

COURSE/ SUBJECT: ELA 8	MONTH: OCTOBER	TEACHER: SPENCER
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CONTENT	COMMON VOCAB	SKILLS	ASSESSMENTS	STATE STANDARDS
Nouns (think Table of Contents)		Observable, measurable verb (avoid Understood/ knew/etc.)	Include evaluation process and tool (i.e. rubric, points)	
EXPOSITORY READING A. Informational Text: Inform, Instruct, Guide, Direct, Show B. Stated or Implied Main Idea: Textual, Visual FICTIONAL READING C. Historical Fiction Text: Fact Versus Fiction		A1. State in writing 5 key purposes for informational reading A2. Identify in writing 3 self-determined attributes for a reader's use of informational text versus fictional text A3. Differentiate, visually and written, visual and textual details to support 5 informational purposes A4. Justify in writing hypotheses for a writer's purpose and methods in meeting audience's textual and visual needs B1. Summarize in writing central idea based on chronological, sequential, or logical order B2. Locate, visually and written, directional information based on 4 organizational features: bold print, numbers, captions, keys C1. Compare and contrast in writing 3 similarities and 3 differences between historical expository text and historical fiction text C2. Identify and define in writing 5 common literary devices used in diary-based reading: structure, tone, theme, point-of-view, characterization C3. Characterize in writing personality traits of main characters based on literary devices used by author	A1-A2. 20 MC / 5 Primary-Source Identification Test A1. 10-Statement Matching Quiz A3. 5 Informational Excerpts Mini-Essays (Evaluation: Peer Review/ Rubric) B1-B2. 25 Short-Answer Test C1-C3. James Edmond Pease Essay (Evaluation: 6+1 Trait Rubric— Voice and Word Choice) C2. 5 Terms Quiz	

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