

D.H.H. Lengel Middle School  
ELA Department  
Curriculum Framework  
8th Grade

Length of Block - 70 minutes

Blocks per cycle - 5

Length of Course - All Year

Developed by: Breanne Ferdoucha (Lead Teacher)

Department Members: Paula Jones, Lisa Holobetz

**Course Description:** The 8th grade ELA course incorporates reading and writing skills that are aligned with Pennsylvania Common Core standards to enhance rigor and advance student knowledge toward academic success. These goals are met by teaching skills that are related to comprehension, grammar skills, vocabulary, writing techniques, and research. Progress is monitored by gathering data that is used to assess students' strengths and weaknesses. A differentiated curriculum is developed based on the needs of the students.

**Resources used in class:**

*The Giver*

*Commonlit.org*

*IXL*

*Everything You Need to Ace English Language Arts in One Big Fat Notebook*

*Prentice Hall Writing and Grammar, Grade 8*

*Vocabulary.com*

**Enduring Understandings:**

- A rich vocabulary helps to communicate complex ideas effectively.
- Vocabulary development assists comprehension.
- Examining the context of unfamiliar words helps to promote understanding of a text.
- Knowledge of prefixes, suffixes, and roots helps to increase your vocabulary.
- Repeated use and application of new vocabulary embeds it in your lexicon.

**Essential Questions:**

- How do you increase my vocabulary?
- How do you recognize the meaning of unfamiliar words?
- How can knowledge of new vocabulary become permanent?
- Why is an extensive vocabulary important?

| Marking Period                | Unit Name  | Objectives   | Standards   | Timeline | Assessments   | Vocabulary  |
|-------------------------------|------------|--|---|----------|---|---|
| Ongoing Through out All Units | Vocabulary | <ul style="list-style-type: none"><li>Recognize the meanings of unfamiliar words as they are presented in context</li><li>Recognize roots, prefixes, and suffixes and use them to identify appropriate</li></ul> | <b>Vocabulary</b><br>CC.1.2.8.F-K<br>CC.1.3.8.F-K |          | <ul style="list-style-type: none"><li><b>Vocabulary Quizzes</b></li><li><b>Writing assessments</b></li><li><b>Speaking</b></li><li><b>Presentations</b></li></ul> | Synonyms<br>Antonyms<br>Roots<br>Prefixes<br>Suffixes |

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|  |  | <p>meaning of words</p> <ul style="list-style-type: none"> <li>● Identify synonyms and antonyms</li> <li>● Define and use correctly new vocabulary words</li> <li>● Determine or clarify the meaning of words that have multiple meanings</li> <li>● Acquire and use accurately grade-appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> |  |  |  | <p>Multiple-meaning words</p> <p>Homonyms</p> |
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**Enduring Understandings:**

**Correct grammar in written and verbal communication helps to make a positive impression on the audience. Rules and conventions of language help readers understand what is being communicated.**

**Essential Questions:**

**What is the importance of using proper grammar in all forms of communication?  
How do rules of language affect communication?**

How does the use of correct grammar and conventions affect meaning?

| Marking Period                | Unit Name               | Objectives  | Standards   | Timeline | Assessments  | Vocabulary   |
|-------------------------------|-------------------------|---|---|----------|--|--|
| Ongoing Through out All Units | Grammar and Conventions | <ul style="list-style-type: none"> <li>● Students will cut down on redundancy by making more precise word choices</li> <li>● Students will examine how a writer uses commas to indicate coordinate adjectives, as well as how adjectives can be separated by the word “and”</li> <li>● Students will examine various uses of commas to set off prepositional and participial phrases</li> <li>● Discover how and why clauses and phrases are used in a narrative</li> <li>● Identify and use different types of clauses in sentences</li> <li>● Identify and learn different types of phrases</li> <li>● Students will examine how a writer combines ideas using clauses and</li> </ul> | <p><b>Reading Literature</b><br/>CC.1.3.8.A-C</p> <p><b>Writing</b><br/>CC1.4.8.E<br/>CC1.4.8.F<br/>CC1.4.8.K<br/>CC1.4.8.L<br/>CC1.4.8.R<br/>CC1.4.8.G</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A</p> |          | <ul style="list-style-type: none"> <li>● <b>Formative assessments embedded and ongoing in all lessons.</b></li> <li>● <b>Assessed through writing and other assessment tools such as teacher made quizzes</b></li> </ul> | <p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>● Active v. passive voice</li> </ul> <p><b>Verbals</b></p> <ul style="list-style-type: none"> <li>● Participles</li> <li>● Gerunds</li> <li>● Infinitives</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>● Commas</li> <li>● Dash</li> <li>● Colon</li> <li>● Parentheses</li> <li>● Semi-Colon</li> </ul> <p><b>Style and Tone</b></p> <ul style="list-style-type: none"> <li>● Ways to enhance writing to make it more interesting for the reader</li> <li>● Adding nonrestrictive elements</li> </ul> |

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|  |  | <p>phrases and apply this practice to their own writing.</p> <ul style="list-style-type: none"><li>● Students will identify differences between misplaced modifiers and dangling modifiers</li><li>● Students will use transition words/phrases to connect ideas coherently and cohesively</li></ul> |  |  |  |  |
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**Essential Questions:**

- What are the various types of writing?**
- How do the types differ from each other**
- What are the appropriate uses for the different types?**
- How can discussion increase our knowledge and understanding of an idea(s)?**
- How does the choice of words affect the message?**
- How do good writers express themselves?**
- How does the process shape the writer's product?**
- How do the rules of language affect communication?**
- Why does a writer choose a particular form of writing?**
- How do I figure out a word I do not know?**
- How does fluency affect comprehension?**
- What do readers do when they do not understand everything in a text?**
- Why do readers need to pay attention to a writer's choice of words?**
- How do readers conduct meaning from text?**
- Why conduct research?**

| <b>Marking Period</b>                | <b>Unit Name</b> | <b>Objectives</b>  | <b>Standards</b>   | <b>Timeline</b> | <b>Assessments</b>  | <b>Vocabulary</b>  |
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| <b>Ongoing Through out All Units</b> | <b>Writing</b>   | <ul style="list-style-type: none"> <li>● Students will improve writing skills in different types of writing</li> <li>● Students will incorporate the use of sophisticated transitions into writing</li> <li>● Students will continue to develop and refine writing styles</li> </ul> | <p><b>Reading Informational</b><br/>CC1.2.8.A-B<br/>CC1.4.8.A-X</p> <p><b>Writing</b><br/>CC. 1.4.8.A-F<br/>CC.1.4.8.M-T</p> |                 | <ul style="list-style-type: none"> <li>● <b>Essays/Paragraphs</b></li> <li>● <b>Responses to literature</b></li> <li>● <b>Vocabulary activities</b></li> <li>● <b>Reflections</b></li> <li>● <b>Thesis based three part paper (Introductory Paragraph/Body</b></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Sentences</b> <ul style="list-style-type: none"> <li>○ Varied</li> <li>○ Expanded</li> <li>○ Compound subjects and predicates</li> </ul> </li> <li>● <b>Paragraph Development</b> <ul style="list-style-type: none"> <li>○ Topic sentence</li> </ul> </li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>● Students will write a variety of letters and use the appropriate formatting and tone</li> <li>● Students will apply elements of standard written English</li> </ul> |  |  | <p><b>Paragraphs/Concluding Paragraphs)</b></p> <ul style="list-style-type: none"> <li>● <b>Narrative</b></li> <li>● <b>Expository</b></li> <li>● <b>Persuasive</b></li> <li>● <b>Compare/Contrast</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Supporting details</li> <li>○ Supported by one example</li> <li>○ Supported by several examples</li> <li>● <b>Types of Paragraphs</b> <ul style="list-style-type: none"> <li>○ Descriptive</li> <li>○ Narrative</li> <li>○ Explanatory</li> <li>○ How and Why</li> <li>○ Comparison</li> <li>○ Cause and Effect</li> <li>○ Persuasive and Argumentative</li> </ul> </li> <li>● <b>Composition</b> <ul style="list-style-type: none"> <li>○ Introductory paragraphs</li> <li>○ Thesis statement</li> <li>○ Body paragraphs</li> <li>○ Concluding paragraphs</li> <li>○ Transitions</li> <li>○ Word choice</li> </ul> </li> <li>● <b>Report</b></li> </ul> |
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|  |  |  |  |  |  | <ul style="list-style-type: none"><li>● <b>Letters</b><ul style="list-style-type: none"><li>○ Friendly</li><li>○ Business</li></ul></li><li>● <b>Poetry</b></li></ul> |
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Essential Questions:

- How do you listen?
- What impact does listening have?
- How do you speak effectively?
- In what ways are ideas communicated orally?
- How do the visual materials send messages?
- How do visuals impact our thoughts and actions?
- How does one analyze and evaluate visual materials?

| Marking Period                | Unit Name   | Objectives   | Standards                              | Timeline | Assessments   | Vocabulary  |
|-------------------------------|---|--|--|----------|---|---|
| Ongoing Through out All Units | Speaking and Listening - Presentation s/ Public Speaking/Poetry Recital | <ul style="list-style-type: none"> <li>• Contribute to discussions by using textual and relevant evidence and by asking probing questions to extend the depth of the discussion</li> <li>• Distinguish between reliable and fraudulent claims in an argument</li> <li>• Evaluate the information presented through diverse media</li> <li>• Use diverse media to select and present ideas convincingly using appropriate presentation skills</li> <li>• Use diverse media to select and present ideas</li> </ul> | Speaking<br>CC1.6.8.A-G<br>CC1.6.8.A-G |          | Presentations that demonstrate the following: <ul style="list-style-type: none"> <li>• Use of research from a variety of sources</li> <li>• Coherence and depth of topic</li> <li>• Use of skills appropriate for audience and purpose</li> </ul> | <b>Delineate</b><br><b>Speaker</b><br><b>Argument</b><br><b>Claim</b><br><b>Evidence</b><br><b>Reasons</b><br><b>Purpose</b><br><b>Motive</b><br><b>Social</b><br><b>Commercial</b><br><b>Political</b><br><b>Relevance</b><br><b>Irrelevant</b><br><b>Sufficiency</b><br><b>Collaborative</b><br><b>collegial</b><br>discussion<br><b>Diverse</b><br><b>Topics</b><br><b>Issues</b><br><b>Evidence</b> |

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|  |  | <ul style="list-style-type: none"> <li>convincingly using appropriate presentation skills</li> </ul> <p>(include assignments that require skills such as recording voices, using images, creating videos and incorporating original text)</p> |  |  |  | <b>Probe</b><br><b>Reflect</b><br><b>pose a question</b><br><b>Elaboration</b><br><b>multiple perspectives</b> |
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| Marking Period            | Unit Name | Objectives   | Standards   | Timeline | Assessments  | Vocabulary   |
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| Ongoing Through All Units | Research  | <ul style="list-style-type: none"> <li>● Determine the purpose of research reports</li> <li>● Identify the structure and features of research reports</li> <li>● Use areas of interest, search engine tools, social studies and science content, and the research of others to generate ideas for writing</li> <li>● Develop research questions and a plan about a subject or topic of interest</li> <li>● Conduct research using relevant, reputable sources including books, reference materials, periodicals, journals, and multiple print digital sources</li> <li>● Analyze the structures, conventions, and graphic features of research reports for the purpose of incorporating these features in their own writing</li> </ul> | <p><b>Reading Literature</b><br/>CC.1.3.8.I<br/>CC.1.3.8.J</p> <p><b>Writing</b><br/>CC.1.4.8.A-X</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A-G</p> |          | <ul style="list-style-type: none"> <li>● <b>Writing pieces</b></li> <li>● <b>Completion of graphic organizers</b></li> <li>● <b>Tests/Quizzes</b></li> </ul> | <ul style="list-style-type: none"> <li>● Purpose for research report</li> <li>● Structure and features of research reports</li> <li>● Research methods</li> <li>● To determine credible sources</li> <li>● Paraphrasing</li> <li>● Plagiarism</li> <li>● MLA format for citations</li> <li>● Writing process</li> <li>● research</li> <li>● reflection</li> <li>● revision</li> <li>● audience</li> <li>● claim</li> <li>● coherent</li> <li>● collaborative</li> <li>● Collegial</li> <li>● Decision-making</li> <li>● evidence</li> <li>● Justify</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>● Determine the credibility and authenticity of information</li><li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations</li><li>● Report findings to readers for the purpose of deepening their understanding of the presented topic</li><li>● Analyze data, facts, statistics, quotations, and definitions for the purpose of writing a research-based report</li><li>● Develop and strengthen writing as needed by planning, revising, and editing</li><li>● Examine and attend to the formal style of a research report</li><li>● Use technology, including the internet, to produce and publish writing and present the relationships between</li></ul> |  |  |  |  |
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|  |  | <p>information and ideas efficiently and effectively</p> <ul style="list-style-type: none"> <li>● Publish a clear and cohesive research report in which the development and organization are appropriate to purpose and audience</li> </ul> |  |  |  |  |
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**Essential Questions:**

- What are the major components of narrative writing?
- How does understanding a text's structure help me better understand its meaning?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves? How does the process shape the writer's product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?
- When is it appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How do speakers express their thoughts and feelings?
- How does a speaker communicate so others will listen and understand the message?
- Can one hear but not listen?
- What's the media message?

| Marking Period | Unit Name            | Objectives  | Standards  | Assessments   | Vocabulary  | Resource   |
|----------------|----------------------|---|--|---|---|--|
| 1              | Theme                | <ul style="list-style-type: none"> <li>■ Determine theme(s) in a text and analyze how it is conveyed through relevant details</li> <li>■ Define allusion and explain author's purpose and craft</li> <li>■ Explain why authors use similes and other figurative language within their writing.</li> <li>■ Determine the plot of the story.</li> </ul> | <p><b>Reading Literature</b><br/>           CC.1.3.8.A<br/>           CC.1.3.8.B<br/>           CC.1.3.8.C<br/>           CC.1.3.8.D<br/>           CC.1.3.8.E<br/>           CC.1.3.8.F<br/>           CC.1.3.8.I<br/>           CC.1.3.8.G</p> <p><b>Writing</b><br/>           CC. 1.4.8.A-F<br/>           CC.1.4.8.M-T</p> <p><b>Vocabulary</b><br/>           CC.1.2.8.F-K<br/>           CC1.3.8.F-K</p> <p><b>Speaking and Listening</b><br/>           CC.1.5.8.A</p> | <ul style="list-style-type: none"> <li>● Reading quizzes/tests</li> <li>● Literary elements</li> <li>● Determining Theme</li> <li>● Providing Textual Evidence</li> </ul> | <p>Plot</p> <ul style="list-style-type: none"> <li>● Exposition</li> <li>● Rising action</li> <li>● Falling action</li> <li>● Climax</li> <li>● Resolution</li> </ul> <p>Theme<br/>           Allusions<br/>           Simile</p> | <p>“Flowers for Algernon”</p> <p>“The Disturbing History of Human Experimentation”</p> |
|                | Plot, Mood, and Tone | <ul style="list-style-type: none"> <li>■ Students will understand the difference between mood and tone, understand the plot of the story, and write a well-constructed argumentative</li> </ul>   | <p><b>Reading Literature</b><br/>           CC.1.3.8.A<br/>           CC.1.3.8.B<br/>           CC.1.3.8.C<br/>           CC.1.3.8.D<br/>           CC.1.3.8.E<br/>           CC1.3.8.F<br/>           CC.1.3.8.I<br/>           CC.1.3.8.G</p>  | <p>Argumentative writing<br/>           Comprehension Test<br/>           ACE questions</p>   | <p>Plot</p> <ul style="list-style-type: none"> <li>● Exposition</li> <li>● Rising action</li> <li>● Falling action</li> <li>● Climax</li> <li>● Resolution</li> </ul> <p>Mood<br/>           Tone</p>                             | <p>“Tell-Tale Heart”</p>   |

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|  |   | paragraph using textual support.   | <b>Writing</b><br>CC. 1.4.8.A-F<br>CC.1.4.8.M-T<br><b>Vocabulary</b><br>CC.1.2.8.F-K<br>CC1.3.8.F-K<br><b>Speaking and Listening</b><br>CC.1.5.8.A   |   |  |             |
|  | <b>Research</b>                         | <ul style="list-style-type: none"> <li>Conduct research on human “experimentation using appropriate sources</li> <li>Find evidence to support a thesis</li> </ul>  |  |   | Accuracy<br>Authority<br>Credible Source<br>Relevance<br>Plagiarism<br>Standard format for citation  |             |
|  | <b>Suspense and Unreliable Narrator</b> | <ul style="list-style-type: none"> <li>Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot</li> <li>Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details</li> </ul> | <b>Reading Literature</b><br>CC.1.3.8.A<br>CC.1.3.8.B<br>CC.1.3.8.C<br>CC.1.3.8D<br>CC.1.3.8.E<br>CC1.3.8.F<br>CC.1.3.8.I<br>CC.1.3.8.G<br><b>Writing</b><br>CC. 1.4.8.A-F<br>CC.1.4.8.M-T | CommonLit Questions - The Raven and Annabel Lee<br>Faux Raven Project<br>Definitions of Raven<br>Vocabulary | Alliteration<br>Assonance<br>Consonance<br><br>Allusions<br><br>Rhythm<br><br>Plot <ul style="list-style-type: none"> <li>Exposition</li> <li>Rising action</li> <li>Falling action</li> <li>Climax</li> <li>Resolution</li> </ul> | “The Raven” |

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| 1 |                                 | <ul style="list-style-type: none"> <li>■ Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary</li> <li>■ Compare/contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style</li> </ul> | <b>Vocabulary</b><br>CC.1.2.8.F-K<br>CC1.3.8.F-K<br><b>Speaking and Listening</b><br>CC.1.5.8.A |  | Mood<br>Tone  |                                    |
|   | <b>Big 6 Author Study - Poe</b> | <ul style="list-style-type: none"> <li>● Conduct research about Edgar Allan Poe’s life and works using databases</li> <li>● Compile and present information using Google Sites</li> </ul>   |   |  | Accuracy<br>Authority<br>Credible Source<br>Relevance<br>Plagiarism<br>Standard format for citation | “Black Cat” Cold Read and Analysis |

| Marking Period | Unit Name | Objectives | Standards | Assessments | Vocabulary | Resource |
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| 2 | <b>Irony</b>                     | <ul style="list-style-type: none"> <li>Students will analyze irony and allegories and demonstrate their understanding by finding textual evidence to support the irony within the text.</li> </ul>   | <b>Reading Literature</b><br>CC.1.3.8.A<br>CC.1.3.8.B<br>CC.1.3.8.C<br>CC.1.3.8.D<br>CC.1.3.8.E<br>CC.1.3.8.F<br>CC.1.3.8.I<br>CC.1.3.8.G<br><b>Writing</b><br>CC. 1.4.8.A-F<br>CC.1.4.8.M-T<br><b>Vocabulary</b><br>CC.1.2.8.F-K<br>CC.1.3.8.F-K<br><b>Speaking and Listening</b><br>CC.1.5.8.A | <b>Argumentative Writing</b><br><br><b>TDA Questions</b>  | <b>Irony</b> <ul style="list-style-type: none"> <li>Situational</li> <li>Dramatic</li> <li>Verbal</li> </ul> <b>Setting</b><br><b>Suspense</b><br><b>Unreliable Narrator</b><br><b>Mood</b><br><b>Tone</b><br><b>Allegory</b> | <b>“The Landlady”</b><br><br><b>“The Lottery”</b><br><br><b>“Lamb to the Slaughter”</b>   |
|   | <b>Informational Non-Fiction</b> | <ul style="list-style-type: none"> <li>Identify and discuss differences various forms of informational texts</li> <li>Analyze text structure an author uses to organize a text such as headings, graphics and charts.</li> <li>Cite several pieces of textual evidence to support analysis of what the text</li> </ul> | <b>Reading Informational</b><br>CC1.2.8.A<br>CC1.2. 8.B<br>CC1.2. 8.D<br>CC1.2. 8.H<br>CC1.2. 8.K<br><br><b>Writing</b><br>CC. 1.4.8.A-F<br>CC.1.4.8.M-T   | <ul style="list-style-type: none"> <li>Reading quizzes/tests</li> <li>Text structure of biography and Autobiography</li> <li>Main ideas and supporting details</li> <li>Fact vs. opinion</li> </ul> | <b>Autobiography/ Memoir</b><br><br><b>Biography</b><br><br><b>Expository Informative Persuasive</b><br><br><b>Interview</b><br><br><b>Text structure</b>   | <b>Choose a topic from “Lottery”, “Lamb to the Slaughter”, and “Landlady”</b><br><br><b>Examples:</b><br><br><b>Typical women’s roles in 1950’s</b> |

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|  |  | <p>says explicitly as well as inferred</p> <ul style="list-style-type: none"> <li>● Determine the central idea of a text and analyze its development over the course of a text</li> <li>● Determine an author's point of view or purpose and evaluate how well the author distinguishes his or her position from that of others</li> <li>● Analyze how the author uses meaning of words or phrases</li> <li>● Summarize the major points, processes, and/or events of a nonfiction text as a whole and give examples that support the author's intended purpose.</li> <li>● Analyze features unique to biography and autobiography.</li> <li>● Analyze the interactions between</li> </ul> | <p><b>Vocabulary</b><br/>CC.1.2.8.F-K<br/>CC1.3.8.F-K</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A</p> | <ul style="list-style-type: none"> <li>● Constructed responses</li> <li>● Objective summary of a non-fiction piece</li> </ul> | <ul style="list-style-type: none"> <li>● <b>List</b></li> <li>● <b>Chronological</b></li> <li>● <b>Order of importance</b></li> <li>● <b>Description</b></li> <li>● <b>Comparison/Contrast</b></li> <li>● <b>Cause/Effect</b></li> <li>● <b>Problem/Solution</b></li> <li>● <b>Sequencing</b></li> <li>● <b>Persuasive</b></li> </ul> <p><b>Main idea and supporting details</b></p> <p><b>Summarizing</b></p> <p><b>Fact and opinion</b></p> <p><b>Author's purpose</b></p> <p><b>Bias</b></p> <p><b>Propaganda</b></p> <p><b>Newspapers</b></p> |  |
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|   |                        | <p>individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)</p> <ul style="list-style-type: none"> <li>● Compare/contrast a text to an audio, video, or multimedia version of a text analyzing each media's portrayal of the subject</li> <li>● Distinguish between first and third person point of view and explain its effectiveness.</li> <li>● Distinguish between fact and opinion.</li> <li>● Participate in large and small group discussions</li> </ul> |  |  |   |  |
| 2 | <b>Dystopian Novel</b> | <ul style="list-style-type: none"> <li>● Students will explore the characteristics of a dystopian novel through their reading of The Giver.</li> <li>● Students will interpret the</li> </ul>  | <p><b>Reading Literature</b><br/> CC.1.3.8.A<br/> CC.1.3.8.B<br/> CC.1.3.8.C<br/> CC.1.3.8D<br/> CC.1.3.8.E<br/> CC1.3.8.F</p> | Actively Learn<br>Text Analysis<br>Questions | <p><b>Individualism</b></p> <p><b>Theme</b></p> <p><b>Character development</b></p> | <p>“The Giver”</p> <p>Actively Learn</p> |

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|  |                                    | definition of individualism   | <p>CC.1.3.8.I<br/>CC.1.3.8.G</p> <p><b>Writing</b><br/>CC. 1.4.8.A-F<br/>CC.1.4.8.M-T</p> <p><b>Vocabulary</b><br/>CC.1.2.8.F-K<br/>CC1.3.8.F-K</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A</p>   |  | <p><b>Author's word choice</b></p> <p><b>Conflict</b></p> <ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> </ul> <p><b>Symbolism</b></p> <p><b>Motif</b></p> |  |
|  | <b>Nonfiction Text Connections</b> | <ul style="list-style-type: none"> <li>• Students will read a range of nonfiction articles connecting to themes within the novel</li> </ul> | <p><b>Reading Informational</b></p> <p>CC1.2.8.A<br/>CC1.2. 8.B<br/>CC1.2. 8.D<br/>CC1.2. 8.H<br/>CC1.2. 8.K</p> <p><b>Writing</b><br/>CC. 1.4.8.A-F<br/>CC.1.4.8.M-T</p> <p><b>Vocabulary</b><br/>CC.1.2.8.F-K<br/>CC1.3.8.F-K</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A</p> | Actively Learn Text Analysis Questions |  | <p>Actively Learn Non-fiction Articles:</p> <p>“The Appeal of Dystopian Novels for Teens”</p> <p>“Individualism: Is it a good thing?”<br/>Media</p> <p>“Why do schools want all students to look the same?”</p> <p>“The Milgram Obedience Study”</p> |

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Essential Questions:

What constitutes poetry?

How does poetry differ from other literary forms?

What are the elements of poetry

What do readers do when they do not understand everything in a poem?

Why do readers need to pay attention to the poet's choice of words?

How do readers construct meaning from poems?

How do poets express themselves? How does the process shape the poet's work?

Why does a poet choose a particular form of writing?

How does choice of words affect the message?

| Marking Period | Unit Name                    | Objectives  | Standards                                   | Assessments  | Vocabulary   |
|----------------|------------------------------|---|---|--|--|
| 3              | Debates                      | <ul style="list-style-type: none"> <li>Trace and evaluate the argument and specific claims in a text, assessing whether their reasoning is sound and the evidence is relevant and sufficient to support the claims</li> </ul> | <b>Speaking and Listening</b><br>CC.1.5.8.A | <ul style="list-style-type: none"> <li>Nonsense Debate</li> </ul>  | <b>Bias</b><br><b>Propaganda</b><br><b>Newspapers</b>  |
| 4              | Poetry - Figurative Language | <ul style="list-style-type: none"> <li>Identify and analyze how figurative language adds meaning and depth to a poem</li> </ul>   | <b>Reading Literature</b><br>CC1.3.8.F      | <ul style="list-style-type: none"> <li>Reading quizzes/tests</li> <li>Analysis of selected poetry</li> </ul> | <ul style="list-style-type: none"> <li>Figurative Language               <ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> </ul> </li> </ul> |

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|  |                    | <ul style="list-style-type: none"> <li>Analyze the impact of rhymes and other repetition sounds (e.g. alliteration) on a specific verse or stanza</li> <li>Compose original poetry using models</li> <li>Include figurative language in each original poem</li> <li>Participate in class discussions</li> <li>Recite original poetry</li> </ul>       | <p><b>Vocabulary</b><br/>CC.1.2.8.F-K<br/>CC1.3.8.F-K</p> <p><b>Writing</b><br/>CC. 1.4.8.A-F<br/>CC.1.4.8.M-T</p> <p><b>Speaking and Listening</b><br/>CC.1.5.8.A<br/>CC.1.5.8.C</p> | <ul style="list-style-type: none"> <li>Figurative language Vocabulary</li> <li>Analysis of and interpretation of selected</li> <li>Poems Constructed Responses</li> <li>Personal response to poetry</li> <li>Composition of original poems</li> <li>Recitation of poems</li> </ul> | <ul style="list-style-type: none"> <li>Alliteration</li> <li>Onomatopoeia</li> <li>Hyperbole</li> <li>Idiom</li> <li>Symbolism</li> <li>Rhythm</li> <li>Meter</li> <li>Alliteration</li> <li>Assonance</li> <li>Consonance</li> <li>Writing <ul style="list-style-type: none"> <li>Poetry Composition</li> </ul> </li> </ul>   |
|  | <b>Poetic Form</b> | <ul style="list-style-type: none"> <li>Identify and analyze difference among different forms of poetry</li> <li>Identify the poet's purpose and analyze examples of poetry that support the poetry's intended purpose.</li> <li>Analyze the impact of rhymes and other repetition sounds (e.g. alliteration) on a specific verse or stanza</li> </ul> | <p><b>Reading Literature:</b><br/>CC.1.3.8.E</p> <p><b>Vocabulary</b><br/>CC.1.2.8.F-K<br/>CC1.3.8.F-K</p> <p><b>Writing</b><br/>CC. 1.4.8.A-F<br/>CC.1.4.8.M-T</p>                   | <ul style="list-style-type: none"> <li>Reading quizzes/tests</li> <li>Analysis of selected poetry</li> </ul>   | <p>Forms of poems</p> <ul style="list-style-type: none"> <li>Haiku</li> <li>Cinquain or Diamante</li> <li>Limerick</li> <li>Free Verse</li> <li>Narrative</li> <li>Epic</li> <li>Ballad</li> </ul> <p>Elements of Poetry</p> <ul style="list-style-type: none"> <li>Rhyme Scheme</li> <li>Imagery</li> </ul> <p>Stanzas</p> <ul style="list-style-type: none"> <li>Poetry vs. Prose</li> </ul> |

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|  |                            | <ul style="list-style-type: none"> <li>Analyze how form and structure contributes to meaning</li> <li>Show a correct understanding of poetry by use of voice inflection and tone.</li> </ul>   | <b>Speaking and Listening</b><br>CC.1.5.8.A  |  |   |
|  | <b>Themes in Poetry</b>    | <ul style="list-style-type: none"> <li>Identify the poet's purpose and analyze examples of poetry that support the poetry's intended purpose.</li> <li>Determine theme(s) and central idea(s)</li> <li>Participate in class discussions</li> </ul> | <b>Reading Literature:</b><br>CC.1.3.8.A<br>CC.1.3.8.B<br>CC.1.3.8.D<br><br><b>Vocabulary</b><br>CC.1.2.8.F-K<br>CC1.3.8.F-K<br><br><b>Writing</b><br>CC. 1.4.8.A-F<br>CC.1.4.8.M-T<br><br><b>Speaking and Listening</b><br>CC.1.5.8.A | <ul style="list-style-type: none"> <li>Analysis of and interpretation of selected</li> </ul> | Appropriate Reading Strategies <ul style="list-style-type: none"> <li>Connect text to self, text to text, text to world</li> <li>Question</li> <li>Predict</li> <li>Visualize</li> <li>Evaluate</li> <li>Clarify</li> </ul> |
|  | <b>Poetry Author Study</b> | <ul style="list-style-type: none"> <li>Students will gather information that pertains to their topic from various print and digital resources and</li> </ul>   | <b>Reading Literature:</b><br>CC.1.3.8.D<br><br><b>Vocabulary:</b>   | <b>Author Study</b>  | Appropriate Reading Strategies <ul style="list-style-type: none"> <li>Connect text to self, text to text, text to world</li> <li>Question</li> <li>Predict</li> </ul>   |



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|  |  | <p>draw conclusions from the evidence in those information sources as part of a grade-level appropriate research process.</p> <ul style="list-style-type: none"> <li>• Students will identify the poet's purpose and analyze examples of text that support the author's intended purpose</li> </ul> | <p>CC.1.2.8.F-K<br/>CC.1.3.8.F-K</p> <p><b>Writing:</b><br/>CC.1.4.8.A-F<br/>CC.1.4.8.L-T</p> <p><b>Speaking:</b><br/>CC.1.5.8.A<br/>CC.1.5.8.C</p> |  | <ul style="list-style-type: none"> <li>○ Visualize</li> <li>○ Evaluate</li> <li>○ Clarify</li> </ul> |
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