How do I make inferences and why is it essential to do so? | Inference<br>Narrative<br>Literary Elements<br>Plot<br>Theme<br>Setting<br>Character<br>Conflict<br>Internal<br>External<br>Antagonist<br>Protagonist<br>Hero<br>Rising/Falling<br>Action<br>Point of View<br>Genre<br>Main Idea | Summarizing<br><br>Graphic organizers<br><br>Selection tests<br><br>Journal<br><br>Formative assessment with explicit feedback<br><br>Acuity benchmarks and accompanying | Digital and Online resources accompanying the text.<br><br>WVDE Instructional Guides and Teach 21 Strategy Bank.<br><br>Interactive read aloud.<br><br>Use Moviemaker and Photo story with a digital camera to create a narrative presentation.<br><br>Compare and contrast |

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| <p><b>Reading vocabulary</b> should be pulled from the literature.</p>   | <p>I can analyze author's purpose and theme as I read.</p> <p>I can develop independence in reading by reading a wide variety of narrative literature.</p>   |   | <p>What are the specific characteristics of narrative text that differentiate it from other texts?</p>   | <p>Sequence</p>   | <p>instructional resources</p> <p>Peer edit and peer review</p>             | <p>narratives to analyze theme, author's purpose, etc.</p>   |
| <p><b>Writing</b></p> <p>Emphasis on teaching the form and technique of <b>Narrative Writing.</b></p> <p>Suggested writing should spring from the literature and reflect the grammar and convention lessons.</p> | <p>I can construct an outline for a narrative essay.</p> <p>I can write to a specific audience and purpose.</p> <p>I can compose a narrative essay using the writing process: prewriting, drafting, revising, editing, presenting/publishing, and reflecting on my final draft.</p> <p>I can compose an effective thesis statement for a narrative essay.</p> <p>I can write a narrative for the Young Writer's Contest.</p> <p>I can use digital storytelling to create a personal documentary.</p> | <p>8.1.01<br/>8.2.02<br/>8.2.03<br/>8.2.04<br/>8.2.05<br/>8.2.06<br/>8.3.05</p> | <p>How can I make sure my narrative writing is organized and has a specific purpose?</p> <p>How can I use the writing process to improve my writing?</p> <p>How do I use the writing process to develop a focused composition with supporting details and transitions?</p> <p>How can I use technology to create a movie documentary that includes author's voice?</p> | <p>Transitions<br/>3.5 Point Essay<br/>Voice<br/>Mood<br/>Audience<br/>Introduction<br/>Conclusion<br/>Body</p> | <p>Formative assessment using explicit, focused feedback</p> <p>Rubrics</p> | <p><b>Tech-Steps:</b><br/>Digital Storytelling to teach PowerPoint and Microsoft Word</p> <p>Writing Roadmap 2</p> <p>Use <i>Inspiration</i> to develop a graphic organizer to organize ideas for writing.</p> <p>Utilize Writing Roadmap 2 to practice writing to a prompt, edit writing, and revising writing.</p> |

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| <b>Grammar and Conventions</b> | <p>I can edit a draft of a narrative paper for voice, word choice, sentence fluency, conventions and presentation.</p> <p>I can speak fluently and make presentations to an audience.</p> <p>I can have consistent grammar usage including: subject/verb agreement, singular/plural nouns, verb tense and usage, pronoun usage, and adjective/adverb usage.</p> | <p>8.2.02<br/>8.1.03</p> | <p>How do I make sure that the subject and verb agree?</p> <p>How do I write dialogue correctly?</p> <p>How do I make sure the pronouns are used correctly?</p> <p>How do I use punctuation correctly?</p> <p>How do I effectively read or speak to an audience?</p> | <p>Subject/Verb Agreement<br/>Pronoun Use<br/>Quotations<br/>Dialogue</p> | <p>Daily Grammar<br/><br/>Word of the Day</p> | <p>Compose an alternate ending to a selection and use correct dialogue and punctuation then students perform the ending to the class in reader's theater format (minimal props and costumes).</p> |
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Daily Oral Language, Sentence Writing Strategies, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

**Suggested Readings: Lexile=L** *Baseball, Garcia, Harriet Tubman, Guide to Freedom, Petry, Why Waves Have Whitecaps, Hurston, The Drummer Boy of Shiloh, Bradbury, The Diary of Anne Frank, Goodrich, Hackett.* Novels: *Out of the Dust, Hesse, Billy Creekmore, Porter*

**Social Studies Connection:** Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate West Virginia Studies topics and social studies assignments that reinforce the reading language arts concepts being taught. Select literature which enables students to read about topics in West Virginia's history (Appalachia, Frontier, Coal Wars, Civil War, etc.)

Read aloud from historic fiction and non-fiction about formation of West Virginia, Civil War, Coal Wars, and biographies of West Virginians.

Teach text features such as maps, charts, visuals, legends, keys and captions.

Work with words: sorting, classifying, defining, Knowledge Rating Score, Frayer, Own a Word graphic organizer, word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes.

See Teach 21 Strategy Bank and *LFS Strategies* for examples and graphic organizers.

**Tiered Instruction:**

**Tier 1**-Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2**-Use Readers Notebook for guided practice

**Tier 3**-Adapted reading materials, Adapted Readers Notebook

**Fayette County Schools  
Curriculum Map  
Reading/English Language Arts  
Unit 4: Persuasive Reading and Writing**

**Grade Level: 8**

**Grading Period: 4<sup>th</sup> Six Weeks**

**Enduring understanding:** Effective readers, writers, and presenters of fiction and non-fiction recognize, understand, and apply purposes and strategies of persuasive writing.

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept  | Learning Target   | CSO  | Essential Questions  | Academic Instructional Vocabulary  | Assessment Options  | 21 <sup>st</sup> Century Resources  |
|--|---|--|--|--|---|---|
| <p><b>Reading</b></p> <p>Suggested readings: A variety of genres that includes models of <b>persuasive language</b></p> <p><b>Reading vocabulary</b> should be pulled from the literature.</p> | <p>I can read a persuasive essay and analyze author's purpose by using compare and contrast, fact/opinion and by finding evidence to support the thesis statement.</p> <p>I can develop independence in reading by making connections while reading a wide variety of literature.</p> | <p>8.1.01<br/>8.1.04<br/>8.1.05<br/>8.1.06<br/>8.1.07<br/>8.1.08<br/>8.1.09<br/>8.1.10<br/>8.1.12<br/>8.1.13<br/>8.1.14<br/>8.3.05</p> | <p>How can I analyze author's purpose in a persuasive essay?</p> <p>How can I determine fact and opinion?</p> <p>How can I effectively compare and contrast elements while reading?</p> <p>How can I make connections and develop independence in reading?</p> | <p>Audience<br/>Etiquette<br/>Format<br/>Purpose<br/>Evidence<br/>Fact/Opinion<br/>Compare<br/>Contrast<br/>Viewpoint<br/>Opposing-Viewpoint</p> | <p>Summarizing</p> <p>Graphic organizers</p> <p>Selection tests</p> <p>Journal responses</p> <p>Formative assessment with explicit feedback</p> <p>Interactive read aloud</p> | <p>Digital and Online resources accompanying the text</p> <p>WVDE reading language arts Instructional Guides and Teach 21 Strategy Bank</p> |

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| <p><b>Writing</b></p> <p>Emphasis on teaching the form and technique of persuasive writing. Students use research to provide support for <b>persuasive writing</b>.</p> <p>Suggested writings should spring from the literature and reflect the grammar and convention lessons.</p> | <p>I can compose an effective thesis statement for a persuasive essay.</p> <p>I can compose a persuasive essay using the writing process.</p> <p>I can use various resources to conduct research on a topic in order to provide support in a persuasive essay.</p> <p>I can use transitions to convey relationships among ideas and paragraphs.</p> <p>I can plan, create, organize and present an age appropriate media product that demonstrates format, purpose, and audience.</p> | <p>8.2.02<br/>8.2.03<br/>8.2.04<br/>8.2.05<br/>8.2.06<br/>8.2.07<br/>8.2.08<br/>8.3.03<br/>8.3.06<br/>8.3.07</p> | <p>How can I plan, organize and create a persuasive essay?</p> <p>How can I provide support and evidence to support my thesis statement in a persuasive essay?</p> <p>How can I research and validate information with a variety of sources in order to provide support in a persuasive essay?</p> <p>How can I show relationships between paragraphs and ideas smoothly and logically?</p> | <p>Fact/Opinion<br/>Bias<br/>Sequence<br/>Order of Importance<br/>Compare<br/>Contrast</p> | <p>Peer editing</p> <p>Journaling</p> <p>Acuity benchmarks and accompanying instructional resources</p> <p>Writing Roadmap 2</p> <p>Rubrics</p> | <p>Digital and Online resources accompanying the text.</p> <p>Writing Roadmap 2</p> <p>Utilize PowerPoint, Moviemaker, or Photo story to create a media presentation that uses persuasive language with supporting information.</p> <p>Mini-lessons on showing support for a topic, transitions, validating research, and using citations correctly.</p> <p>Impromptu oral persuasive speeches on a variety of relevant student centered topics</p> |
| <p><b>Grammar and Conventions</b></p>   | <p>I can incorporate varied sentences, effective transitions, and precise words into my writing.</p>  | <p>8.1.05<br/>8.2.03<br/>8.2.04</p>  | <p>How can I use conventions and mechanics to write, edit, and revise writing (my writing and peers' writing) to make it grammatically correct?</p>   | <p>Connotation<br/>Denotation<br/>Multiple-Meaning<br/>Words<br/>Tone<br/>Volume Rate</p>  | <p>Word of the day</p> <p>Daily grammar</p> <p>Evaluate written</p>   | <p>Problem Based Learning: present students with real life scenarios and provide opportunities to address topics. For</p>   |

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|  |  |  |  |  | selections for one or two elements at a time. | example, the issue of dress code in schools, students could choose or be assigned roles in which they would present their persuasive argument: principal, student, teacher, parent, Board of Education member. Presentations could be in various formats: speech, PowerPoint, essay, letter, media... |
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**Fayette County Schools**  
**Curriculum Map**  
**Reading/English Language Arts**  
**Unit 5: Informational/Expository Reading and Writing**  
**Research Project: *West Virginia History***

**Grade Level: 8**

**Grading Period: 5<sup>th</sup> Six Weeks**

**Enduring understanding:** Effective readers, writers, and presenters of fiction and non-fiction recognize, understand, and apply purposes and strategies of informational/expository writing. \*Research and term paper topic should reflect WV history concepts and be a joint collaboration between RLA and WV history teacher whenever possible. Research and term paper may have to expand into sixth six weeks unit if unable to be completed.

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept   | Learning Target   | CSO  | Essential Questions   | Academic Instructional Vocabulary                                  | Assessment Options   | 21 <sup>st</sup> Century Resources   |
|---|---|--|---|--|--|--|
| <b>Reading</b><br><br>Suggested readings:<br>Non-fiction, magazine and newspaper articles, newspaper, biographies, autobiographies and other models of <b>expository language</b> | I can differentiate between expository text and other texts and apply strategies to read and comprehend the text.<br><br>I can find the main idea in an expository text.<br><br>I can differentiate between fact and opinion in an expository text. | 8.1.01<br>8.1.04<br>8.1.05<br>8.1.06<br>8.1.07<br>8.1.08<br>8.1.09<br>8.1.12<br>8.1.13<br>8.1.14<br>8.1.15<br>8.3.05 | What are the defining characteristics of expository/informational literature?<br><br>How do I find the thesis statement in expository text?<br><br>What strategies help me to determine fact and opinion?<br><br>How do I analyze cause and effect? | Expository<br>Periodicals<br>By-line<br>Biography<br>Autobiography | Summarizing<br><br>Graphic organizers<br><br>Selection tests<br><br>Journal responses<br><br>Formative assessment with explicit feedback | Digital and Online resources accompanying the text<br><br>WVDE Instructional Guides and Teach 21 Strategy Bank<br><br>Acuity benchmarks and accompanying instructional resources |

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| <p><b>Reading Vocabulary</b> should be pulled from the literature.</p>  | <p>I can determine cause and effect and sequence ideas in expository text.</p> <p>I can develop independence in reading by making connections while reading a wide variety of literature.</p>  |   | <p>How does sequencing help me to comprehend expository and other texts?</p>   |  |  | <p>Interactive read aloud</p> <p>Create a magazine about local West Virginia topics (similar to <i>Wild, Wonderful, West Virginia</i> or <i>West Virginia Wildlife</i>) and write local articles using digital cameras to illustrate the expository article.</p> |
| <p><b>Writing</b></p> <p>Emphasis on teaching the form and technique of <b>Expository Writing and Research.</b></p> <p>Suggested writing should spring from the literature and reflect the grammar and convention lessons.</p> <p>*Some students may require extra time to complete</p> | <p>I can recognize informational writing and define the characteristics of expository writing.</p> <p>I can research a topic using a variety of resources and validate information.</p> <p>I can synthesize data from research to use in my writing.</p> <p>I can plan, develop, and deliver a research paper with documented sources.</p> | <p>8.2.01<br/>8.2.02<br/>8.2.03<br/>8.2.04<br/>8.2.05<br/>8.2.06<br/>8.2.07<br/>8.2.08<br/>8.2.09<br/>8.3.03<br/>8.3.06</p> | <p>How do I analyze the defining characteristics of expository writing?</p> <p>How do I research a topic and validate information?</p> <p>How do I synthesize data from a variety of sources?</p> <p>How do I use a variety of resource material to plan, develop, and deliver a research paper with documented sources?</p> | <p>Primary and Secondary Sources<br/>Source Cards<br/>Modern Language Association (MLA)<br/>Works Cited<br/>Bibliography<br/>Plagiarism<br/>Summarily<br/>Abstract<br/>Direct Quote<br/>Hypothesize<br/>Validity<br/>Bias<br/>In-text Citation</p> | <p>Peer collaboration and review</p> <p>Peer editing</p> <p>Acuity benchmarks with accompanying resources</p> <p>Writing Roadmap 2</p> <p>Rubrics</p> <p>Final product</p> | <p>Writing Roadmap 2</p> <p>Internet Sources:<br/>Teach mini-lessons about validating internet sources, using citations, summarizing information, and plagiarism</p>   |

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| research paper.                |  |                            |   |  |                              |  |
| <b>Grammar and Conventions</b> | I can write, edit and revise for conventions and grammar usage.<br><br>I can listen and speak effectively. | 8.1.02<br>8.1.03<br>8.3.06 | How do I edit and revise my writing and others' writing for grammar and conventions?<br><br>How do I summarize information from research? | Appositive<br>Clause<br>Clarify<br>Critique<br>Hypothesize<br>Analyze<br>Editing-<br>Symbols | Journal<br><br>Daily grammar |  |

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

**Suggestions:** Daily Oral Language, Sentence Writing Strategies, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

**Suggested Readings: Lexile=L** *Brown vs Board of Education*, Myers, *Diary of Anne Frank*, Goodrich, Hackett, *The Governess*, Simon, *The Ninny*, Chekhov, *Anne Frank and Me*, Bennett, *Labor Laws*, US Dept. of Labor, *Lots in Space*, Spotts, *Western Trains*

**Social Studies Connection:** Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate social studies topics and social studies assignments that reinforce the reading language arts concepts being taught.

Read aloud from historic fiction and non-fiction about formation of West Virginia, Civil War, Coal Wars, and biographies of West Virginians.

Teach text features such as maps, charts, visuals, legends, keys and captions.

Work with words: sorting, classifying, defining, Knowledge Rating Score, Frayer, Own a Word graphic organizer, word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes.

See Teach 21 Strategy Bank and *Learning Focused Strategies* for examples and graphic organizers.

**Tiered Instruction:**

**Tier 1**-Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2**-Use Readers Notebook for guided practice

**Tier 3**-Adapted reading materials, Adapted Readers Notebook

**Fayette County Schools**  
**Curriculum Map**  
**Reading/English Language Arts**  
**Unit 6: Reading and Writing: Poetry and Drama**

**Grade Level: 8**

**Grading Period: 6<sup>th</sup> Six Weeks**

**Enduring understanding:** Effective readers, writers, and presenters of poetry and drama recognize, understand, and apply purposes and strategies of listening and speaking.

\*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

| Concept   | Learning Target   | CSO  | Essential Questions  | Academic Instructional Vocabulary  | Assessment Options  | 21 <sup>st</sup> Century Resources  |
|---|---|--|--|--|---|---|
| <p><b>Reading</b></p> <p>Suggested readings: A variety of poetry and dramatic readings</p> <p><b>Reading vocabulary</b> should be pulled from the literature.</p> | <p>I can read poetry and dramatic works, analyze cultural differences, and apply the information to global situations.</p> <p>I can read, compare, and interpret various types of poetry to derive its meaning and author's purpose.</p> <p>I can distinguish literary terms and interpret figurative language.</p> | <p>8.1.01<br/>8.1.02<br/>8.1.03<br/>8.1.04<br/>8.1.05<br/>8.1.06<br/>8.1.07<br/>8.1.08<br/>8.1.09<br/>8.1.10<br/>8.1.11<br/>8.1.12<br/>8.1.13<br/>8.1.15<br/>8.3.01<br/>8.3.02<br/>8.3.03<br/>8.3.04</p> | <p>How can I make connections to self, text and world through poetry and drama?</p> <p>How do I read poetry that contains inversion, rhyme, rhythm, and other literary techniques?</p> <p>What are universal themes?</p> <p>Different poets are known for their style of writing, why is it important to recognize style and make judgments about authors?</p> | <p>Narrative<br/>Ballad<br/>Lyric<br/>Epic<br/>Lines<br/>Stanza<br/>Rhythm<br/>Meter<br/>Rhyme<br/>Symbol<br/>Imagery<br/>Subject<br/>Speaker<br/>Inversion<br/>Irony<br/>Satire<br/>Simile<br/>Metaphor<br/>Personification<br/>Hyperbole</p> | <p>Rubric</p> <p>Summarizing</p> <p>Graphic organizers</p> <p>Selection tests</p> <p>Formative assessment with explicit feedback</p> <p>Observation</p> | <p>Digital and Online resources accompanying the text</p> <p>WVDE Instructional Guides and Teach 21 Strategy Bank</p> <p>Odyssey</p> <p>Utilize Photo story, Moviemaker, or PowerPoint to add artistic interpretation to a poem</p> |

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|   | I can fluently perform a dramatic reading to an audience.  |                                      | How can I become a fluent reader?<br><br>How does figurative language enrich text?   | Recitation  | Acuity benchmarks and accompanying resources   | Interactive read aloud<br><br>Dramatizations such as "Poetry Alive" or Reader's Theater<br><br>Collaborate with sixth grade students who have completed <i>Poetry in Motion</i> Tech-Steps to present their poetic interpretations to eighth graders |
| <b>Writing</b><br><br>Emphasis on teaching the form and technique of <b>Poetry and Drama</b><br><br>Suggested writing should spring from the literature and reflect the grammar and convention lessons. | I can compose a poem that includes vivid and precise word choice and figurative language.<br><br>I can use the writing process to express my ideas through prose and poetry. | 8.2.01<br>8.2.02<br>8.2.03<br>8.2.04 | How can I express my emotions and ideas through prose and poetry?<br><br>How does the use of figurative language and literary techniques enhance my writing? | Sensory Details<br>Figurative-Language<br>Simile<br>Metaphor<br>Personification<br>Onomatopoeia<br>Pun<br>Hyperbole | Summarizing strategies such as Ticket Out the Door, 3-2-1, and The Important Thing<br><br>Rubrics<br><br>Peer editing and or peer review | Writing Roadmap 2<br><br>Collaboration   |

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| <b>Conventions and Grammar</b> | <p>I can model effective communication skills and grammar through the presentation of compositions, reports, and scripts.</p> <p>I can apply context clues, multiple meaning words, denotation, and connotation to interpret vocabulary in poetry.</p> <p>I can perform a variety of roles in a group discussion.</p> <p>I can fluently perform a dramatic reading to an audience.</p> | 8.3.01<br>8.3.03<br>8.3.04<br>8.3.05 | <p>Why is it important to make such exacting word choices when writing poetry and drama?</p> <p>How can I improve my presentations skills?</p> <p>How can I become more fluent when speaking and performing?</p> | Tone<br>Rate<br>Audience<br>Fluency<br>Voice<br>Etiquette<br>Format | Journal<br><br>Word of the Day<br><br>Daily Grammar |  |
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**Suggested Readings: Lexile=L** *The Diary of Anne Frank*, Goodrich, Hackett, *Paul Revere's Ride*, Longfellow, *Road Not Taken*, Frost, *The City is So Big*, Garcia, *O Captain, My Captain!*, Whitman, *The Governess*, Simon, *The Choice*, Parker, *Concrete Mixers*, Hubell

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**Reading and English Language Arts / Social Studies, Grade 8  
Suggested Reading List  
Lexile=L or Readability Scores=R**

| <b>Title</b>  | <b>Author/Publisher</b> | <b>Lexile</b> |
|---|-------------------------|---------------|
| A is for Appalachia   | Pack                    | NP            |
| Among the King's Soldiers                                   | Gilbert, McCarver       | NP            |
| Appalachia, Voices of Sleeping Birds                        | Rylant                  | NP            |
| Aquila's Drinking Gourd                                     | Dell                    | NP            |
| Beneath the Mockingbird's Wings                             | Gilbert, McCarver       | NP            |
| Beyond the Quiet Hills                                      | Gilbert, McCarver       | NP            |
| Billy Creekmore   | Porter                  | 930L          |
| Black Angels  | Brown                   | NP            |
| Glass Slipper, Gold Sandal: A<br>Worldwide Cinderella Story | Fleishman               | NP            |
| Golden Delicious, A Cinderella Apple<br>Story               | Smucker                 | NP            |
| John Denver's Take Me Home<br>Country Roads                 | Canyon                  | NP            |
| M is for Mountain State                                     | Riohle                  | NP            |
| Miner's Daughter  | Laskar                  | NP            |
| October Sky   | Hickam                  | 900L          |
| Over the Misty Mountains                                    | Gilbert, McCarver       | NP            |
| Silver Packages: An Appalachian<br>Christmas Story          | Rylant                  | NP            |
| Slopes of War   | Perez                   | NP            |
| Stonewall   | Fritz                   | 1030L         |
| Sweet Creek Holler  | White                   | NP            |
| The Coalwood Way  | Hickham                 | 830L          |
| The Coffin Quilt  | inaldi                  | 590R          |
| The Glass Castle  | Walls                   | 1010L         |
| The Night I Freed John Brown                                | Cummings                | 860L          |
| Up Molasses Mountain  | Baker                   | NP            |
| West Virginia   | Du Piazza               | NP            |

When the Whistle Blows  
WV Facts and Symbols

Slayton  
Feeney

NP  
NP