

7th-8th Grade Academic Content Standards for English Language Arts

<u>Standard:</u> Reading Applications: Literary Text			
Organizers	Grade Level Indicator (Note: Walnut Indicators displayed in bold uppercase)	Class Code	Implementation Plan
	1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot		<ul style="list-style-type: none"> Write reader's responses that connect with character development, using role play and creative responses to characterization.
	1a. READ VARIOUS GENRES INCLUDING: HISTORICAL NOVELS, CLASSICS INCLUDING GEORGE ORWELL'S ANIMAL FARM, DRAMAS AND COMEDIES INCLUDING SHAKESPEARE'S A MIDSUMMER NIGHT'S DREAM, MYTHS, FABLES, AND LEGENDS WITH A PARTICULAR EMPHASIS ON AFRICAN, NATIVE AMERICAN, AFRICAN AMERICAN, AND AMERICAN TALL TALES, URBAN MYTHS AND LEGENDS, SHORT STORIES, POETRY, NEWS ARTICLES, AND EDITORIALS.		<ul style="list-style-type: none"> McDougal-Littel anthologies; African-American Anthology (8th grade) to explore all literary genres. Imitate writing by creating own fable, myth, tall tale, proverb, or legend Analyze the different genres of writing through the different rhetorical and structural devices used by the author. Infuse historical relevancy. Discuss cultural-cross cultural connections. Apply to student, historical and cultural experiences.
	1b. RECOGNIZE AND ANALYZE METHODS OF CHARACTERIZATION INCLUDING DIRECT AND INDIRECT CHARACTERIZATION.		<ul style="list-style-type: none"> Write a fully developed five paragraph character analysis, focusing on a character's development and impact. Provide a variety of examples from the text as support.

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	2. Analyze the influence of setting in relation to other literary elements.		<ul style="list-style-type: none"> Distinguish the difference between time and place and mood (atmosphere) and tone. Show connection between setting and characterization (environmental influences on characters).
	2a. ANALYZE THE IMPACT OF SETTING IN PARTICULAR GENRES FOR EXAMPLE: SCIENCE FICTION, HISTORICAL NOVELS, AND DRAMAS		<ul style="list-style-type: none"> Through journal entries or reader's responses, compare and contrast settings of various works, analyze the author's use of setting and its impact.
	3. Explain how authors pace action and use subplots, parallel episodes and climax.		<ul style="list-style-type: none"> Create plot diagrams and visuals to display various plots. Demonstrate the comprehension of story elements.
	3a. RECOGNIZE AND ANALYZE THE IMPORTANCE OF CONFLICT IN LITERATURE. DIFFERENTIATE BETWEEN INTERNAL AND EXTERNAL CONFLICT. ANALYZE THE IMPORTANCE OF THE TYPES OF CONFLICT INCLUDING: CHARACTER VS. SELF, OTHER CHARACTERS, NATURE, SOCIETY, MACHINE.		<ul style="list-style-type: none"> Re-write or change parts of the plot that demonstrate the impact of plot changes. Extend scenes or the ending to demonstrate an understanding of style
	3b. RECOGNIZE THE DIFFERENCE BETWEEN CLIMAX AND RESOLUTION		<ul style="list-style-type: none"> Write an epilogue that answers questions or fulfills a character's dream. Focus on the ending that is "anti-dramatic" and for what effect on the reader.

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	4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.		<ul style="list-style-type: none">• Rewrite a scene from <i>The Light in the Forest</i> changing the point of view.• Demonstrate the impact of P.O.V.
	5. Identify and explain universal themes across different works by the same author and by different authors.		<ul style="list-style-type: none">• Write journal entries or readers' responses that reflect on universal themes.• Use as background for class discussion and essays.
	5a. COMPARE AND CONTRAST AUTHORS' RESPONSES TO UNIVERSAL THEMES. CONNECT THESE THEMES TO CONTEMPORARY ATTITUDES, INCLUDING STUDENTS' OWN THOUGHTS ON THESE THEMES		<ul style="list-style-type: none">• Write journal entries or readers' responses that reflect on universal themes.• Use as background for class discussion and essays.
	6. Explain how an author's choice of genre affects the expression of a theme or topic.		<ul style="list-style-type: none">• Write journal entries that compare and contrast genres, themes, and authors. Use these as background for class discussion and essays.
	7. Identify examples of foreshadowing and flashback in a literary text. USE BOTH TO MAKE PREDICTIONS OF COMING EVENTS.		<ul style="list-style-type: none">• Use a KWL chart to record and check predictions.

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	8. Explain ways in which the author conveys mood and tone through DICTION , figurative language, and syntax. BEGIN RECOGNIZING DIFFERENCES IN AUTHORS' STYLES		<ul style="list-style-type: none"> Rewrite portions of literature using different figurative language and literary devices that change the mood and tone of a piece. Explain why these changes affect the mood and tone.
	9. Examine symbols used in literary texts.		<ul style="list-style-type: none"> Choose examples that distinguish the literal from the figurative and for what effect on the reader.
	9a. ANALYZE SYMBOLS AND THEIR RELATIONSHIP TO MOOD, TONE, AND THEME IN LITERATURE.		<ul style="list-style-type: none"> Use a novel like "The Return" or "Animal Farm" to explain the titles in relation to story, as well as explore the impact on the reader. Use any of the novels to explore language (tone) written by the writer and feelings (mood) in the reader.
	9b. COMPARE AND CONTRAST DIFFERENT AUTHORS' USES OF SYMBOLISM AND THEIR OVERALL IMPACT.		<ul style="list-style-type: none"> Start with titles (literal and figurative interpretations) to make predictions and review throughout the reading of the texts. Use KWL charts to record predictions.
	10. RECOGNIZE IRONY IN LITERATURE. DIFFERENTIATE BETWEEN IRONY OF SITUATION, VERBAL IRONY, AND DRAMATIC IRONY. ANALYZE THE IMPACT OF IRONY, ON THEME, AUTHOR'S INTENT, MOOD, AND TONE.		<ul style="list-style-type: none"> Use any of the dramas in the literature book or "A Midsummer Night's Dream" to have students explore examples of <i>dramatic irony</i>. Use short stories or poems from the literature book to explore dialogue (verbal irony) and situations (situational irony) and themes (irony) in order for students to begin analyzing the use of language and suspense, as well as traditional feelings of a reader.

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	11. READ AND ANALYZE POETRY. RECOGNIZE THE IMPORTANCE OF FIGURATIVE LANGUAGE AND IMAGERY IN POETRY. RECOGNIZE DIFFERENT TYPES OF POETRY INCLUDING LYRIC, NARRATIVE, THE BALLAD, LIMERICKS, AND ELEGIES. ANALYZE AT A BEGINNING LEVEL THE USE OF RHYTHM, STANZAS, ALLITERATION, INVERSION, FIGURATIVE LANGUAGE, AND IMAGERY. BEGIN THE PROCESS OF BECOMING CRITICAL READERS OF POETRY.		<ul style="list-style-type: none"> • Read and discuss poetry in class, focusing on varying aspects of poetry. Write different types of poetry using various techniques and types of figurative language, imagery, rhyme, and rhythm. • Introduce TP-CASTT acronym for students to use for independent reading and analyzing [title, paraphrase, connotation, attitude of author, shifts in words or structure and theme/toner] • Use literature books for a variety of poems.