

Level 7 (first level of EIL)	Level 8	Level 9
ANALYZING FICTION Using Short Stories		
<p>Skills:</p> <ul style="list-style-type: none"> • Elements of fiction: plot, character, setting, theme, conflict • Text features • Vocabulary development • Accessing background • Author background and purpose • Plot: exposition, rising action, climax, resolution • Making connections to one's life experiences • Conflict: external, internal • Conduct research to facilitate understanding • Making inferences • Cause and effect relationships • Author perspective: first person, third person • Character development: traits, motives, qualities • Response to literature questions - short answer • Use text-based evidence to support answers • Irony • Visualizing • Cloze activities • Constructed response 	<p>Skills:</p> <ul style="list-style-type: none"> • Elements of fiction: plot, character, setting, theme, conflict • Vocabulary development • Accessing background • Author background and purpose • Plot: exposition, rising action, climax, resolution • Making connections to one's life experiences • Conflict: external, internal • Conduct research to facilitate understanding • Making inferences • Cause and effect relationships • Author perspective: first person, third person • Character development: traits, motives, qualities • Response to literature questions - short answer • Use text-based evidence to support answers • Visualizing • Cloze activities • Constructed response • Making predictions • Draw conclusions • Foreshadowing 	<p>Skills:</p> <ul style="list-style-type: none"> • Elements of fiction: plot, character, setting, theme, conflict • Vocabulary development • Accessing background • Author background and purpose • Plot: exposition, rising action, climax, resolution • Making connections to one's life experiences • Conflict: external, internal • Conduct research to facilitate understanding • Making inferences • Cause and effect relationships • Author perspective: first person, third person • Character development: traits, protagonist/antagonist, major/minor, dynamic/static • Response to literature • Use text-based evidence to support answers • Point of view, mood, tone • Foreshadowing and flashback • Visualizing • Constructed response • Symbolism • Chronological order • Situational irony

<p>Short Stories used with curriculum: <i>Seventh Grade; Thank you, Ma'am; The White Umbrella; Zebra; Cricket in the Road; One Ordinary Day, with Peanuts; Nadia the Willful; Flowers and Freckle Cream</i></p> <ul style="list-style-type: none"> • Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: art project, suggested field trips, physical activity, interview, writing, drama, music, cooking, develop a game, storytelling 	<p>Short Stories used with curriculum: <i>Stop the Sun; A Mother in Mannville; The Ransom of Red Chief; Checkouts; Raymond's Run; The Treasure of Lemon Brown; The Dinner Party</i></p> <ul style="list-style-type: none"> • Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: art project, physical activity, interview, writing, drama, music, public speaking, geology, cooking, community service 	<p>Short Stories used with curriculum: <i>The Secret Life of Walter Mitty; The Most Dangerous Game; Born Worker; The Monkey's Paw; A White Heron; The Bet; Blues Ain't No Mockin Bird</i></p> <ul style="list-style-type: none"> • Short Stories are not included with the curriculum, but can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: art project, research, drama, volunteering, business simulation, interview, suggested field trips, speech and debate
<p align="center">FIGURATIVE LANGUAGE</p>		
<ul style="list-style-type: none"> • Metaphor • Simile • Hyperbole • Personification • Imagery • Idioms • Allusion • Alliteration • Onomatopoeia 	<ul style="list-style-type: none"> • Metaphor • Simile • Hyperbole • Personification • Imagery • Idioms • Symbolism • Alliteration 	<ul style="list-style-type: none"> • Metaphor • Simile • Hyperbole • Personification • Imagery • Symbolism • Alliteration • Onomatopoeia
<p align="center">ANALYZING NONFICTION UNIT</p>		

Skills: Level 7

- Understand the **purpose of the writing**: informative, persuasive, entertaining, etc.
- **Types of nonfiction**: news articles, how-to articles/instructions, interviews, essays, biographies, memoirs, informational articles, cartoons, autobiography
- **Vocabulary development**
- **Accessing background information**
- **Author's biographies**
- **Making life connections**
- **Making predictions**
- **Analyzing literary elements**
- **Cause and effect relationships**
- **Conflict** - internal, external
- **Comprehension** checks
- **Research** to enhance understanding
- **Fact vs. opinion**
- **Self-monitoring reading** to facilitate understanding
- **Point of view, perspective, and bias**
- **Visualizing**
- **Constructed response**
- **Time lines and sequence of events**
- **Fact-checking**
- **Tone, voice**
- **Text features**

Skills: Level 8

- Understand the **purpose of the writing**: informative, persuasive, entertaining, etc.
- **Types of nonfiction**: interviews, biographies, informational articles, autobiography, propaganda, memoir
- **Vocabulary development**
- **Accessing background information**
- **Author's biographies**
- **Making life connections**
- **Making predictions**
- **Analyzing literary elements**
- **Cause and effect relationships**
- **Conflict** - internal, external
- **Comprehension** checks
- **Research** to enhance understanding
- **Fact vs. opinion**
- **Self-monitoring reading** to facilitate understanding
- **Point of view, perspective, and bias**
- **Visualizing**
- **Constructed response**
- **Taking notes**
- **Summarizing**
- **Character traits**
- **Chronological order**
- **Identifying reliable sources**

Skills: Level 9

- Understanding the **bias, tone, purpose** of the writing
- **Types of nonfiction**: news articles, propaganda, speech, interview, biography, autobiography, creative nonfiction, documentary, book review
- **Research** - scientific, literary, historical
- **Letters**
- **Book reviews**
- **Identifying reader's own scope and strategy** for reading
- **Evaluating the effectiveness** of a piece of literature
- **Vocabulary development**
- **Accessing background information**
- **Author's biographies**
- **Making life connections**
- **Making predictions**
- **Analyzing literary elements**
- **Cause and effect relationships**
- **Conflict** - internal, external
- **Comprehension** checks
- **Research** to enhance understanding
- **Fact vs. opinion**
- **Self-monitoring reading** to facilitate understanding
- **Constructed response**
- **Mood, tone, voice, diction**
- **Taking notes**
- **Summarizing**
- **Organizing information** you have read
- **Before-reading activities: schema and metacognition**
- **During-reading activities** to enhance comprehension and understanding

<p>Selections include: <i>Dirk the Protector; A Brief History of Chocolate; Abdul Rahman Biography; Oh Broom, Get to Work; Waiting for the Second Table</i></p> <ul style="list-style-type: none"> • Selections are not included with the curriculum, but they can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: map reading, games, writing connection, cooking, crafts, eating, drawing, translating 	<p>Selections include: <i>Louisa's Civil War; Roughing It; Ten Top Touring Areas; Virginia Hamilton; The Jews Are to Blame!; The Great Rat Hunt</i></p> <ul style="list-style-type: none"> • Selections are not included with the curriculum, but they can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: interview, volunteer, art, research, newspaper 	<p>Selections include: <i>Charles Martel Biography; The Origin of Blue Jeans; Farewell Letter to the Pilgrims; Review of A Wrinkle in Time; On Falling in Love: A 1958 Letter; The Guardian Review of Mockingbird by Kathryn Erskine</i></p> <ul style="list-style-type: none"> • Selections are not included with the curriculum, but they can be located online (there is a file for them on our Facebook page) • Assessments included at the end of each story with a summative assessment at the end of the unit of study • Extended Activities: conduct interviews, suggested field trips, research
<p style="text-align: center;">NOVEL UNIT</p>		
<p>Level 7: <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor</p> <p>Skills:</p> <ul style="list-style-type: none"> • Skills taught during the fiction and nonfiction units are reviewed and practiced • Brief account of historical period • Pre-reading, during-reading, and post-reading activities are included • Developing a focus for reading • Author's biography • Comprehension • Predicting • Foreshadowing 	<p>Level 8: <i>Night</i> by Elie Wiesel - see the information at the end of this document for more info</p> <p>Skills:</p> <ul style="list-style-type: none"> • Skills taught during the fiction and nonfiction units are reviewed and practiced • Brief account of historical period • Pre-reading, during-reading, and post-reading activities are included • Developing a focus for reading • Author's biography • Comprehension • Predicting and foreshadowing 	<p>Level 9: <i>The Hobbit</i> by J.R.R. Tolkien</p> <p>Skills:</p> <ul style="list-style-type: none"> • Skills taught during the fiction and nonfiction units are reviewed and practiced • Pre-reading, during-reading, and post-reading activities are included • Developing a focus for reading • Author's biography • Comprehension • Predicting and foreshadowing • Genre: fantasy • Making connections to life • Access to backdrop

<ul style="list-style-type: none"> • Chronological order • Problem/solution • Vocabulary development • Mood and tone • Developing questions to facilitate understanding • Setting and how it affects the plot • Developing a focus for reading <p>Summative Assessment</p> <p>Culminating Activity: Character Study project board</p>	<ul style="list-style-type: none"> • Chronological order and timeline • Problem/solution • Vocabulary development • Mood and tone • Developing questions to facilitate understanding • Setting and how it affects the plot • Compare and contrast • Letter writing • Summary writing <p>Summative Assessment</p> <p>Culminating Activity: Persuasive Essay</p>	<ul style="list-style-type: none"> • Character study • Skimming and scanning • Chronological order and timeline • Vocabulary development • Setting, mood, tone • Character relationships and conflict • Imagery • Character archetype • Theme <p>Summative Assessment</p> <p>Culminating Activity: Narrative Essay - Character Study</p>
<p style="text-align: center;">POETRY</p>		
<p>Skills:</p> <ul style="list-style-type: none"> • Elements of poetry • Structure, sound, rhythm • Rhyme scheme • Voice • Figurative language • Repetition • Genres: ballad, sonnet, free verse, narrative • Writing poetry • Speaking and listening skills • Making connections 	<p>Skills:</p> <ul style="list-style-type: none"> • Elements of poetry • Structure, sound, rhythm • Rhyme scheme • Voice • Figurative language • Form • Genres: ballad, ode, epic, sonnet, elegy, free verse • Dialect • Writing poetry • Speaking and listening skills • Making connections 	<p>Skills:</p> <ul style="list-style-type: none"> • Elements of poetry • Structure, sound, rhythm • Rhyme scheme • Genres: ode, elegy, ballad, epic, sonnet, free verse • Voice • Diction • Mood and tone • Dialect • Writing poetry • Speaking and listening skills • Making connections • Perspective • Shakespeare

Regarding the novel "Night" by Elie Wiesel

The goal of the Essentials in Literature Curriculum is to provide students with the best educational experience possible. Literature study is designed to build students' analytical skills, reading stamina, and vocabulary as they read and analyze the memoir "Night." Instruction focuses on analyzing literature through the use of several learning approaches including lecture, use of graphic organizers, and written response. This approach to reading instruction will lead students toward a mastery of literary analysis skills.

The following skills are included in the EIL Level 8 Novel Unit of the curriculum:

- ***Elements of Literature - Plot, Character, Setting, Theme, Conflict***
- ***Guided Reading - Thinking of and Writing Questions as You Read, Making Predictions***
- ***Point of View***
- ***Mood and Tone***
- ***Cause and Effect Relationships***
- ***Compare and Contrast***
- ***Sequence of Events***
- ***Critical Thinking***
- ***Analyzing Character Development, Actions and Reactions, Character Motivation***
- ***Drawing Conclusions***
- ***Writing a Personal Letter***
- ***Summarizing***
- ***Making Inferences***

Elie Wiesel's *Night* is one of the most widely read and acclaimed Holocaust memoirs. In prose, Wiesel tells his own personal story of the horrors he experienced as a prisoner in Auschwitz and Buchenwald.

Please note that the violence and brutality, although not surprising to adults with prior knowledge of the Holocaust, may be shocking to students who may not have studied WWII and Nazi Concentration Camps.

If you have concerns about whether the novel *Night* is appropriate for your Level 8 student, we can help you determine how to proceed. We hope that you will find a satisfactory solution within one or more of the following options:

- **Prepare your student by building background. Preread the activities designed to help students build background (Novel Unit, Days 1-5) to determine if your student may need more preparation. Consider watching a documentary or movie about the Holocaust with your student, and discuss the events as they unfold in the film. Two highly recommended films are listed below:**

“One Day in Auschwitz”- 50-minute documentary about Auschwitz narrated by Auschwitz survivor Kitty Hart-Moxon, as she returns to the site of the camp with two teenage girls and describes her experiences while in captivity. Photographs and footage provide insight into the inhuman conditions of the camp. (Mild Language)

“Escape from Sobibor”- Golden Globe winning British television film, recounting the escape of 600 prisoners from Sobibor Concentration Camp during WWII. This film illustrates the pain and horrors experienced by Jews during the Holocaust. (Nudity, Violence, and Language)

- **Discuss with your student how books like *Night* help us to better understand history. Consider what we can learn about this period in history from a personal memoir that you cannot learn from a textbook. Prepare your student by noting that a memoir focuses on the author’s personal experiences as they are recalled by the person who *lived* it; therefore, events in the memoir will be described in details known only to those who survived the event and may be difficult for us to read about. Be open to discussions with your student as they explore their own feelings about the events surrounding the Holocaust.**
- **Call our Customer Service Team at 417-256-4191 and set up a meeting with one of our Education Specialists.**

If you decide that *Night* is not the novel you want your student to read, it is OK to change novels. The EIL Curriculum is about ANALYZING the LITERATURE, not any specific novel content or idea. Choose a novel that correlates well with the skills taught within the Level 8 Novel Unit. Our Customer Service Team will be happy to help you with this.