## English 8 Curriculum

### Unit 1  Plot/Characters

<table>
<thead>
<tr>
<th>Estimated Unit Time Frames</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Concepts (Know)</th>
<th>Competencies (Do)</th>
<th>Standards/ Eligible Content</th>
<th>Vocabulary</th>
<th>Lessons/ Activities/ Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How does retelling help understanding of plot?</td>
<td>Students will know how to...</td>
<td>Student should be able to summarize a story.</td>
<td>CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1</td>
<td>Plot Summary Retell Order first next finally</td>
<td>Reading Strategy, Holt, Elements of Literature, pg. 4</td>
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<td></td>
<td></td>
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<td>use time-order words in relation to retelling a plot.</td>
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<td>Teacher generated materials.</td>
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<td>2 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How does conflict/action shape our understanding of plot?</td>
<td>Students will know how to...</td>
<td>Student should be able to analyze and differentiate plot structure and development of time and sequence.</td>
<td>CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1</td>
<td>Conflict Plot Exposition Rising Action Inciting incident Climax Falling Action Resolution Characterization (direct and indirect)</td>
<td>“The Open Window,” Holt, Elements of Literature, pg. 110</td>
</tr>
<tr>
<td>Short Story</td>
<td></td>
<td></td>
<td>summarize a plot.</td>
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<td>Worksheets: plot sequence teacher generated materials</td>
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<td></td>
<td></td>
<td></td>
<td>know the elements of a traditional plot structure.</td>
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<td>Assessment at end of story</td>
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<td></td>
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<td>elements are identified in a plot structure</td>
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<tr>
<td>3 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How does plot shape our understanding of characterization?</td>
<td>Students will know how to...</td>
<td>Student should be able to analyze type of characterization (direct or indirect).</td>
<td>CC.1.3.8.A CC.1.3.8.C CC.1.3.8.H CC.1.3.8.J E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1</td>
<td>Short Story Vocabulary: Biscuit congenial conjured cricketers dithering about dotty emanate facades kippers porter rapacious</td>
<td>Characters by John Leggett, Elements of Literature, pg. 134</td>
</tr>
<tr>
<td>Short Story</td>
<td></td>
<td></td>
<td>tell the difference between direct and indirect characterization</td>
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<td>“The Landlady,” Elements of Literature, pg. 71</td>
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<td></td>
<td></td>
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<td>Character traits are</td>
<td></td>
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<td>Worksheets: plot sequence</td>
</tr>
</tbody>
</table>

**Vocabulary**

- Biscuit
- congenial
- conjured
- cricketers
- dithering about
dotty
- emanate
- facades
- kippers
- porter
- rapacious

**Lessons/ Activities/ Suggested Resources**

- **Reading Strategy**, Holt, Elements of Literature, pg. 4
- “The Wise Old Woman,” Holt, Elements of Literature, pg. 5
- Teacher generated materials.
| 2 days Intro to Quote Sandwich | Writing is a recursive process that conveys ideas, thoughts and feelings. | How do you show proof of characterization? How do properly include a quote to support an idea? | Students will know how to include a quote in writing. Traits are evident through direct and indirect characterization. | Student should be able to select and write a quote sandwich to show evidence of support. | CC.1.4.7.B CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q CC.1.4.8.D E08.D.1.2.3 E08.D.2.1.3 E08.D.2.1.4 E08.E.1.1.1 | Quote Sandwich Layers Explanations | Writing FCA: Create a quote-sandwich using three layers for introduction, content, and explanation worksheets: quote sandwich Assessment: writing assignment |
| 5 days Writing | Purpose, topic, and audience guide types of writing. | What is the best way to respond to a direct question? (restating prompt) | Students will know how to respond to an open-ended prompt. Understanding writing is achieved through clarity. | Student should be able to select and write a quote sandwich to show evidence of support. | CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 | Topic Sentence Transitions Conclusions Recall: Quote Sandwich Layers Explanations | Writing FCA: Restate prompt in writing, use topic sentence, use transitions, include conclusions worksheets: graphic organizers Assessment: writing practice and formal writing on direct/indirect characterization as it appears in “The Landlady” |

**Review Unit 1 Plot/ Characters**

**Assessment Unit 1 Plot/ Character**
<table>
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<tr>
<th>Estimated Unit Time Frames</th>
<th>Big Ideas</th>
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<tr>
<td>10 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Setting impacts both plot and characters.</td>
<td>How does setting impact plot and characters? How does mood impact the plot?</td>
<td>Students will know how to... identify setting and mood. explain how setting and mood contribute to the shaping of plot and reading experience.</td>
<td>Student should be able to identify the time and place for a variety of works. Student should be able to analyze how mood affects the plot and reading experience.</td>
<td>CC.1.3.8.E CC.1.3.8.H CC.1.3.8.F CC.1.3.8.I E08.A-C.2.1.1 E08.A-C.2.1.2 E08.A-C.3.1.1 E08.A-V.4.1.2</td>
<td>Motif Compare Contrast “The Monkey’s Paw” amiably apathy bog condoling doughty rubicund credulity fusillade “The Third Wish” composure extricate malicious presumptuous rash rheumatism talisman</td>
<td>Comparing Literature: Motifs, Elements of Literature, pg. 84 Comparing and Contrasting, Elements of Literature, pg. 136 “The Monkey’s Paw,” Elements of Literature, pg. 85 “The Third Wish,” Elements of Literature, pg. 101 Assessments at end of both readings.</td>
</tr>
<tr>
<td>3 days</td>
<td>Writing is a recursive process that conveys ideas, thoughts, and feelings.</td>
<td>How are stories different and/or similar? How do setting and mood impact these differences and/or similarities?</td>
<td>Students will know how to... compare and contrast stories. assess the use of setting and mood in the development of plot. select quotes to support claims.</td>
<td>Student should be able to compare and contrast stories. Student should be able to analyze how setting and mood impact stories. Student should be able to select and integrate quotes into writing.</td>
<td>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J CC.1.4.8.K CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5 E08.C.1.3.1</td>
<td>Compare (similarities) Contrast (differences) Setting Mood Quote Sandwich Edit Revision</td>
<td>Writing FCA: Complete sentences, proper grammar and mechanics, restate prompt, topic sentence, conclusions, quote-sandwich worksheets: POWER model and brainstorming Assignment: Write a compare/contrast essay on “The Monkey’s Paw” and “The Third Wish”. Assessment on writing focus and organization.</td>
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### Review Unit 2 Setting and Mood

### Assessment Unit 2 Setting and Mood

### Unit 3 Writing Workshop

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<th>Vocabulary</th>
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</table>
| 2 days | Writing (revision) | Writing is a recursive process that conveys ideas, thoughts, and feelings. | How can peer reviews help to improve overall writing?  
Why are revisions important?  
How can editing create stronger writing? | Students will know how to...  
evaluate a piece of writing using understanding of grammar and mechanics.  
use a rubric to adjust writing for expectations.  
implement changes in writing for improvement.  
Revisions improve writing quality. | Student should be able to transition from one paragraph to another.  
Student should be able to edit and revise writing. | E08.C.1.3.2  
E08.C.1.3.3  
E08.C.1.3.4  
E08.C.1.3.5 | Peer review  
Revision  
Critique  
Constructive Criticism | Worksheets:  
-Peer review  
-Rubric Break-down  
-Constructive Criticism  
Assignments:  
-Peer-Edit writing  
-Revise writing  
Assessment: revision focus, checklist, and appropriate changes made. |
| Writing 2 days | Writing is a recursive process that conveys ideas, thoughts, and feelings. | How can journaling reinforce important elements in formal writing?  
What is the process for covering a news report on a given topic?  
How can writers review various works to offer readers the best overview? | Students will know how to...  
log and develop a working journal for daily experiences and interactions with peers in class.  
compose a thoughtful news report on a given topic.  
create a thorough | Student should be able to create and update a class journal.  
Student should be able to write a report on a given topic to cover local news.  
Student should be able to write a review of a film,  
“five W’s” inverted pyramid writing  
opinion tone | | CC.1.4.8.B  
CC.1.4.8.C  
CC.1.4.8.D  
CC.1.4.8.E  
CC.1.4.8.F  
CC.1.4.8.L  
CC.1.4.8.N  
CC.1.4.8.P  
CC.1.4.8.Q  
CC.1.4.8.R  
E08.C.1.2.1  
E08.C.1.2.2  
E08.C.1.2.3  
E08.C.1.2.4  
E08.C.1.2.5  
E08.D.1.2.1  
E08.D.1.2.2  
E08.D.1.2.3  
E08.D.1.2.4  
E08.D.1.2.5 | Journaling logs vs. blogs  
Writing Assignments  
-Journal  
-News Report  
-Review of film/book/documentary  
Teacher-generated resources  
Assessment: points rewarded for each |
Review of a film, book, or documentary of your choice.

Assignment based on a given rubric.

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<tr>
<td>3 days</td>
<td>Writing is a means of document thinking.</td>
<td>What is needed to create a complete sentence?</td>
<td>Students will know how to...</td>
<td>Student should be able to write in complete sentences.</td>
<td>CC.1.4.8.F E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11</td>
<td>Noun/verb/direct object in sentence construction</td>
<td>Writing FCA: Complete sentences, proper capitalization/punctuation/subject, predicate/restate prompt, topic sentences, conclusions</td>
</tr>
<tr>
<td>2 days</td>
<td>Usage</td>
<td>How does agreement improve sentence quality?</td>
<td>Students will know how to...</td>
<td>Student should be able to utilize correct punctuation, capitalization, and agreement in sentences.</td>
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<td>worksheets: -capitals -punctuation Assessment: practice/homework, quizzes, exam</td>
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<td>How can writers be direct in meaning</td>
<td>Identify errors in sentences and paragraphs.</td>
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<td>Assessment: Application on writing activities</td>
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<td>2 days</td>
<td><strong>Literary Terms</strong></td>
<td><strong>Language is used to communicate and to deepen understanding.</strong></td>
<td><strong>How do literary terms add depth of communication?</strong></td>
<td><strong>How are literary terms affective in communication?</strong></td>
<td><strong>Students will know how to...</strong></td>
<td><strong>Students should be able to apply understanding of literary terms in a variety of examples.</strong></td>
<td><strong>Student should be able to create examples of terms.</strong></td>
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<td></td>
<td></td>
<td><strong>Language is used to communicate and to deepen understanding.</strong></td>
<td><strong>How do literary terms add depth of communication?</strong></td>
<td><strong>How are literary terms affective in communication?</strong></td>
<td><strong>Students will know how to...</strong></td>
<td><strong>Students should be able to apply understanding of literary terms in a variety of examples.</strong></td>
<td><strong>Student should be able to create examples of terms.</strong></td>
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<td></td>
<td><strong>Review Unit 4  Grammar, Mechanics, Usage</strong></td>
<td><strong>Assessment Unit 4  Grammar, Mechanics, Usage</strong></td>
<td><strong>Unit 5 Conflict</strong></td>
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<td>Estimated Unit Time Frames</td>
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<td>10 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How does conflict impact plot? What are the types of conflict?</td>
<td>Students will know how to... identify the types of conflict. <em>Conflict drives plot.</em></td>
<td>Student should be able to name the three types of conflict. (man vs. man, man vs. self, man vs. society or nature) Student should be able to identify how the conflict impacts plot.</td>
<td>CC.1.3.B.A CC.1.3.B.B CC.1.3.B.C CC.1.3.B.D CC.1.3.B.F E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.1 E08.A-C.2.1.3</td>
<td>“Flowers” mislead tangible refute invariably regression obscure deterioration introspection</td>
<td>“Flowers for Algernon” Algernon cartoons: understand plot through an alternate perspective. Handouts: character charts Informational Text: “Memory a Matter of Brains and Brawn” by Lauran Neergaard, Holt pg. 68. Assessment: final exam</td>
</tr>
<tr>
<td>2 days</td>
<td>Writing is a recursive process that conveys ideas, thoughts, and feelings.</td>
<td>How does perspective influence attitude toward conflict?</td>
<td>Students will know how to... identify conflict from the perspective of each character (example: Charlie struggles with himself and society, Ms. Kinnian struggles with Charlie and the doctors, Algernon struggles with the maze and himself.)</td>
<td>Student should be able to identify conflict. Student should be able to analyze how each character responds to the conflict.</td>
<td>CC.1.4.B.B CC.1.4.B.C CC.1.4.B.D CC.1.4.B.E CC.1.4.B.N CC.1.4.B.O CC.1.4.B.P CC.1.4.B.Q E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5</td>
<td>Creative Writing and Journaling</td>
<td>Writing activities: - journal from character perspectives -character dialogue (individual or partners)</td>
</tr>
<tr>
<td>10 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between</td>
<td>How do characters deal with conflict?</td>
<td>Students will know how to... identify the types of conflict. <em>Conflict drives plot.</em></td>
<td>Student should be able to name the three types of conflict. Student should be able to identify how the conflict impacts plot.</td>
<td>CC.1.3.B.A CC.1.3.B.B CC.1.3.B.C CC.1.3.B.D CC.1.3.B.F E08.A-K.1.1.1</td>
<td>Avocation compassion distort mortified patron philanthropy prevarications</td>
<td>The Pigman by Paul Zindel, supplemental novel Handouts: character chart vocabulary builders</td>
</tr>
<tr>
<td>2 days</td>
<td>Writing to develop argument</td>
<td>Writing is a recursive process that conveys ideas, thoughts, and feelings.</td>
<td>How can a writer develop a strong argument? How does a writer develop supportive claims for an argument?</td>
<td>Students will know how to... plan and brainstorm for main ideas and supportive details</td>
<td>Student should be able to compose an argumentative essay with clear focus, supportive details, and strong organization.</td>
<td>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5</td>
<td>Argumentative Essay Assignment: Write an essay in which you state your opinion on who is to blame for The Pigman’s death in <em>The Pigman</em>. Include clear evidence from the text in an organized fashion. Assessment based on formal rubric.</td>
</tr>
<tr>
<td>12 days</td>
<td>Literature</td>
<td>Comprehension requires and enhances critical thinking and is constructed through How does conflict drive action in the plot? How does conflict influence character</td>
<td>Students will know how to... identify the types of conflict</td>
<td>Student should be able to name the three types of conflict.</td>
<td>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F aloof bicker bootlegging cunning detached</td>
<td>The Outsiders, by S.E. Hinton, supplemental novel Teacher-generated</td>
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</table>

**Observations:**
- The table outlines activities and tasks related to writing, argumentative essays, and literature comprehension.
- The tasks include developing arguments, composing an argumentative essay, and identifying the types of conflict.
- Assessment is based on formal rubric and includes guided reading.

**Keywords:**
- Guided reading
- Teacher-generated resources
- Argumentative Essay
- Formal rubric
- The Pigman
- The Outsiders
- S.E. Hinton
| 5 days | Writing is a recursive process that conveys ideas, thoughts, and feelings. | How does conflict influence a character’s behavior?  
How can readers select the best examples to support claims about characters? | Students will know how to...  
identify the types of conflict.  
select examples from the novel to demonstrate traits held by particular characters. | Student should be able to name the three types of conflict.  
Student should be able to identify how the conflict impacts plot.  
Student should be able to assess cause/effect and character actions in the story.  
Student should be able to analyze character traits and actions. | Informational persuasive outlining  
thesis Statement  
thesis re-statement | Assignment: Compose an essay in which you demonstrate how conflict influenced a character’s behavior using examples.  
Assignment: What makes a hero?  
-create brainstorming  
-create outline  
-apply thesis/re-statement  
/include examples from story  
Assessment based on formal rubric. |
| --- | --- | --- | --- | --- | --- | --- |
| the intentional interaction between reader and text. | decisions and actions? | identify symbolism  
identify character traits | Student should be able to identify how the conflict impacts plot.  
Student should be able to assess cause/effect and character actions in the story. | dogged  
dumbfounded  
eluded  
fiery  
groggy  
hysterics  
law  
manslaughter  
ornery  
peroxide  
reformatory  
resignedly  
scarebrained  
self-preservation  
sloshed  
suffocate  
sullenly  
tufts  
unceasing  
vital | resources include:  
-character chart worksheets  
guided reading questions  
-vocabulary notes |
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<td>Short Story 4 days</td>
<td>Information to gain or expand knowledge can be acquired through a variety of sources.</td>
<td>What is an inference? What influence does making inferences have on final conclusions?</td>
<td>Students will know how to... make an inference based on textual evidence. draw a conclusion using context clues in a story. Making inferences can help understanding in reading.</td>
<td>Student should be able to make inferences based on reading. Student should be able to draw a conclusion based upon inferences made during readings.</td>
<td>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.H CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.3.1.1 E08.A-V.4.1.1 E08.A-V.4.1.2</td>
<td>Paranoia cavorting tremulous oblivious sublime</td>
<td>“There will Come Soft Rains” Reading with notes “Smart House” designs and presentations Informational Texts: “Destination Mars” by Aline Alexander Newman, Holt pg. 276 “Ray Bradbury is on Fire!” by James Hibberd, Holt pg. 299 Assessment: story quiz</td>
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</tbody>
</table>
| 2 days                     | Writing is a recursive process that conveys ideas, thoughts, and feelings. | How does author’s background and historical context play a part in the inspiration of | Students will know how to... apply understanding | Student should be able to utilize inferences/conclusions from the story | CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N | Cold War warfare Soviet Union atomic bomb | Writing Activity: -Write a pre-story or introduction to “There Will Come
| Writing 5 days | Writing is a recursive process that conveys ideas, thoughts, and feelings. | How do backstory and given circumstances inform understanding of the story? | Students will know how to... plan and write a story utilizing understanding of context, history, | Student should be able to create a story using inferences in the text. | CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O | Given circumstances | Inference/Conclusion Essay | Assignment: Use given circumstances and clues in the story |

| 12 days Literature | Information to gain or expand knowledge can be acquired through a variety of sources. | What kinds of clues help to guide readers through complex stories? How can readers make strong predictions based on evidence? | Students will know how to... analyze story to make inferences about plot, characters, and conflict. draw conclusions based on understanding of plot development. Making inferences can help understanding in reading. | Student should be able to make inferences from reading and note taking. Student should be able to make important connections between story and character development. Student should be able to analyze characters and draw conclusions about their behavior and decisions. | CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F | grippe victuals disreputable apothecary delectable miasma balderdash constitutional fervent accommodate pleurisy impudent pummel mangle (noun) frippery quarantine banish parched bombazine gumption epidemic pestilence odoriferous scurirous poultice fetid rapscallion haberdashery | Fever 1793, by Laurie Halse Anderson | Record notes during readings Create travel maps with annotated informational cards for each stop. Create character dialogue for characterization exploration. Teacher-created resources. Assessment: chapter quizzes and final exam. |
and clues in the story.

Student should be able to draw conclusions and use information for creative writing.

<table>
<thead>
<tr>
<th>Conceptual (Know)</th>
<th>Competency (Do)</th>
<th>Standards/Eligible Content</th>
<th>Vocabulary</th>
<th>Lessons/Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will know how to...</td>
<td>Student should be able to identify suspense in a story.</td>
<td>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F</td>
<td>Invalid querulous neurotic imperious unobtrusively unnerved fiends explicitly civic apprehend red-tape ulcers precinct stolidly high-handed fretfully/fretful</td>
<td>Sorry, Wrong Number, Book of Plays, pg. 88</td>
</tr>
<tr>
<td>Suspense adds tension and excitement to a story.</td>
<td>Student should be able to analyze how suspense enhances rising action and.</td>
<td>E08.A-C.2.1.1 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.3</td>
<td></td>
<td>Audio recording: Sorry, Wrong Number (Holt CD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher generated worksheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment at end of reading.</td>
</tr>
<tr>
<td>Time</td>
<td>Type of Activity</td>
<td>Description</td>
<td>Objectives</td>
<td>Standards</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
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</tr>
<tr>
<td>4 days</td>
<td>Story and Audio</td>
<td>Information to gain or expand knowledge can be acquired through a variety of sources.</td>
<td>How do mood, setting, and tone create suspense? Students will know how to: identify suspenseful elements of mood and setting. analyze the tone of a story in relation to suspense.</td>
<td>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F E08.A-C.2.1.1 E08.A-C.2.1.3 E08.A-K.1.1.1 E08.A-K.1.1.2 E08.A-K.1.1.3 E08.A-C.2.1.3</td>
</tr>
<tr>
<td>2 days</td>
<td>Writing</td>
<td>Writing is a recursive process that conveys ideas, thoughts, and feelings.</td>
<td>How does suspense build tension? Students will know how to: analyze how suspense is used in the story with strong examples from the text.</td>
<td>CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P CC.1.4.8.Q E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 E08.C.1.2.5 E08.C.1.2.6 E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 E08.C.1.3.4 E08.C.1.3.5</td>
</tr>
<tr>
<td>10 days</td>
<td>Play and Audio</td>
<td>Information to gain or expand knowledge can be acquired through a variety of sources.</td>
<td>How does tension influence character behavior? How do given circumstances and background influence how characters’ words, actions, and behavior. Students will know how to: analyze characters’ words, actions, and behavior to analyze the effect of suspense and tension in the story.</td>
<td>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F E08.A-C.2.1.1</td>
</tr>
</tbody>
</table>
### SPEAKING

| 3 days | How can supportive evidence impact overall strength of an argument? | Students will know how to... prepare and execute a debate | Student should be able to collaborate with partners to prepare an argument with supportive examples for a debate. | Opening argument evidence speakers interjection interruption closing argument | Debate Teacher-generated worksheets. |

- **Lesson:** Twelve Angry Men (Holt CD)

### Review  Unit 7 Suspense

### Assessment  Unit 7 Suspense

### Unit 8 Testing Strategies

<table>
<thead>
<tr>
<th>Estimated Unit Time Frames</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Concepts (Know)</th>
<th>Competencies (Do)</th>
<th>Standards/Eligible Content</th>
<th>Vocabulary</th>
<th>Lessons/ Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>Comprehension requires and enhances critical thinking and is constructed through</td>
<td>How can context clues help readers understand meaning in a text?</td>
<td>Students will know how to... use a variety of vocabulary terms and</td>
<td>Student should be able to use context clues to determine meaning of words.</td>
<td>CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J</td>
<td>Synonyms Antonyms Context clues Affixes Prefixes Suffixes</td>
<td>PSSA Reading Practice Part 1: Vocabulary Skills PSSA Reading Practice</td>
</tr>
</tbody>
</table>
### Part 2: Word Analysis

| Reading Skills | How are inferences and conclusions made from reading? | Students will know how to... | Student should be able to make inferences and draw conclusions based on a text. | CC.1.2.8.A | CC.1.2.8.B | CC.1.2.8.C | CC.1.4.7.B | CC.1.4.7.C | CC.1.4.7.D | CC.1.4.7.E | CC.1.4.7.H | Inferences Conclusions Prediction Generalizations Main Idea Supportive Details Summary Identify Purpose entertain inform persuade |
|----------------|----------------------------------------------------------|-----------------------------|---------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Comprehension  | How can key details in a reading affect understanding?  | Students will know how to... | Student should be able to summarize key details of major points, processes, and events. | CC.1.2.8.B | CC.1.2.8.E | CC.1.2.8.F |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Student should be able to identify/describe/analyze the purpose of texts. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Inferences and conclusions can be taken from careful reading. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Understanding main ideas lead to thorough summaries. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Comprehend meaning. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Analyze reading for word analysis |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Context Clues help determine overall meaning. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|                 |                                                          |                             | Word usage shapes the meaning of a text. |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |

### Part 3: Making Inferences and Drawing Conclusions

**PSSA Reading Practice**

### Part 4: Main Idea and Details

**PSSA Reading Practice**

### Part 5: Summarizing

**PSSA Reading Practice**

---

**3 days READING SKILLS**

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- How are inferences and conclusions made from reading?
  - Students will know how to...
    - make inferences and draw conclusions.
    - read and understand the main idea of a passage.
    - create a summary based upon key details in a text.
    - read and comprehend the purpose of a text.
  - Inferences and conclusions can be taken from careful reading.
  - Understanding main ideas lead to thorough summaries.

**3 days READING SKILLS**

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
- How can key details in a reading affect understanding?
  - Students will know how to...
    - make inferences and draw conclusions.
    - read and understand the main idea of a passage.
    - create a summary based upon key details in a text.
    - read and comprehend the purpose of a text.
  - Inferences and conclusions can be taken from careful reading.
  - Understanding main ideas lead to thorough summaries.

---

**E08.A-V.4.1.1**

**E08.A-V.4.1.2**

**E08.B-K.1.1.1**

**E08.B-K.1.1.2**

**E08.B-K.1.1.3**

**CC.1.2.8.A**

**CC.1.2.8.B**

**CC.1.2.8.C**

**CC.1.4.7.B**

**CC.1.4.7.C**

**CC.1.4.7.D**

**CC.1.4.7.E**

**CC.1.4.7.H**

**E08.B-K.1.1.1**

**E08.B-K.1.1.2**

**E08.B-K.1.1.3**

**E08.E.1.1.1**

**E08.E.1.1.2**

**E08.E.1.1.3**

**E08.E.1.1.4**

**E08.E.1.1.5**

**E08.E.1.1.6**

**CC.1.2.8.D**

**CC.1.2.8.E**

**CC.1.2.8.F**

**Summarize Key Details Major Points**
thinking and is constructed through the intentional interaction between reader and text.

| 3 days | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | How can readers determine the purpose of a text? What does a thorough evaluation of text mean for readers? | summarize key details, major points, processes, and events in a piece of writing. | Student should be able to identify key details and major points in reading. Student should be able to identify the purpose of a text. | CC.1.2.8.H CC.1.2.8.I E08.B.C.2.1.1 E08.B.C.2.1.2 E08.B.C.2.1.3 E08.B.C.3.1.1 E08.B.C.3.1.2 | Processes Events Identify Describe Analyze Purpose narrate explain inform persuade instruct | PSSA Reading Practice Part 6: Evaluating what you Read |

| 5 days | Writing is a recursive process that conveys ideas, thoughts, and feelings. Writing responses should fully address a given prompt. | How can students plan a response to a writing prompt? What should be included or avoided in formal writing? | Students will know how to... determine the task needed for a variety of directions. plan responses to prompts based on a given directional verb. Directional verbs determine how prompts should be addressed. Literary terms can be applied to poetry. | Student should be able to determine task necessary for varying directional verbs. Student should be able to analyze best method of response based on understanding. Student should be able to plan and compose a response based on prior knowledge. | CC.1.4.8.F CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 | Verb Vocabulary Trace Analyze Infer Evaluate Formulate Describe Support Explain Summarize Compare Predict Contrast Annabell Lee Vocab Rhyme Scheme Repetition Refrain Stanza Theme Prose Verse | PSSA Verb List 1. Define words in list 2. Identify verbs based on definitions 3. Group analysis 4. Create questions based on understanding of verbs. Annabell Lee 1. Rhyme Scheme 2. Literary term application 3. Theme analysis |

3 days

READING

SKILLS

| 3 days |

| 5 days |

WRITING

SKILLS

<p>| P.O.W.E.R. model Formal language | Planning | Writing Purpose: -compare -persuade -inform |</p>
<table>
<thead>
<tr>
<th>3 days</th>
<th>Author’s Purpose</th>
<th>Informational Texts:</th>
<th>What is the purpose of an informational text?</th>
<th>Students will know how to...</th>
<th>Student should be able to analyze informational texts.</th>
<th>Student should be able to identify the message or moral of the text.</th>
<th>Student should be able to identify the author’s purpose for each example.</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>Author’s Purpose</td>
<td>Informational Texts:</td>
<td>Information to gain or expand knowledge can be acquired through a variety of sources. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>What is the purpose of an informational text? How do informational texts offer readers greater insight into a topic?</td>
<td>Students will know how to... analyze informational texts for message, theme, and moral.</td>
<td>Student should be able to analyze informational texts.</td>
<td>Student should be able to identify the message or moral of the text.</td>
<td>Informational Texts: Cesar Chavez: He made a Difference, by Flo Ota De Lange, Holt pg. 292</td>
</tr>
<tr>
<td>3 days</td>
<td>Author’s Purpose</td>
<td>Informational Texts:</td>
<td>Picking Strawberries: Could you do it? By Flo Ota De Lang, Holt pg. 295</td>
<td>Getting to the Pointe by Sheri Henderson, Holt pg. 725</td>
<td>Olympic Games from The World Book Encyclopedia, Holt pg 559</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Estimated Unit Time Frames**

**Big Ideas**

**Essential Questions**

**Concepts (Know)**

**Competencies (Do)**

**Standards/Eligible Content**

**Vocabulary**

**Lessons/Suggested Resources**

**Unit 9 Elements of Research**

**Review Unit 8 Testing Strategies**

**Assessment Unit 8 Testing Strategies**
<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Studying historical events helps to better relate to characters and their experiences. Research reveals further insights into a character’s experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 days</td>
<td>What can historical stories (fiction and non-fiction) teach us about understanding the human experience? Students will know how to... relate to the human experience. interpret character experiences in connection to historical events. connect fictional and historical events.</td>
</tr>
<tr>
<td></td>
<td>Student should be able to read and record notes. Student should be able to point out character traits with textual examples. Student should be able to connect story events to historical timeline.</td>
</tr>
<tr>
<td></td>
<td>Assess inspect document recognize Story vocabulary: conspicuous unabashed loathe indignantly fortify zeal tyranny gingerly ostentatiously appalled disgruntled inarticulate forlorn animation remorse</td>
</tr>
<tr>
<td></td>
<td>Diary of Anne Frank, Holt Elements of Literature. “A Tragedy Revealed: A Heroine’s Last Days” by Ernst Schnabel, Holt pg. 443 Worksheets: Holocaust Timeline Historical Data Collection</td>
</tr>
<tr>
<td>WRITING</td>
<td>Writing is a recursive process that conveys ideas, thoughts, and feelings. Research is a way to make important connections. Outside sources provide support for ideas in writing.</td>
</tr>
<tr>
<td>8 days</td>
<td>How does research answer questions about topics? How are outside sources used in writing?</td>
</tr>
<tr>
<td></td>
<td>Students will know how to... conduct research to answer.</td>
</tr>
<tr>
<td></td>
<td>Student should be able to select a research topic. Student should be able to develop a research question. Student should be able to conduct research and take notes from outside sources. Student should be able to cite sources and create a works cited page. Student should be able to use proper formatting and integrate sources into a formal paper.</td>
</tr>
<tr>
<td></td>
<td>CC.1.4.7.B CC.1.4.7.C CC.1.4.7.D CC.1.4.7.E CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J CC.1.4.7.K CC.1.4.7.S E08.D.1.2.1 E08.D.1.2.2. E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5 E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</td>
</tr>
<tr>
<td></td>
<td>Research Question MLA Works Cited Page Citation</td>
</tr>
<tr>
<td></td>
<td>Research Assignment: Current Social Problem -MLA formatting -Citations Worksheets: -Research packet -MLA formatting -Citations</td>
</tr>
</tbody>
</table>
**Presentations 3 days**

- **What steps are necessary to produce a successful oral presentation?**
- **How are visual aids used during presentations?**
- **How can presenters have a strong impact on audiences?**

- **Students will know how to...**
  - Plan and design a research presentation.
  - Utilize visual aids in an oral presentation.
  - Present information formally to peers.

- **Student should be able to use research information to create a presentation for peers.**
- **Student should be able to create visual aids to convey important messages based on research findings.**
- **Student should be able to present findings to peers in an organized, professional manner.**

**Standards/Eligible Content**

- CC.1.4.7.C
- CC.1.4.7.D
- CC.1.4.7.E
- CC.1.4.7.H
- CC.1.4.7.I
- CC.1.4.7.J
- CC.1.4.7.K
- CC.1.4.7.S
- E08.D.1.2.1
- E08.D.1.2.2
- E08.D.1.2.3
- E08.D.1.2.4
- E08.D.1.2.5
- E08.E.1.1.1
- E08.E.1.1.2
- E08.E.1.1.3
- E08.E.1.1.4
- E08.E.1.1.5
- E08.E.1.1.6

**Visual aids**

- PowerPoint
- Prezi
- SlideShare
- Noteability

**Research Presentations**

### Review Unit 9 Elements of Research

### Assessment Unit 9 Elements of Research

### Unit 10 Poetry

<table>
<thead>
<tr>
<th>Estimated Unit Time Frames</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Concepts (Know)</th>
<th>Competencies (Do)</th>
<th>Standards/Eligible Content</th>
<th>Vocabulary</th>
<th>Lessons/Activities/Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days Poetry</td>
<td>Language is used to communicate and to deepen understanding. Comprehension requires and enhances critical thinking and is constructed through</td>
<td>How do authors utilize literary terms in poetry? How does an understanding of literary terms in poetry reveal deeper meaning? How should readers analyze poems?</td>
<td>Students will know how to... analyze poetry for meaning. identify examples of literary terms in poetry</td>
<td>Student should be able to read and analyze poems. Student should be able to apply understanding of literary terms.</td>
<td>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E.08.C.1.1.3</td>
<td>Literary Terms (previous handout)</td>
<td>Intro to Poetry by Billy Collins, Holt pg. 622. My Parents by Stephen Spender, Holt pg. 216 Paul Revere’s Ride by Henry Wadsworth,</td>
</tr>
<tr>
<td>3 days</td>
<td>Poetry Writing</td>
<td>Language is used to communicate and to deepen understanding.</td>
<td>How do I write a poem? How do templates/forms guide writers? How do I write free form poetry?</td>
<td>Students will know how to... utilize templates/forms for poems. create original poetry.</td>
<td>Student should be able to use poetic forms (guides). Student should be able to compose original poetry that follows guides. Student should be able to compose original poetry free of guides.</td>
<td>CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5</td>
<td>Poetic forms: diamond five sense bio poem haiku tanka tanka free form ode</td>
</tr>
</tbody>
</table>
| 3 days | Presentations | Language is used to communicate and to deepen understanding. | How do authors present works of poetry? What are the most important parts of oral presentations? How can audiences listen and respond to poetry? What is constructive feedback? | Students will know how to... prepare for a formal presentation. present original work. respond to other presenters in a constructive, supportive manner. | Student should be able to prepare and present poems for peers. Student should be able to demonstrate understanding of professional public address. Student should be able to give | CC.1.2.8.C CC.1.3.8.E CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J E08.A-C.2.1.2 E08.B-K.1.1.2 E08.C.1.1.1 E08.C.1.1.2 E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5 | Introduction conclusion pace diction eye contact body language visual aides | Presentation for peers.
Student should be able to give feedback to other presenters.

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit 10 Poetry</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>Unit 10 Poetry</td>
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</table>