

Literacy Curriculum Map

Grade: 7

School and Theme: 217- Green Magnet

Teacher Name: L. Ravizee

Time Frame / Month	October- 2 Weeks
Unit Title/ Micro concept	Students will understand that... They will use their reading comprehension skills to understand Edgar Allan Poe’s traditional style of writing. Interpreting the meaning of literary devices aids in reading comprehension.
Macro concept / connection to theme	Communication/ Expression Students will understand that... *literature is a device in which authors effectively express their thoughts, feelings, and ideals in a variety of ways *styles of expression are a vital component to written work because they capture readers’ attention and motivate them to read * students play an active role in reading comprehension
Essential Questions	Macro: Why do we read? Why do authors write? Why is it important to understand the author’s purpose for writing a particular piece? In what ways can we go about decoding an author’s message? What are predictions based on? Micro: Why is a written piece a form of expression and communication? What components do you believe add to the atmosphere of a scary story? How does Poe use images and phrases to communicate with his reader and create an atmosphere of horror?
Content	Reading comprehension skills Predict Infer Sequencing Writing as a form of communication
Skills	Students will know 1. How to use reading comprehension strategies to understand a story 2. Make predictions based on inferences and evidence from a text Students will ... Identify and explain an author’s message and point- of- view.

	<p>Analyze Poe’s purpose for writing this piece. Interpret writing as a form of communication Empathize with an author, and understand the message he is attempting to convey.</p>
<p>Assessments</p> <p>Goal Role Audience Situation Product Standards</p>	<p>GRASPS Scenario</p> <p>You are a literary critic and your goal is to explain how Edgar Allan Poe used the story “The Tell-Tale Heart” as a form of communication. Your challenge is to explain to your peers how Poe used this story to communicate with his readers, and the message(s) he is trying to convey.</p> <p>You must use correct conventions of proper grammar and punctuation, using the writing process as your guide for writing your critique. You are instructed to use topic sentences to state your claim and purpose, and support these claims with details from the story. You must specifically point out Poe’s purpose for writing this piece, and explain how you came to your conclusions. Include a self-created illustration that applies to what you are writing.</p> <p>In your conclusion, explain why writing is a form of communication and how one would go about understanding messages in writing. A successful result will effectively explain writing as a form of communication, all correct conventions of writing, and a clear purpose for Poe writing “The Tell- Tale Heart”.</p> <p>(Other options: they are the editor of a book for middle school students and they have to write the sound track to the play and so they have to pick songs that go with this and justify how they are perfect for the soundtrack...or they might have to turn this into a cartoon... and justify each panel... http://www.readwritethink.org/materials/comic/...or they might have to write a review of why this should be in anthology of the world’s best horror short stories....).</p>
Discussion Questions	<p>Building content knowledge: We will discuss Poe briefly: Who was he? What kinds of stories, etc. did he write? Why is he considered the father of horror? Which current writers can students name whom Poe might have inspired? With what other writing by Poe are students familiar?</p> <p>Story Questions</p> <p>Describe the narrator in detail. What is your first impression of him? How reliable is our narrator regarding his sanity? How does Poe use images and phrases to create an atmosphere of horror? Why does the killer confess? What specifically is it about the old man that troubles the narrator? Why does it trouble him? What does the narrator do every night? Why? What happens on the eighth night? How does the old man react? What does the narrator say he's usually doing each night? How does this fit in with what we already know about his mental state? How does the narrator feel after he commits the murder? Is he worried about being caught? What happens here at the climax of the story? How does the narrator kill the old man? What do the steps that he takes to hide the crime say about him? About his mental state? Do we believe that he is not insane? Has your opinion of him changed? Does the heartbeat really tell the tale of the murder? Why does the narrator no longer fear being caught?</p>

	Why does the killer confess? Does the narrator really hear a heartbeat? Whose? Could it be his own that he hears? Name 3 details, descriptions, or actions that the author uses to create an atmosphere of horror.
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Unit name: Reading Comprehension/Tell Tale Heart

Teacher/School: Lakendra Ravizee- MS 217

Time Frame: 2 Weeks

Stage 1 Desired Result

Standards Based Learning Goals:

3- Use a variety of comprehension strategies (e.g., prediction, questioning, summarizing, visualizing, and making connections) to support understanding and purpose to reading

7- Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations

8- Read grade –level texts with appropriate expression, phrasing, and rate of reading

Indicators:

S1- Information and Understanding

- Make, confirm and revise predictions
- Formulate questions to be answered by reading informational text, with assistance

S2- Literary Response and Expression

- Identify the author’s point-of-view, such as a 1st person narrator and omniscient narrator
- Recognize how the author’s use of language creates images or feeling
- Determine how the use and meaning of literary devices convey the author’s message or intent

S3- Critical Analysis and Evaluation

- Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to

-evaluate examples, details, or reasons used to support ideas

-identify multiple levels of meaning

- Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance
- Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues

Concepts

Macro-concept: Big idea

Communication/Expression

Micro-concept: content idea

Author’s purpose
 Reading comprehension strategies
 Predicting
 Inferring
 Writing as a form of communication

<p><u>Macro-concept Understandings</u> <i>Students will understand that...</i> *literature is a device in which authors effectively express their thoughts, feelings, and ideals in a variety of ways *styles of expression are a vital component to written work because they capture readers' attention and motivate them to read * students play an active role in reading comprehension</p>	<p><u>Micro-concept Understandings</u> <i>Students will understand that...</i> *They will use their reading comprehension skills to understand Edgar Allan Poe's traditional style of writing.</p>
<p>Questions</p>	
<p><u>Universal Essential Questions</u></p> <ol style="list-style-type: none"> 1. Why do we read? Why do authors write? 2. Why is it important to understand the author's purpose for writing a particular piece? 3. In what ways can we go about decoding an author's message? 4. What are predictions based on? 	<p><u>Content Guiding Questions</u></p> <ol style="list-style-type: none"> 1. Why is a written piece a form of expression and communication? 2. What components do you believe add to the atmosphere of a scary story? 3. How does Poe use images and phrases to communicate with his reader and create an atmosphere of horror? 4. What message(s) is Poe trying to communicate with his reader? How did you come to this conclusion?
<p>Knowledge and Skills</p>	
<p><u>Know</u> <i>Students will know that ...</i> *Using reading comprehension strategies helps one to understand and decode a story *Making predictions based on inferences and evidence from a text aids in comprehension *Writing is an effective form of communication *It is helpful to map vocabulary http://www.readwritethink.org/lesson_images/lesson850/vocab.pdf</p>	<p><u>Do</u> <i>Students will be able to ...</i></p> <ol style="list-style-type: none"> 1. Identify and explain an author's message and point- of- view. 2. Analyze Poe's purpose for writing this piece. 3. Interpret writing as a form of communication 4. Empathize with an author, and understand the message he is attempting to convey.

Unit Planner – A Week at A Glance

Unit Name: Reading Comprehension/ Tell Tale Heart
 Teacher/School: Lakendra Ravizee- MS 217
 Time Frame: 2 Weeks

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: What is communication? Is writing a form of communication? Author’s purpose for writing (Writing process and proper conventions of writing) Hook: Connect to personal events- Create a diary where you use writing to communicate a significant event. Daily Assessment: Assess conventions of writing in diary entry.	Content Focus: Poe and his style of writing Hook: *Poemuseum.org *Biography.com -Access Poe’s life online to go over some of the details of his life. Help students make the connection between his tough life and his style of writing. Daily Assessment: Assess if students are able to explain why Poe’s writing may stem from his life experiences, just as we usually write about what we know.	Content Focus: Introduction to Predications What is a prediction? What are predictions based on? Hook: *Discuss the things that cause them fear *Experiment with predications: Students will make prediction based on pictures from “The Tell-Tale Heart”. Daily Assessment: Anticipation Guide	Content Focus: Reading of the “Tell-Tale Heart.” Whole group read-aloud (Model initial voice and tone). Vocabulary from text. Hook: “Popcorn” read-aloud Discussion questions- paired group Daily Assessment: *Prediction worksheet- how accurate were their initial predictions *Comprehension: Re-create at least one memorable scene from the story into a deeper level: provide a written description of that scene.	Content Focus: Reading comprehension strategies/ understanding what we read. Using comprehension strategies to understand the author’s purpose for writing. Sequence Hook: *Socratic seminar *What is Poe communicating? Poe’s style of writing Daily Assessment: Recorded notes and observations from seminar
Weekly Assessment: Introduction to writing as a form of communication. Students explain this idea, and how it applies to something they have read, to someone they know, or themselves.				
What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)				

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Content Focus: Reading comprehension- understanding Poe’s purpose for writing “The Tell Tale Heart”- sequencing Hook: Caption strips Story Map 4 “C’s” to every story How do the “c’s” complete a story? How do they complement one another? Include illustrations for each “c” Daily Assessment: 4 C’s flip Summary Characters Conflict Climax Conclusion	Content Focus: Decoding an author’s purpose and intent- ensuring comprehension Hook: Whole class discussion/questioning Daily Assessment: Online Quiz http://www.funtrivia.com/playquiz/quiz94158ac9d98.html	Content Focus: Summary of the story/ Explaining the events Hook: Display/read an article Have students respond to the viewing exercise by retelling the story from the third person point of view of a newspaper reporter who is covering the story of the murder of an elderly man. The article should be appropriate for publication in the local newspaper. Daily Assessment: *Conventions of grammar in the article *Ensure they put their synopsis in logical order	Introduction to culminating project. Example essay Starting project with assistance	Content Focus: Hook: Daily Assessment:
Weekly Assessment: Analysis of all daily assessments Culminating activity What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article) 4 “C’s” Article Quiz				

Resources

<http://www.webenglishteacher.com/poe.html> (tons of ideas...some listed below)

<http://fayette.k12.in.us/~cbeard/inACCESS/poe/poe.html>

Students will read "The Tell-Tale Heart" and "The Cask of Amontillado" by Edgar Allan Poe. They will analyze the narrators as the narrators see themselves and as the reader sees them. They will then write the script of an interrogation of one of the narrators in the style of a popular TV series.

This lesson invites students into the macabre world of Edgar Allen Poe through theatrical exploration of the text of THE TELL-TALE HEART. Students will create and perform excerpts from their specific "productions" of this Poe classic.

http://www.pbs.org/wnet/dancin/resources/lesson_plan-t3.html

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<http://teachers.henrico.k12.va.us/specialist/english/lessons/grade8/telltale8.htm> (great ideas)

<http://www.poedecoder.com/essays/ttheart/>

http://teachers.henrico.k12.va.us/specialist/english/lessons/grade8/documents/h_telltale8.pdf (some great anticipation guide ideas etc...)