

Curriculum Map: Common Core English Language Arts 8

Course: ENGLISH/LANG ARTS Subtopic: English

Grade(s): None specified

Course Description: In the English Language Arts eighth grade class, students will advance their skills in the areas of reading, writing, speaking and listening. Students will read a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects in order to build knowledge, gain insights, explore possibilities, and broaden their perspective. In response to both research and reading, students will write informative, persuasive and narrative pieces based on substantive claims, sound reasoning and relevant evidence. Speaking and listening skills will be developed as students gain, evaluate, and present increasingly complex information, ideas, and evidence through lecture, small group work, formal speaking, as well as through media. Because writing extends across reading, writing, speaking and listening, it must be an integral part of ELA 8. Students will increase their vocabularies through a mix of conversations, direct instruction, reading and writing. As a result of these learning opportunities and experiences, students will increase their language arts skills to ready themselves for high school.

Curriculum Map Author(s): Debra Filmeck
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Unit: Unit 1: Reading Literature -- Short Story

Unit/Module Description: This unit uses the short story as the vehicle for reviewing common literary elements, as well as for appreciating the art of great storytelling. It also enables students to confirm and hone a common understanding of important literary elements, as well as a shared vocabulary for discussing them.

Unit/Module Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Unit/Module Essential Questions:

1. How do readers know what to believe in what they read, hear and view?
2. How does interaction with text provoke thinking and response?
3. How does what readers read influence how they should read?
4. How do strategic readers create meaning from literary text?
5. How do learners develop and refine their vocabulary?
6. How does a reader's purpose influence how text should be read?
7. What is this text really about?
8. What strategies and resources do I use to figure out unknown vocabulary?
9. Why learn new words?
10. How do the characteristics of this genre affect the reader's experience with the text?
11. How do I use textual evidence to support my ideas?
12. How does the author draw on history as source material to transform the text?

Unit/Module Key Terminology & Definitions : Alliteration – The repetition of consonant sounds in words that are close together.

Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.

Antonym- A word of opposite meaning.

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Autobiography – A biography of person narrated by himself or herself.

Bias- A personal and sometimes unreasoned judgment or prejudice.

Biography- An account of a person's life or of part of it, written or told by another person.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.

Conclusion- The end result of a piece of literature.

Conflict- A struggle or clash between opposing characters, forces, or emotions.

Context clues- The clues or hints that the text will often give you about meaning.

Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Fairy tale- A story in which improbable events lead to a happy ending.

Fiction- Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Focus- The center of interest or attention.

Folktales- A story that has no known author and was originally passed on from one generation to another by word of mouth.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Free verse- Poetry without a regular meter or rhyme scheme.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Graphic organizer- Also known as knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram, a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

Homophone- Words that are pronounced alike but different in meaning and spelling.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Informational text- Text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital information to nonfiction trade books to textbooks and reference materials.

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Legends- A story of extraordinary deeds that is handed down from one generation to the next.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Meter- A pattern of stressed and unstressed syllables in poetry.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Narrative- A story, actual or fictional, expressed orally or in text.

Non-fiction- Prose writing that deals with real people, things, events and places.

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g.,
Flowers danced about the lawn.)

Plot- The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

Point of view- The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

First person- One of the characters, using the personal pronoun I, tells the story.

Third person limited- The narrator focuses on the thoughts and feelings of only one character.

Third person omniscient- The narrator knows everything about all the characters and their problems.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rhyme- The repetition of accented vowel sounds and all sounds following them in words that are close together in a poem.

Rhythm- A musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of certain other sound patterns.

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Setting- The time and place of a story, play or narrative poem.

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Synonym- A word that has the same or similar meaning.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Figurative Language
2. Point of View
3. Text Structure
4. Vocabulary
5. Text Analysis
6. Theme / Main Idea
7. Literary Elements
8. Author's Purpose
9. Comprehension Strategies

Competencies:

1. Analyze how characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
2. Determine the author's purpose and point of view of various pieces and genres of literature.
3. Analyze and recognize how different genres can all connect to a similar theme.
4. Analyze the various literary elements within pieces of literature and discuss how they contribute to the theme and the effectiveness of the piece.
5. Make inferences and draw conclusions while reading various pieces of literature.
6. Identify and explain how figurative language adds to the effectiveness and meaning of a work.
7. Determine the meaning of unknown words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.3.8.A \(Advanced\)](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [CC.1.3.8.B \(Advanced\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.3.8.C \(Advanced\)](#) Analyze how particular lines of dialogue or incidents in a story

or drama propel the action, reveal aspects of a character, or provoke a decision.

[CC.1.3.8.D \(Advanced\)](#)

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

[CC.1.3.8.E \(Advanced\)](#)

Analyze the development of the meaning through the overall structure of multiple texts.

[CC.1.3.8.F \(Advanced\)](#)

Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

[CC.1.3.8.G \(Advanced\)](#)

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

[CC.1.3.8.H \(Advanced\)](#)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

[CC.1.3.8.I \(Advanced\)](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.3.8.J \(Advanced\)](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.8.K \(Advanced\)](#)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: Theme and Main Idea

**Core
Lesson/Topic
Description:**

This lesson describes theme as the moral or lesson of a story, and main idea as the author's central thought. Students will be able to describe the difference between theme and main idea, and they will practice determining what the main idea and theme are in a given text. The lesson will also concentrate on key words, phrases and text structure that can be helpful in identifying the two.

**Core
Lesson/Topic
Big Ideas:**

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4. Readers utilize strategies to interact with the text and determine meaning.

**Core
Lesson/Topic
Essential
Questions:**

- How do readers know what to believe in what they read, hear and view?
- How does interaction with text provoke thinking and response?
- How does what readers read influence how they should read?
- How do strategic readers create meaning from literary text?
- How do learners develop and refine their vocabulary?
- How does a reader's purpose influence how text should be read?
- What is this text really about?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why learn new words?
- How do the characteristics of this genre affect the reader's experience with the text?
- How do I use textual evidence to support my ideas?
- How does the author draw on history as source material to transform the text?

Core Lesson/Topic Key Terminology & Definitions:

Theme and Main Idea

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Conflict- A struggle or clash between opposing characters, forces, or emotions.

Context clues- The clues or hints that the text will often give you about meaning.

Focus- The center of interest or attention.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Lesson Topic: Point of View

Core Lesson/Topic Description:

This lesson describes the different vantage points from which a story is told to the reader. It is directed toward showing the students the difference between first person, third person limited, and third person omniscient points of view. Students should be able to read a text and decipher the point of view being used, and describe the effect the point of view has on the story.

Core Lesson/Topic Big Ideas:

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Core Lesson/Topic Essential Questions:

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- How do strategic readers create meaning from literary text?
- How do learners develop and refine their vocabulary?
- How does a reader's purpose influence how text should be read?

What is this text really about?

What strategies and resources do I use to figure out unknown vocabulary?

Why learn new words?

How do the characteristics of this genre affect the reader's experience with the text?

How do I use textual evidence to support my ideas?

How does the author draw on history as source material to transform the text?

**Core
Lesson/Topic
Key
Terminology &
Definitions:**

Point of View

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Context clues- The clues or hints that the text will often give you about meaning.

Point of view- The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

First person- One of the characters, using the personal pronoun I, tells the story.

Third person limited- The narrator focuses on the thoughts and feelings of only one character.

Third person omniscient- The narrator knows everything about all the characters and their problems.

Lesson Topic: Author's Purpose

**Core
Lesson/Topic
Description:**

Most writing is intended to inform, entertain, or persuade. Critical readers can identify the author's reasons for writing text and adjust their reading method to match the author's purpose. When students can identify an author's purpose for writing a text, they are better equipped to evaluate its content as they make inferences and draw conclusions.

**Core
Lesson/Topic
Big Ideas:**

1. Effective readers use appropriate strategies to construct meaning.
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Lesson/Topic
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How do readers know what to believe in what they read, hear and view?

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**Core
Lesson/Topic
Key
Terminology &
Definitions:**

Author's Purpose

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Context clues- The clues or hints that the text will often give you about meaning.

Focus- The center of interest or attention.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Lesson Topic: Figures of Speech

**Core
Lesson/Topic
Description:**

This lesson identifies the different figures of speech and their effect on the text. Students will identify different figures of speech such as similes, metaphors, hyperbole, personification, alliteration, onomatopoeia, symbolism and idioms. The lesson also concentrates on the author's choice of a figure of speech and how it effects the tone or meaning of the text.

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Big Ideas:**

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**Core
Lesson/Topic
Key
Terminology &
Definitions:**

Figures of Speech

Alliteration – The repetition of consonant sounds in words that are close together.

Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g., Flowers danced about the lawn.)

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Lesson Topic: Characterization

**Core
Lesson/Topic
Description:**

This lesson describes the methods authors use to describe characters and their personalities, appearances and traits. The students will identify the difference between direct and indirect characterization and why an author would use one or the other. The lesson also describes the difference between round and flat characters and the effect that characterization has on a text or the reader.

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Big Ideas:**

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Core Lesson/Topic Key Terminology & Definitions:

Characterization

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Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.

Conclusion- The end result of a piece of literature.

Conflict- A struggle or clash between opposing characters, forces, or emotions.

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Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Unit: Unit 2: Reading Literature -- Novel

Unit/Module Description:

This unit focuses on the novel as a literary form and explores theme and main idea. Students apply the knowledge of literary elements explored in the short story unit to a new literary form—the novel. They discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are highlighted as well. Students work independently and cooperatively to develop and refine reading strategies to help them determine the meaning of vocabulary, as well as to interpret and comprehend the author's use of literary devices and elements within and between selections.

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Focus- The center of interest or attention.

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Synonym- A word that has the same or similar meaning.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Figurative Language
2. Point of View
3. Text Structure
4. Vocabulary
5. Text Analysis
6. Theme / Main Idea
7. Literary Elements
8. Author's Purpose
9. Comprehension Strategies

Competencies:

1. Analyze how characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
2. Determine the author's purpose and point of view of various pieces and genres of literature.
3. Analyze and recognize how different genres can all connect to a similar theme.
4. Analyze the various literary elements within pieces of literature and discuss how they contribute to the theme and the effectiveness of the piece.
5. Make inferences and draw conclusions while reading various pieces of literature.
6. Identify and explain how figurative language adds to the effectiveness and meaning of a work.
7. Determine the meaning of unknown words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

STANDARDS

STATE: PA Common Core Standards (2012)

CC.1.3.8.A (Advanced)	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.3.8.B (Advanced)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C (Advanced)	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D (Advanced)	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CC.1.3.8.E (Advanced)	Analyze the development of the meaning through the overall structure of multiple texts.
CC.1.3.8.F (Advanced)	Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
CC.1.3.8.H (Advanced)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: A Christmas Carol by Charles Dickens

Core Lesson/Topic Description: When reading Charles Dickens' "A Christmas Carol", students will have the opportunity to develop comprehension skills as well as participate in cooperative learning activities that will aid in comprehension. This lesson will be used primarily to expose students to this classic literary selection as a work of fiction, to teach characterization and setting, theme and main idea, and explore the idea of money being the root of all evil.

Core Lesson/Topic Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Core Lesson/Topic Essential Questions:

How do readers know what to believe in what they read, hear and view?

How does interaction with text provoke thinking and response?

How does what readers read influence how they should read?

How do strategic readers create meaning from literary text?

How do learners develop and refine their vocabulary?

How does a reader's purpose influence how text should be read?

What is this text really about?

What strategies and resources do I use to figure out unknown vocabulary?

Why learn new words?

How do the characteristics of this genre affect the reader's experience with the text?

How do I use textual evidence to support my ideas?

How does the author draw on history as source material to transform the text?

**Core
Lesson/Topic
Key
Terminology &
Definitions:**

Novel

Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.

Antonym- A word of opposite meaning.

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Bias- A personal and sometimes unreasoned judgment or prejudice.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.

Conclusion- The end result of a piece of literature.

Conflict- A struggle or clash between opposing characters, forces, or emotions.

Context clues- The clues or hints that the text will often give you about meaning.

Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Fiction- Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Focus- The center of interest or attention.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Free verse- Poetry without a regular meter or rhyme scheme.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Graphic organizer- Also known as knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram, a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

Homophone- Words that are pronounced alike but different in meaning and spelling.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Narrative- A story, actual or fictional, expressed orally or in text.

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g.,

Flowers danced about the lawn.)

Plot- The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

Point of view- The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

First person- One of the characters, using the personal pronoun I, tells the story.

Third person limited- The narrator focuses on the thoughts and feelings of only one character.

Third person omniscient- The narrator knows everything about all the characters and their problems.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Setting- The time and place of a story, play or narrative poem.

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Synonym- A word that has the same or similar meaning.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Lesson Topic: The Dark is Rising by Susan Cooper

Core

Lesson/Topic

Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

**Core
Lesson/Topic
Essential
Questions:**

- How do readers know what to believe in what they read, hear and view?
- How does interaction with text provoke thinking and response?
- How does what readers read influence how they should read?
- How do strategic readers create meaning from literary text?
- How do learners develop and refine their vocabulary?
- How does a reader's purpose influence how text should be read?
- What is this text really about?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why learn new words?
- How do the characteristics of this genre affect the reader's experience with the text?
- How do I use textual evidence to support my ideas?
- How does the author draw on history as source material to transform the text?

**Core
Lesson/Topic
Key
Terminology &
Definitions:**

- Novel
- Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.
- Antonym- A word of opposite meaning.
- Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.
- Bias- A personal and sometimes unreasoned judgment or prejudice.
- Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).
- Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.
- Conclusion- The end result of a piece of literature.
- Conflict- A struggle or clash between opposing characters, forces, or emotions.
- Context clues- The clues or hints that the text will often give you about meaning.

Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Fiction- Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Focus- The center of interest or attention.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Free verse- Poetry without a regular meter or rhyme scheme.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Graphic organizer- Also known as knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram, a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

Homophone- Words that are pronounced alike but different in meaning and spelling.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Narrative- A story, actual or fictional, expressed orally or in text.

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g., Flowers danced about the lawn.)

Plot- The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

Point of view- The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

First person- One of the characters, using the personal pronoun I, tells the story.

Third person limited- The narrator focuses on the thoughts and feelings of only one character.

Third person omniscient- The narrator knows everything about all the characters and their problems.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Setting- The time and place of a story, play or narrative poem.

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Synonym- A word that has the same or similar meaning.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Unit: Unit 3: Reading Literature -- Poetry

Unit/Module Description: Studying poetry creates rich opportunities to encourage critical reading and thinking, as students analyze how poetry differs from prose in structure, form, purpose, and language. In this poetry unit, students will learn to interpret multiple perspectives while reading, analyzing, and discussing various works.

Unit/Module Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Unit/Module Essential Questions:

1. How do readers know what to believe in what they read, hear and view?
2. How does interaction with text provoke thinking and response?
3. How does what readers read influence how they should read?
4. How do strategic readers create meaning from literary text?
5. How do learners develop and refine their vocabulary?
6. How does a reader's purpose influence how text should be read?
7. What is this text really about?
8. What strategies and resources do I use to figure out unknown vocabulary?
9. Why learn new words?
10. How do the characteristics of this genre affect the reader's experience with the text?
11. How do I use textual evidence to support my ideas?
12. How does the author draw on history as source material to transform the text?

Unit/Module Key Terminology & Definitions : Alliteration – The repetition of consonant sounds in words that are close together.

Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Context clues- The clues or hints that the text will often give you about meaning.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Free verse- Poetry without a regular meter or rhyme scheme.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Meter- A pattern of stressed and unstressed syllables in poetry.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g., Flowers danced about the lawn.)

Rhyme- The repetition of accented vowel sounds and all sounds following them in words that are close together in a poem.

Rhythm- A musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of certain other sound patterns.

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Figurative Language
2. Text Structure
3. Vocabulary
4. Text Analysis
5. Theme / Main Idea
6. Literary Elements
7. Author's Purpose
8. Comprehension Strategies

Competencies:

1. Analyze and recognize how different genres can all connect to a similar theme.
2. Analyze the various literary elements within pieces of literature and discuss how they contribute to the theme and the effectiveness of the piece.
3. Make inferences and draw conclusions while reading various pieces of literature.
4. Identify and explain how figurative language adds to the effectiveness and meaning of a work.
5. Determine the meaning of unknown words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.3.8.A \(Advanced\)](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [CC.1.3.8.B \(Advanced\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.3.8.C \(Advanced\)](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [CC.1.3.8.D \(Advanced\)](#) Determine an author's point of view or purpose in a text and

analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

[CC.1.3.8.E \(Advanced\)](#)

Analyze the development of the meaning through the overall structure of multiple texts.

[CC.1.3.8.F \(Advanced\)](#)

Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

[CC.1.3.8.G \(Advanced\)](#)

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

[CC.1.3.8.H \(Advanced\)](#)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

[CC.1.3.8.I \(Advanced\)](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.3.8.J \(Advanced\)](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.8.K \(Advanced\)](#)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: Figures of Speech

Core Lesson/Topic Description:

In this poetry lesson, students will read and respond to poetry, with a concentration on looking at the figures of speech in this literary genre. These figures of speech will include but are not limited to simile, hyperbole, alliteration, metaphor, personification and onomatopoeia. Students will work independently and cooperatively to apply and use reading strategies to determine the meaning of vocabulary, as well as theme and the author's purpose for writing.

Core Lesson/Topic Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Core Lesson/Topic Essential Questions:

- How do readers know what to believe in what they read, hear and view?
- How does interaction with text provoke thinking and response?
- How does what readers read influence how they should read?
- How do strategic readers create meaning from literary text?
- How do learners develop and refine their vocabulary?
- How does a reader's purpose influence how text should be read?
- What is this text really about?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why learn new words?
- How do the characteristics of this genre affect the reader's experience with the text?
- How do I use textual evidence to support my ideas?
- How does the author draw on history as source material to transform the text?

**Core
Lesson/Topic
Key
Terminology &
Definitions:**

Figures of Speech

Alliteration – The repetition of consonant sounds in words that are close together.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Free verse- Poetry without a regular meter or rhyme scheme.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g., Flowers danced about the lawn.)

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Lesson Topic: Meter, Rhyme and Rhythm

**Core
Lesson/Topic
Description:**

In this poetry lesson, students will read and respond to poetry, with a concentration on meter, rhyme and rhythm in this literary genre. Students will work independently and cooperatively to apply and use reading strategies to determine the meaning of vocabulary, as well as theme and the author's purpose for writing.

**Core
Lesson/Topic
Big Ideas:**

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

**Core
Lesson/Topic
Essential
Questions:**

How do readers know what to believe in what they read, hear and view?

How does interaction with text provoke thinking and response?

How does what readers read influence how they should read?

How do strategic readers create meaning from literary text?

How do learners develop and refine their vocabulary?

How does a reader's purpose influence how text should be read?

What is this text really about?

What strategies and resources do I use to figure out unknown vocabulary?

Why learn new words?

How do the characteristics of this genre affect the reader's experience with the text?

How do I use textual evidence to support my ideas?

How does the author draw on history as source material to transform the text?

Core Lesson/Topic Key Terminology & Definitions:

Meter- A pattern of stressed and unstressed syllables in poetry.

Rhyme- The repetition of accented vowel sounds and all sounds following them in words that are close together in a poem.

Rhythm- A musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of certain other sound patterns.

Unit: Unit 4: Reading Literature – Drama

Unit/Module Description:

Students read and respond to drama as a literary genre with unique structural characteristics. Students work independently and cooperatively to develop and refine reading strategies to help them determine the meaning of vocabulary, as well as to interpret and comprehend the author's use of literary devices and elements. Students use critical thinking skills, such as analysis, synthesis, evaluation, and creation, to make and support interpretations of literature. Students connect the themes of the play to their own knowledge and experiences of life and the human condition.

Unit/Module Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Unit/Module Essential Questions:

1. How do readers know what to believe in what they read, hear and view?
2. How does interaction with text provoke thinking and response?
3. How does what readers read influence how they should read?
4. How do strategic readers create meaning from literary text?
5. How do learners develop and refine their vocabulary?
6. How does a reader's purpose influence how text should be read?
7. What is this text really about?
8. What strategies and resources do I use to figure out unknown vocabulary?
9. Why learn new words?
10. How do the characteristics of this genre affect the reader's experience with the text?
11. How do I use textual evidence to support my ideas?
12. How does the author draw on history as source material to transform the text?

Unit/Module Key Terminology & Definitions :

Alliteration – The repetition of consonant sounds in words that are close together.

Allusion -- An implied or indirect reference in literature to a familiar person, place, or event.

Antonym- A word of opposite meaning.

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Autobiography – A biography of person narrated by himself or herself.

Bias- A personal and sometimes unreasoned judgment or prejudice.

Biography- An account of a person's life or of part of it, written or told by another person.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.

Conclusion- The end result of a piece of literature.

Conflict- A struggle or clash between opposing characters, forces, or emotions.

Context clues- The clues or hints that the text will often give you about meaning.

Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Fairy tale- A story in which improbable events lead to a happy ending.

Fiction- Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Focus- The center of interest or attention.

Folktales- A story that has no known author and was originally passed on from one generation to another by word of mouth.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Free verse- Poetry without a regular meter or rhyme scheme.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g.,

prose, poetry).

Graphic organizer- Also known as knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram, a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

Homophone- Words that are pronounced alike but different in meaning and spelling.

Hyperbole- An exaggeration or overstatement (e.g., I had to wait forever.)

Imagery- Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Informational text- Text with the primary purpose of expressing information about the arts, sciences, or social studies. This text ranges from newspaper and magazine articles to digital information to nonfiction trade books to textbooks and reference materials.

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Legends- A story of extraordinary deeds that is handed down from one generation to the next.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Metaphor- The comparison of two unlike things in which no words of comparison (like or as) are used (e.g., The speech gave me food for thought.)

Meter- A pattern of stressed and unstressed syllables in poetry.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Narrative- A story, actual or fictional, expressed orally or in text.

Non-fiction- Prose writing that deals with real people, things, events and places.

Onomatopoeia- The use of words whose sounds imitate or suggest their meaning.

Personification- An object or abstract idea given human qualities or human form (e.g., Flowers danced about the lawn.)

Plot- The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

Point of view- The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

First person- One of the characters, using the personal pronoun I, tells the story.

Third person limited- The narrator focuses on the thoughts and feelings of only one character.

Third person omniscient- The narrator knows everything about all the characters and their problems.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rhyme- The repetition of accented vowel sounds and all sounds following them in words that are close together in a poem.

Rhythm- A musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of certain other sound patterns.

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Setting- The time and place of a story, play or narrative poem.

Simile- A comparison between two unlike things, using a word such as like, as then or resembles.

Symbolism- A device in literature where an object represents an idea.

Synonym- A word that has the same or similar meaning.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Figurative Language
2. Point of View
3. Text Structure
4. Vocabulary
5. Text Analysis
6. Theme / Main Idea
7. Literary Elements
8. Author's Purpose
9. Comprehension Strategies

Competencies:

1. Analyze how characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
2. Determine the author's purpose and point of view of various pieces and genres of literature.
3. Analyze and recognize how different genres can all connect to a similar theme.
4. Analyze the various literary elements within pieces of literature and discuss how they contribute to the theme and the effectiveness of the piece.
5. Make inferences and draw conclusions while reading various pieces of literature.
6. Identify and explain how figurative language adds to the effectiveness and meaning of a work.
7. Determine the meaning of unknown words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.3.8.A \(Advanced\)](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [CC.1.3.8.B \(Advanced\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.3.8.C \(Advanced\)](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [CC.1.3.8.D \(Advanced\)](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- [CC.1.3.8.E \(Advanced\)](#) Analyze the development of the meaning through the overall structure of multiple texts.
- [CC.1.3.8.F \(Advanced\)](#) Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they

CC.1.3.8.G (Advanced)	shape meaning and tone. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.H (Advanced)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: Elements of Drama

Core Lesson/Topic Description: Students will understand elements of drama including dramatic action, climax, plot, character, conflict, theme, dialogue, resolution, playwright, director and designer. Students will also relate drama to its larger context in this lesson, while examining how theater reflects life. Finally, this lesson will explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy and empathy apply in the theater and in life.

- Core Lesson/Topic Big Ideas:**
1. Effective readers use appropriate strategies to construct meaning.
 2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 3. Literary devices enhance and deepen fiction’s impact upon the reader.
 4. Readers utilize strategies to interact with the text and determine meaning.

- Core Lesson/Topic Essential Questions:**
- How do readers know what to believe in what they read, hear and view?
 - How does interaction with text provoke thinking and response?
 - How does what readers read influence how they should read?
 - How do strategic readers create meaning from literary text?
 - How do learners develop and refine their vocabulary?
 - How does a reader’s purpose influence how text should be read?
 - What is this text really about?
 - What strategies and resources do I use to figure out unknown vocabulary?
 - Why learn new words?
 - How do the characteristics of this genre affect the reader’s experience with the text?
 - How do I use textual evidence to support my ideas?
 - How does the author draw on history as source material to transform the text?

Core Lesson/Topic Key Terminology & Definitions:

Elements of Drama

Author’s purpose -- The author’s intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Climax- The turning point in a narrative; the moment when the conflict is at its most intense. Typically, the structure of stories, novels, and plays is one of rising action, in which tension builds to the climax.

Conclusion- The end result of a piece of literature.

Conflict- A struggle or clash between opposing characters, forces, or emotions.

Context clues- The clues or hints that the text will often give you about meaning.

Dialogue- In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Fiction- Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.

Figurative language- Language that cannot be taken literally since it was written to create a special effect or feeling.

Focus- The center of interest or attention.

Foreshadow- An organizational device used in literature to create expectation or to set up an explanation of later developments.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Irony- The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Narrative- A story, actual or fictional, expressed orally or in text.

Plot- The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

Resolution- The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rising action- The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Setting- The time and place of a story, play or narrative poem.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Unit: Unit 5: Reading Literature – Nonfiction / Informative Text

Unit/Module Description: Knowledge-based information is an ever-changing, expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

- Unit/Module Big Ideas:**
1. Effective readers use appropriate strategies to construct meaning.
 2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 3. Literary devices enhance and deepen fiction's impact upon the reader.
 4. Readers utilize strategies to interact with the text and determine meaning.

- Unit/Module Essential Questions:**
1. How does interaction with text provoke thinking and response?
 2. How does one develop and refine vocabulary?
 3. How do strategic readers create meaning from informational text?
 4. How does what readers' read influence how they should read it?
 5. How does a reader's purpose influence how text should be read?
 6. How do readers know what to believe in what they read, hear, and view?
 7. What is this text really about?
 8. What strategies and resources do learners use to figure out unknown vocabulary?
 9. Why learn new words?
 10. How do the characteristics of this genre affect the reader's experience with the text?
 11. How do I use textual evidence to support my ideas?
 12. How do historical or current events influence the author's writing?

Unit/Module Key Terminology & Definitions :

<!--[if !supportLists]-->1. <!--[endif]-->**Argument/Position** The position or claim the author establishes. Arguments should be supported with valid evidence and reasoning and balanced by the inclusion of counterarguments that illustrate opposing viewpoints.

<!--[if !supportLists]-->2. <!--[endif]-->**Author's Purpose** The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

<!--[if !supportLists]-->3. <!--[endif]-->**Bias** The subtle presence of a positive or negative approach toward a topic.

<!--[if !supportLists]-->4. <!--[endif]-->**Biography** A written account of another person's life.

<!--[if !supportLists]-->5. <!--[endif]-->**Compare/Contrast** Place together characters, situations, or ideas to show common and/or differing features in literary selections.

<!--[if !supportLists]-->6. <!--[endif]-->**Conflict/Problem** A struggle or clash between opposing characters, forces, or emotions.

<!--[if !supportLists]-->7. <!--[endif]-->**Differentiate** Distinguish, tell apart, and recognize differences between two or more items.

<!--[if !supportLists]-->8. <!--[endif]-->**Draw Conclusion** To make a judgment or decision based on reasoning rather than direct or implicit statement.

<!--[if !supportLists]-->9. <!--[endif]-->**Elements of Nonfiction** Traits that mark a work as reportorial, analytical, informative or argumentative (e.g., facts, data, charts, graphics, headings).

<!--[if !supportLists]-->10. <!--[endif]-->**Evaluate** Examine and judge carefully. To judge or determine the significance, worth or quality of something; to assess.

<!--[if !supportLists]-->11. <!--[endif]-->**Fact** A piece of information provided objectively, presented as true.

<!--[if !supportLists]-->12. <!--[endif]-->**Focus** The center of interest or attention.

<!--[if !supportLists]-->13. <!--[endif]-->**Generalization** A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

- <!--[if !supportLists]-->14. <!--[endif]-->**Genre** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
- <!--[if !supportLists]-->15. <!--[endif]-->**Inference** A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by “reading between the lines.”
- <!--[if !supportLists]-->16. <!--[endif]-->**Informational Text** Nonfiction written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals).
- <!--[if !supportLists]-->17. <!--[endif]-->**Interpret** To give reasons through an explanation to convey and represent the meaning or understanding of a text.
- <!--[if !supportLists]-->18. <!--[endif]-->**Key Words** Specific word choices in a text that strongly support the tone, mood, or meaning of the text.
- <!--[if !supportLists]-->19. <!--[endif]-->**Key/Supporting Details** Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.
- <!--[if !supportLists]-->20. <!--[endif]-->**Literary Element** An essential technique used in literature (e.g., characterization, setting, plot, theme).
- <!--[if !supportLists]-->21. <!--[endif]-->**Literary Form** The overall structure or shape of a work that frequently follows an established design. Forms may refer to a literary type (narrative, short story) or to patterns of meter, lines, and rhymes (stanza, verse).
- <!--[if !supportLists]-->22. <!--[endif]-->**Literary Nonfiction** Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel text, biography, memoir and the essay.
- <!--[if !supportLists]-->23. <!--[endif]-->**Main Idea** The author’s central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
- <!--[if !supportLists]-->24. <!--[endif]-->**Mood** The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.
- <!--[if !supportLists]-->25. <!--[endif]-->**Motif** A recurring subject, theme, or idea in a literary work.
- <!--[if !supportLists]-->26. <!--[endif]-->**Narrative** A story, actual or fictional, expressed orally or in text.
- <!--[if !supportLists]-->27. <!--[endif]-->**Narrator** A person, animal, or thing telling the story or giving an account of something.
- <!--[if !supportLists]-->28. <!--[endif]-->**Nonfiction** Text that is not fictional; designed primarily to explain, argue, instruct or describe rather than entertain. For the most part, its emphasis is factual.
- <!--[if !supportLists]-->29. <!--[endif]-->**Opinion** A personal view, attitude, or appraisal.
- <!--[if !supportLists]-->30. <!--[endif]-->**Propaganda** Information aimed at positively or negatively influencing the opinions or behaviors of large numbers of people.
- <!--[if !supportLists]-->31. <!--[endif]-->**Propaganda Techniques** Propaganda techniques and persuasive tactics are used to influence people to believe, buy or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.

- a. **Name!** calling is an attack on a person instead of an issue.
- b. **Bandwagon** tries to persuade the reader to do, think or buy something
- c. **Red herring** is an attempt to distract the reader with details not relevant to the argument.
- d. **Emotional appeal** tries to persuade the reader by using words that appeal to the reader’s emotions instead of to logic or reason.

- e. **Testimonial** attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement).
- f. **Repetition** attempts to persuade the reader by repeating a message over and over again.
- g. **Sweeping generalization (stereotyping)** makes an oversimplified statement about a group based on limited information.
- h. **Circular argument** states a conclusion as part of the proof of the argument.
- i. **Appeal to numbers, facts, or statistics** attempts to persuade the reader by showing how many people think something is true.

41. **Rhetoric** The art or science of all specialized literary uses of language in prose or verse, including the figures of speech; the study of the effective use of language; the ability to use language effectively; the art of prose in general as opposed to verse.

42. **Sequence of Events** A literary organizational form that presents the order in which tasks are to be performed.

43. **Text Organization/Structure** The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

44. **Theme** A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

45. **Tone** The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

46. **Voice** The fluency, rhythm, and liveliness in a text that make it unique to the author.

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

Vocabulary Acquisition and Use

Evaluating Arguments

Text Analysis

Range of Reading

Vocabulary Acquisition and Use

Competencies:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Evaluate author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

STANDARDS

STATE: PA Common Core Standards (2012)

CC.1.3.8.A (Advanced)	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.3.8.B (Advanced)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C (Advanced)	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D (Advanced)	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CC.1.3.8.E (Advanced)	Analyze the development of the meaning through the overall structure of multiple texts.
CC.1.3.8.F (Advanced)	Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
CC.1.3.8.G (Advanced)	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.H (Advanced)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J (Advanced)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: Author's Purpose

Core Lesson/Topic Description: In this lesson, students will analyze, make inferences and draw conclusions about the author's purpose and provide evidence from the text to support their understanding. Students will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.

Core Lesson/Topic Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Core Lesson/Topic Essential Questions:

How do readers know what to believe in what they read, hear and view?

How does interaction with text provoke thinking and response?

How does what readers read influence how they should read?

How do strategic readers create meaning from literary text?

How do learners develop and refine their vocabulary?

How does a reader's purpose influence how text should be read?

What is this text really about?

What strategies and resources do I use to figure out unknown vocabulary?

Why learn new words?

How do the characteristics of this genre affect the reader's experience with the text?

How do I use textual evidence to support my ideas?

How does the author draw on history as source material to transform the text?

Core Lesson/Topic Key Terminology & Definitions:

Author's Purpose

Author's purpose -- The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Characterization- The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).

Context clues- The clues or hints that the text will often give you about meaning.

Generalization- A conclusion drawn from specific information that is used to make a broad statement about a topic or person.

Genre- A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Inference- A judgment based on reasoning rather than on a direct or explicit statement. A conclusion based on facts or circumstances; understanding gained by "reading between the lines."

Main idea- The author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.

Mood- The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Symbolism- A device in literature where an object represents an idea.

Theme- A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or reoccurring ideas in a work.

Tone- The attitude of the author toward the audience, characters, subject or the work itself (e.g., serious, humorous).

Lesson Topic: Bias and Propaganda

Core Lesson/Topic Description:

In this lesson, students will be introduced to both bias and propaganda. Students will read and respond to argumentative and informational essays as a genre of nonfiction with unique structural characteristics. Students will apply critical reading and thinking skills to various forms of nonfiction literature. As students compare, analyze, and evaluate these literary forms, they distinguish essential from nonessential information and use textual evidence to support their spoken and written interpretations.

Core Lesson/Topic Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize

information.

3. Literary devices enhance and deepen fiction's impact upon the reader.
4. Readers utilize strategies to interact with the text and determine meaning.

Core Lesson/Topic Essential Questions:

- How do readers know what to believe in what they read, hear and view?
- How does interaction with text provoke thinking and response?
- How does what readers read influence how they should read?
- How do strategic readers create meaning from literary text?
- How do learners develop and refine their vocabulary?
- How does a reader's purpose influence how text should be read?
- What is this text really about?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why learn new words?
- How do the characteristics of this genre affect the reader's experience with the text?
- How do I use textual evidence to support my ideas?
- How does the author draw on history as source material to transform the text?

Core Lesson/Topic Key Terminology & Definitions:

Bias and Propaganda

Bias- A personal and sometimes unreasoned judgment or prejudice.

Propaganda Techniques Propaganda techniques and persuasive tactics are used to influence people to believe, buy or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.

- a. Name-calling is an attack on a person instead of an issue.
- b. Bandwagon tries to persuade the reader to do, think or buy something because it is popular or because "everyone" is doing it.
- c. Red herring is an attempt to distract the reader with details not relevant to the argument.
- d. Emotional appeal tries to persuade the reader by using words that appeal to the reader's emotions instead of to logic or reason.
- e. Testimonial attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement).
- f. Repetition attempts to persuade the reader by repeating a message over and over again.
- g. Sweeping generalization (stereotyping) makes an oversimplified statement about a group based on limited information.
- h. Circular argument states a conclusion as part of the proof of the argument.
- i. Appeal to numbers, facts, or statistics attempts to persuade the reader by showing how many people think something is true.

Unit: Integrated Unit 1: Language

Unit/Module Description:

The purpose of this integrated language unit is to teach students how understanding parts of speech strengthens both reading and writing by helping students learn about, and reflect on, language use. This unit will become a framework for the coordination of spelling, vocabulary,

and grammar instruction through a range of reading and writing activities in a literature-based, integrated language arts program.

**Unit/Module
Big Ideas:**

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

**Unit/Module
Essential
Questions:**

1. How do grammar and the conventions of language influence spoken and written communication?
2. Who is the audience?
3. What would work best for the audience?

**Unit/Module
Key
Terminology &
Definitions :**

<!--[if !supportLists]-->1. <!--[endif]-->**Adjective Clause** A clause that modifies a noun or pronoun and is often introduced by a relative pronoun (i.e., that, which, who, whom, whose). (e.g., My aunt, who left her bag in the taxi, missed her flight.)

<!--[if !supportLists]-->2. <!--[endif]-->**Adverb Clause** A clause that functions as an adverb in a sentence. (e.g., I saw a bear when I was hiking.)

<!--[if !supportLists]-->3. <!--[endif]-->**Affix** One or more letters occurring as a bound form attached to the beginning, end, or base of a word and serving to produce a derivative word or an inflectional form (e.g., a prefix or suffix).

<!--[if !supportLists]-->4. <!--[endif]-->**Antecedent** The word or phrase to which a pronoun refers. (e.g., The students gave their best performance.)

<!--[if !supportLists]-->5. <!--[endif]-->**Antonym** A word that is the opposite in meaning to another word.

<!--[if !supportLists]-->6. <!--[endif]-->**Clarity** A quality of writing indicative of appropriate word choice and sentence structure that yields written text that is clear and concise.

<!--[if !supportLists]-->7. <!--[endif]-->**Clause** A group of words that contains a subject and predicate. An independent clause can stand as a sentence. e.g., The meeting was cancelled. A dependent, or subordinate, clause must be attached to an independent clause in order to form a sentence. (e.g., The meeting was cancelled because snow was accumulating at an inch per hour.)

<!--[if !supportLists]-->8. <!--[endif]-->**Cohesiveness** A quality of writing indicative of a logical flow of an argument and its correlating ideas and details throughout a piece of writing.

<!--[if !supportLists]-->9. <!--[endif]-->**Commonly Confused Words** Words that are used mistakenly because of similarity in spelling, pronunciation, or context of usage (e.g., accept/except, imply/infer).

<!--[if !supportLists]-->10. <!--[endif]-->**Conjunction** A connecting word. Coordinating conjunctions (i.e., and, but, so, for, nor, or, yet) connect two equal grammatical structures. e.g., I swept the floor, and Emma loaded the dishwasher. Subordinating conjunctions (e.g., after, because, although) emphasize the importance of one grammatical structure over the other. e.g., I swept the floor after Emma loaded the dishwasher.

<!--[if !supportLists]-->11. <!--[endif]-->**Connotation** The range of associations

that a word or phrase suggests in addition to its dictionary meaning.

- <!--[if !supportLists]-->12. <!--[endif]-->**Context Clues** Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
- <!--[if !supportLists]-->13. <!--[endif]-->**Conventions of Language** Grammar, mechanics (i.e., punctuation, capitalization, and spelling), and language usage.
- <!--[if !supportLists]-->14. <!--[endif]-->**Edit** A part of the revision process in which the writer corrects grammar, mechanics, and word usage in text to improve the writing in presentation and intent.
- <!--[if !supportLists]-->15. <!--[endif]-->**Fragment** A group of words that begins with a capital letter and ends with punctuation but is not a complete sentence because it is missing either a subject or predicate and/or does not express a complete thought. (e.g., When the baby sneezed and coughed.)
- <!--[if !supportLists]-->16. <!--[endif]-->**Gerund** The -ing form of a verb that is used as a noun. (e.g., Running is my favorite form of exercise.)
- <!--[if !supportLists]-->17. <!--[endif]-->**Grammar** The system of rules that provides definition and structure to a given language.
- <!--[if !supportLists]-->18. <!--[endif]-->**Infinitive** The word to plus the base form of a verb. (e.g., To write well, one must work hard.)
- <!--[if !supportLists]-->19. <!--[endif]-->**Irregular Verb** A verb that does not use -ed to form the past tense. (e.g., be → was know → knew)
- <!--[if !supportLists]-->20. <!--[endif]-->**Key Words** Specific word choices in a text that strongly support the tone, mood, or meaning of the text.
- <!--[if !supportLists]-->21. <!--[endif]-->**Participle** A verb form that functions as a noun (see Gerund), an adjective, or an adverb. Participles can end in -ing (e.g., the crying baby) or -ed (e.g., an educated person). They can also form past perfect tense (e.g., The movie had started by the time we arrived), present perfect tense (e.g., Hurry up; the movie has started), and future perfect tense (e.g., Hurry up; the movie will have started by the time you get here).
- <!--[if !supportLists]-->22. <!--[endif]-->**Phrase** A group of words that does not contain a subject and/or a predicate. (e.g., The restaurant that recently opened has received positive reviews.)
- <!--[if !supportLists]-->23. <!--[endif]-->**Predicate** The part of a sentence that contains the verb and all of its modifiers.
- <!--[if !supportLists]-->24. <!--[endif]-->**Prefix** Groups of letters placed before a word to alter its meaning.
- <!--[if !supportLists]-->25. <!--[endif]-->**Prepositional Phrase** A phrase that consists of a preposition (e.g., of, with, by, over, next) and its object. (e.g., The man with the red hat is my best friend. I want to sit by you during the concert.)
- <!--[if !supportLists]-->26. <!--[endif]-->**Pronoun Case** The function of a pronoun within a sentence. Pronouns change case to form possessives (e.g., my, his, our) or to serve as subjects (e.g., I, he, we) or objects (e.g., me, him, us).
- <!--[if !supportLists]-->27. <!--[endif]-->**Redundancy** The overuse of certain words, phrases, or details within a piece of writing. This may also refer to repeated statements of already established ideas.
- <!--[if !supportLists]-->28. <!--[endif]-->**Rhetoric** the [art](#) or science of all specialized literary uses of [language](#) in prose or verse, including the figures of speech; the study of the effective use of language; the ability to use language effectively; the art of prose in general as opposed to verse.
- <!--[if !supportLists]-->29. <!--[endif]-->**Run On Sentence** Two or more complete sentences without correct punctuation or conjunctions to separate them. (e.g., The two boys rode their bikes to the park they planned to swim all afternoon.)
- <!--[if !supportLists]-->30. <!--[endif]-->**Sentence Structure** The grammatical arrangement of words in sentences. A complete sentence must contain a subject and a predicate and express a complete thought. The structure of a sentence

may be simple, complex, compound, or compound complex.

31. **Sentence Variety** Various sentence structures, styles, and lengths that can enhance the rhythm of or add emphasis to a piece of text. The presence of multiple sentence structures in a text (simple, complex, compound complex) and/or various sentence beginnings (e.g., dependent and independent clauses, phrases, single words).

32. **Style** The writer's choices regarding language, sentence structure, voice, and tone in order to communicate with the reader.

33. **Stylistic Techniques** The ways in which the writer may employ multiple elements of writing to distinguish and strengthen a piece of writing. These include variations in sentence structure, word choice, tone, usage, and point of view.

34. **Subject-Verb Agreement** A grammatical rule in which the subject of a sentence must agree with its verb in both number and tense. (e.g., The women at the ticket booth buy their tickets. The woman at the ticket booth buys her ticket.)

35. **Suffix** Groups of letters placed after a word to alter its meaning or change it into a different kind of word, from an adjective to an adverb, etc.

36. **Synonym** A word that is similar in meaning to another word (e.g., sorrow, grief, sadness).

37. **Topic Sentence** A sentence that describes the main/controlling idea that will be developed within a particular paragraph.

38. **Transitional Words/Expressions** Words that provide cues by indicating the various relationships between sentences and between paragraphs (e.g., in other words, for example, finally, as a result).

39. **Usage** The process that involves choosing and using the correct word in a piece of writing. Common errors in usage are found in comparisons (e.g., older/oldest), verbs (e.g., lie/lay), and expressions (e.g., fewer/less).

40. **Verbal** A form of a verb that is used as an adjective, adverb, or noun. (See Gerund, Infinitive, Participle.)

41. **Word Choice** Not only choosing the correct word to use (e.g., effect/affect) but also choosing words thoughtfully to create tone and style that reveal the writer's voice.

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Writing Conventions
2. Conventions of Standard English

Competencies:

1. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
2. Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

STANDARDS

STATE: PA Common Core Standards (2012)

[CC.1.4.8.F \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.8.L \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

[CC.1.4.8.R \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Lesson Topic: Commonly Confused Words

Core Lesson/Topic Description: As students examine the groups of words in this lesson, they will find many examples of confusions; sometimes, just one or two letters in a word can change its meaning completely. There are also times when two different words get confused because their meanings apply to things that are very similar. The purpose of this lesson is to help students grasp the meanings of various words that may be confusing so they can utilize them with greater accuracy in communication.

Core Lesson/Topic Big Ideas:

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions:

How do grammar and the conventions of language influence spoken and written communication?

Who is the audience?

What would work best for the audience?

Core Lesson/Topic Key Terminology & Definitions:

Accept vs. Except

Accept (verb) - to receive

I accepted all my birthday gifts with gratitude.

Except (conjunction) - apart from; otherwise than; were it not true

When Susan travels, she packs everything except the kitchen sink.

Affect vs. Effect

Affect (verb) - to have an effect on; influence; produce a change in; to stir the emotions

The dog's death affected his owners.

Effect (noun) - anything brought about by a cause or agent; result

The new speed limit law had little effect on the speed of the motorists.

A Lot vs. Allot

A lot (noun phrase) -many

A lot of people came to the party.

*"A lot" is always two separate words. "Alot" is not a real word.

Allot (verb) - to distribute, give or assign

Fifteen minutes were allotted to each of the speakers at the conference.

Allusion vs. Illusion

Allusion (noun) - an indirect reference

The Austin Powers movies often make allusions to the James Bondfilms.

Illusion (noun) - a false idea or conception; belief or opinion not in accord with the facts; an unreal, deceptive, or misleading appearance or image

The magician created the illusion that he was [levitating](#).

Awhile vs. A While

Awhile (adverb) - for a while; for a short time

The guests planned to stay awhile.

A while (noun) - for a short time; when while is used as the object of the preposition (for a while) then the "a" is separated from the "while"

The guests planned to stay for a while.

Bad vs. Badly

Bad (adjective) - not good

Your feet smell bad.

Badly (adverb) - not well; in a bad manner; harmfully; incorrectly; wickedly; unpleasantly

Charlotte plays tennis very badly.

The people involved in the accident were badly hurt.

*Here, a note. [Adjectives](#) generally describe nouns, so even if you use the word "bad" following a verb in a sentence, if it's meant to describe the thing itself, then use the adjective. "Bad" here means the same as "rotten," "rancid" or "stinky," all of which are adjectives. If you can replace "bad" with another adjective and still have a sentence that makes sense, then you know that "bad" was the correct choice. [Adverbs](#) often describe the manner in which something is done. To say, "your feet smell badly" is to say that your feet are inhaling through the nose and perceiving odors, and that they're going about it all wrong.

Desert vs. Dessert

Desert (verb) - to forsake or abandon; to leave without permission; to fail when needed

Soldiers should not desert their posts.

Desert (noun) - dry, barren, sandy region

The largest desert in the world is the Sahara.

Dessert (noun) - a sweet course served at the end of a meal

Fruit makes a healthy dessert after lunch or dinner.

Its vs. It's

Its (adjective) - of, belonging to, made by, or done by it

The dog will only eat its food when I am also eating.

It's - [contraction](#) of It + is

It's a very strange dog.

I Could Of vs. I Could Have

I could of - an incorrect use of the verb phrase could have; when written as a contraction "could've" sounds like "could of."

I could have - is the past perfect tense of the verb could

I could have gone to the play, but I had to study that night

I Should of vs. I Should Have

I should of - an incorrect use of the verb phrase should have; when written as a contraction "should've" sounds like "should of."

I should have - is the past perfect tense of the verb should

I should have gone to the play instead of study because I failed my test anyway.

I Would Of vs. I Would Have

I would of - an incorrect use of the verb phrase would have; when written as a contraction "would've" sounds like "would of."

I would have - is the past perfect tense of the verb would

I would have gone to the play except my car wouldn't start.

Lead vs. Led

Lead (noun) - a heavy, soft, malleable, bluish-gray metallic chemical element used in batteries and in numerous alloys and compounds

I think it was Mrs. White in the billiard room with the lead pipe.

Led (verb) - past tense and past participle of the verb "to lead"

The two coaches have each led their teams to numerous championships.

Lose vs. Loose

Lose (verb) - to become unable to find; to mislay; to fail to win or gain

Did you lose your glasses again?

How many games did your team lose last season?

Loose (adjective) - not tight; giving enough room

I've lost twenty pounds, and now these jeans are really loose.

Principal vs. Principle

Principal (noun) - a governing or presiding officer, specifically of a school; (adjective) - first in rank, authority, importance, degree, etc.

The student's parents had to have a meeting with the principal.

Principle (noun) - a fundamental truth, law, doctrine, or motivating force, upon which others are based

The student's parents thought that they had instilled stronger moral principles in their son.

Seen vs. Saw

Seen (verb) - past participle of the verb see; must be used with the verbs has, have, or had

I have seen the movie three times.

*Note: I seen the movie three times is not correct though it is commonly used in spoken language.

Saw (verb) - past tense of the verb see

I saw the movie yesterday.

Sell vs. Sale

Sell (verb) - to give up, deliver or exchange for money

People who move often sell unwanted items instead of packing them.

Sale (noun) - the act of selling; the work, department, etc. of selling

After Christmas sales always bring in the bargain shoppers.

Site vs. Sight

Sight (noun) - something seen, a view, field of vision

She was a sight for sore eyes.

Site (noun) - a piece of land considered for a specific purpose

The corner lot was a perfect site for the new shopping center.

Than vs. Then

Than (conjunction) - used to introduce the second element in a comparison

My right foot is bigger than my left foot.

Then (adverb) - at that time; next in order; (adjective) - of that time; (noun) - that time

Take off all your clothes first. Then get in the shower.

Emily drove up to New York with her then boyfriend, Nick.

Let's wait until we're hungry; we can decide what we want to eat then.

Their vs. There vs. They're

[Their](#) (adjective) - of, belonging to, made by, or done by them

They were proud of their work.

There (noun) - that place or point

Just put it over there.

They're - contraction of They + are

They're going out to dinner tonight.

To vs. Too vs. Two

To (preposition) - in the direction of and reaching; as far as; to the extent of

I'm going to Baltimore.

Too (adverb) - in addition; as well; besides; also; more than enough; superfluously; overly; to a regrettable extent; extremely

I'm going to Baltimore, too.

I'm too busy. I can't go to Baltimore.

Two - 2

I have two jobs.

Who vs. Whom

Who (subject pronoun) - what or which person or persons; the person or persons that, or a person that (used to introduce a relative clause)

Who is going to the party with you?

Whom (object pronoun) - what or which person or persons; the person or persons that, or a person that (used to introduce a relative clause)

With whom are you going to the party?

Your vs. You're

You're is a contraction. It means "you are."

Ex – I know that you're my good friend.

Your is a [possessive pronoun](#), like my, his, her, their, and our. It means "belonging to you."

Ex- Your house is nice.

Lesson Topic: Punctuation and Usage -- Comma and Semicolon

Core Lesson/Topic Description: Punctuation and usage are essential parts of the English language that must be mastered in order to communicate effectively through writing. In this unit, students will review punctuation marks as well as common usage errors in the English language. These errors will consist of but not be limited to, comma errors, active and passive voice and commonly confused words.

Core Lesson/Topic Big Ideas:

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.

4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions:

How do grammar and the conventions of language influence spoken and written communication?

Who is the audience?

What would work best for the audience?

Core Lesson/Topic Key Terminology & Definitions:

The period (.) is, according to yourDictionary.com, "placed at the end of declarative sentences and other statements thought to be complete, and after many abbreviations." For example:

- As a sentence ender: Jane and Jack went to the market .
- After an [abbreviation](#): Her Mar . birthday came and went.

Question mark -- Use a question mark (?) to indicate a direct question when placed at the end of a sentence. For example: When did Jane leave for the market ?

The exclamation point/mark (!) is used when a person wants to express a sudden outcry or add emphasis.

Within dialogue: "Holy cow!" screamed Jane.

To emphasize a point: My mother-in-law's rants make me furious !

The Comma, Semicolon and Colon

The comma, [semicolon and colon](#) are often misused because they all can indicate a pause in a series.

According to yourDictionary.com, the comma is "a punctuation mark (,) used to indicate a separation of ideas or elements within the structure of a sentence." Additionally, it is used in letter writing after the salutation and closing.

- Separating elements within [sentences](#): Suzi wanted the black , green , and blue shoes.
- Letter Salutations: Dear Uncle John ,
- Separation of two complete sentences: We went to the movies , and we went to the beach.

According to yourDictionary.com, the semicolon (;) is used to " connect independent clauses and indicating a closer relationship between the clauses than a period does." For example: John was hurt ; he knew she only said it to upset him.

A colon (:) has two main uses. The first is " after a word introducing a quotation, an explanation, an example, or a series and often after the salutation of a business letter," according to yourDictionary.com. The second is within time expressions. Colons have been used throughout this article to indicate examples. Within time, it is used to separate out the hour and minute: 12 : 15 p.m.

The Dash and the Hyphen

Two kinds of dashes are used throughout written communications. They are the endash and the [emdash](#). According to yourDictionary.com, an endash is "A symbol (-) used in writing or printing to connect continuing or inclusive numbers or to connect elements of a compound adjective when either of the elements is an open compound, as 1880 - 1945 or Princeton - New York trains."

However, the emdash has more complicated grammatical use. The symbol of is used to

indicate “ a break in thought or sentence structure, to introduce a phrase added for emphasis, definition, or explanation, or to separate two clauses,” according to yourDictionary.com. Use it in the following manner: We only wanted to get two birds but the clerk talked us into four pregnant parakeets.

A hyphen (-) is the same symbol as the endash. However, it has slightly different usage rules. Use a [hyphen](#) “between the parts of a compound word or name or between the syllables of a word, especially when divided at the end of a line of text.” Examples of this in use include:

- Between a compound name: Mrs. Smith - Reynolds
- Within a compound word: back - to - back
- Between syllables of a word when text is on divided:

The thought -

ful girl brought cookies to her ailing neighbor.

Brackets, Braces, and Parentheses

Brackets, braces, and parentheses are symbols used to contain words that are a further explanation or are considered a group.

[Parentheses](#) (()) are curved notations used to contain further thoughts or qualifying remarks, according to the dictionary. However, parentheses can be replaced by commas without changing the meaning in most cases. For example: John and Jane (who were actually half brother and sister) both have red hair.

Brackets are the squared off notations ([]) used for technical explanations. For example, yourDictionary.com uses them when you look up word definitions. At the bottom of each definition page, brackets surround a technical description of where the word originated.

According to yourDictionary.com, braces ({}) are used to contain “two or more lines of text or listed items to show that they are considered as a unit.” They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines.

Apostrophe, Quotation Marks, and Ellipses

The final three punctuation forms in English grammar are the apostrophe, quotation marks, and ellipses. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An apostrophe (') is used to “ used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of numbers, letters, and abbreviations.” Examples of the apostrophe in use include:

- Omission of letters from a word: An issue of nat ' l importance.
- Possesive case: Sara ' s dog bites.
- Plural for numbers: Sixteen people were born on dates with 7 ' s in them.

The yourDictionary website defines quotations marks (" ") as “ Either of a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word, but also to indicate meanings or glosses and to indicate the unusual or dubious status of a word.” For example, whenever this article has copied direct definitions from yourDictionary, quotation marks have been placed around the item. Single quotation (') are used most frequently for quotes within quotes.

The [ellipses](#) is generally represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***). The ellipses should be used in “writing or printing to indicate an omission, especially of letters or words.” Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipses to avoid copying lengthy text that is not needed.

Lesson Topic: Verbals

Core Lesson/Topic Description: In the English language, there are three basic types of verbals: gerunds, participles and infinitives. In this lesson, students will be introduced to each of these verbals with the purpose of using them to improve stylistic techniques in writing.

Core Lesson/Topic Big Ideas:

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions: How do grammar and the conventions of language influence spoken and written communication?

Who is the audience?

What would work best for the audience?

Core Lesson/Topic Key Terminology & Definitions:

Parts of the Sentence - Verbals

A verbal is a verb form used as some other part of speech. There are three kinds of verbals: gerunds, participles and infinitives.

A gerund always ends in ing and is used as a noun. Eating is fun.

A participle is used as an adjective and ends in various ways. A present participle always ends with ing as does the gerund, but remember that it is an adjective. A past participle ends with ed, n, or irregularly. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An infinitive is to plus a verb form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Lesson Topic: Clauses

Core Lesson/Topic Description: Independent, dependent, subordinate, adjective and adverb clauses will be discussed in this lesson. Students will practice writing sentences using these types of clauses to vary their style in writing. Eliminating simple sentences and the use of fragments and run-on sentences will be the focus of this lesson.

Core Lesson/Topic Big Ideas:

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions: How do grammar and the conventions of language influence spoken and written communication?
 Who is the audience?
 What would work best for the audience?

Lesson Topic: Pronoun Case and Agreement

Core Lesson/Topic Description: This lesson will focus on pronoun case and agreement with the purpose being to fix common errors in writing. Students will be introduced to techniques used to identify pronoun agreement and case errors.

Core Lesson/Topic Big Ideas:

1. Effective speakers prepare and communicate messages to address the audience and purpose.
2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions: How do grammar and the conventions of language influence spoken and written communication?
 Who is the audience?
 What would work best for the audience?

Core Lesson/Topic Key Terminology & Definitions: Pronoun Case -- There are three cases.

- Subjective case: pronouns used as subject.
- Objective case: pronouns used as objects of verbs or prepositions.
- Possessive case: pronouns which express ownership.

Pronouns as Subjects	Pronouns as Objects	Pronouns that show Possession
I	me	my (mine)
you	you	your (yours)
he, she, it	him, her, it	his, her (hers), it (its)
we	us	our (ours)
they	them	their (theirs)
who	whom	whose

The pronouns **This, That, These, Those,** and **Which** do not change form.

Lesson Topic: Subject / Verb Agreement

Core Lesson/Topic Description: This lesson will focus on subject and verb agreement with the purpose being to fix common errors in writing. Students will be introduced to techniques used to identify common errors in subject and verb agreement.

Core Lesson/Topic 1. Effective speakers prepare and communicate messages to address the audience and purpose.

Big Ideas:

2. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and collaboration.
3. Students understand how to write and speak for a variety of purposes and audiences.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

Core Lesson/Topic Essential Questions:

How do grammar and the conventions of language influence spoken and written communication?

Who is the audience?

What would work best for the audience?

Core Lesson/Topic Key Terminology & Definitions:**Rule 1**

Two singular subjects connected by or or nor require a singular verb.

Example:

My aunt or my uncle is arriving by train today.

Rule 2

Two singular subjects connected by either/or or neither/nor require a singular verb as in Rule 1.

Examples:

Neither Juan nor Carmen is available.

Either Kiana or Casey is helping today with stage decorations.

Rule 3

When I is one of the two subjects connected by either/or or neither/nor, put it second and follow it with the singular verb am.

Example:

Neither she nor I am going to the festival.

Rule 4

When a singular subject is connected by or or nor to a plural subject, put the plural subject last and use a plural verb.

Example:

The serving bowl or the plates go on that shelf.

Rule 5

When a singular and plural subject are connected by either/or or neither/nor, put the plural subject last and use a plural verb.

Example:

Neither Jenny nor the others are available.

Rule 6

As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example:

A car and a bike are my means of transportation.

Rule 7

Sometimes the subject is separated from the verb by words such as along with, as well as, besides, or not. Ignore these expressions when determining whether to use a singular or plural verb.

Examples:

The politician, along with the newsmen, is expected shortly.

Excitement, as well as nervousness, is the cause of her shaking.

Rule 8

The pronouns each, everyone, every one, everybody, anyone, anybody, someone, and somebody are singular and require singular verbs. Do not be misled by what follows of.

Examples:

Each of the girls sings well.

Every one of the cakes is gone.

NOTE: Everyone is one word when it means everybody. Every one is two words when the meaning is each one.

Rule 9

With words that indicate portions—percent, fraction, part, majority, some, all, none, remainder, and so forth—look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

Examples:

Fifty percent of the pie has disappeared.
Pie is the object of the preposition of.
Fifty percent of the pies have disappeared.
Pies is the object of the preposition.
One-third of the city is unemployed.
One-third of the people are unemployed.

NOTE: Hyphenate all spelled-out fractions.

All of the pie is gone.
All of the pies are gone.
Some of the pie is missing.
Some of the pies are missing.
None of the garbage was picked up.
None of the sentences were punctuated correctly.
Of all her books, none have sold as well as the first one.

NOTE: Apparently, the SAT testing service considers none as a singular word only. However, according to Merriam Webster's Dictionary of English Usage, "Clearly none has been both singular and plural since Old English and still is. The notion that it is singular only is a myth of unknown origin that appears to have arisen in the 19th century. If in context it seems like a singular to you, use a singular verb; if it seems like a plural, use a plural verb. Both are acceptable beyond serious criticism"

Rule 10

The expression the number is followed by a singular verb while the expression a number is followed by a plural verb.

Examples:

The number of people we need to hire is thirteen.
A number of people have written in about this subject.

Rule 11

When either and neither are subjects, they always take singular verbs.

Examples:

Neither of them is available to speak right now.
Either of us is capable of doing the job.

Rule 12

The words here and there have generally been labeled as adverbs even though they indicate place. In sentences beginning with here or there, the subject follows the verb.

Examples:

There are four hurdles to jump.
There is a high hurdle to jump.

Rule 13

Use a singular verb with sums of money or periods of time.

Examples:

Ten dollars is a high price to pay.
Five years is the maximum sentence for that offense.

Rule 14

Sometimes the pronoun who, that, or which is the subject of a verb in the middle of the sentence. The pronouns who, that, and which become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

Salma is the scientist who writes/write the reports.
The word in front of who is scientist, which is singular. Therefore, use the singular verb writes.
He is one of the men who does/do the work.
The word in front of who is men, which is plural. Therefore, use the plural verb do.

Rule 15

Collective nouns such as team and staff may be either singular or plural depending on their use in the sentence.

Examples:

The staff is in a meeting.
Staff is acting as a unit here.

The staff are in disagreement about the findings.
The staff are acting as separate individuals in this example.
The sentence would read even better as:
The staff members are in disagreement about the findings.

Unit: Integrated Unit 2: Informative Writing

Unit/Module Description: Growth in writing is characterized by an increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year. Students will respond to the varying demands of audience, task, purpose, and discipline. They will also write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit/Module Big Ideas:

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Effective research requires multiple sources of information to gain or expand knowledge.

Unit/Module Essential Questions:

1. Why am I writing?
2. What is my purpose?
3. Who is my audience?
4. What makes clear and effective writing?
5. Who is the audience?
6. What will work best for the audience?
7. Why do writers write?
8. What is the purpose?
9. How do readers know what to believe in what they read, hear, and view?
10. How does one best present findings?
11. What does a reader look for and how can she or he find it?
12. How does a reader know a source can be trusted?

Unit/Module Student Learning Outcomes:

Concepts

1. Focus for Writing
2. Range of Writing
3. Content for Writing
4. Organization for Writing
5. Writing Style

Competencies

1. Informational: Identify and introduce the topic clearly, including a preview of what is to follow.
2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

purposes and audiences.

3. Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

4. Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

5. Write with an awareness of the stylistic aspects of composition.

STANDARDS

STATE: PA Common Core Standards (2012)

CC.1.4.8.A (Advanced)	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B (Advanced)	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C (Advanced)	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D (Advanced)	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E (Advanced)	Write with an awareness of the stylistic aspects of composition.
CC.1.4.8.F (Advanced)	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.T (Advanced)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.U (Advanced)	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Lesson Topic: What is informative writing?

Core Lesson/Topic Description: The purpose of this lesson is to introduce the informative essay as one of the three main types of essays. The goal of an informative essay is not to present your opinion, but to inform or educate the audience on a given topic. An informative essay might explain something most readers won't know, present the latest research on a topic, [define](#) a complex term, [compare and contrast](#) opposing viewpoints, analyze a [cause-effect](#) relationship or teach readers how to solve a problem or apply knowledge.

Core Lesson/Topic Big Ideas:

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Effective research requires multiple sources of information to gain or expand knowledge.

Core Lesson/Topic Essential Questions:

- Why am I writing?
- What is my purpose?
- Who is my audience?
- What makes clear and effective writing?
- Who is the audience?
- What will work best for the audience?
- Why do writers write?
- What is the purpose?
- How do readers know what to believe in what they read, hear, and view?
- How does one best present findings?
- What does a reader look for and how can she or he find it?
- How does a reader know a source can be trusted?

Unit: Integrated Unit 3: Argumentative Writing

Unit/Module Description: Growth in writing is characterized by an increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year. Students will respond to the varying demands of audience, task, purpose, and discipline. They will also write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Unit/Module Big Ideas:**
1. Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
 2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
 3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 4. Effective research requires multiple sources of information to gain or expand knowledge.

- Unit/Module Essential Questions:**
1. Why am I writing?
 2. What is my purpose?
 3. Who is my audience?
 4. What makes clear and effective writing?
 5. Who is the audience?
 6. What will work best for the audience?
 7. Why do writers write?
 8. What is the purpose?
 9. How do readers know what to believe in what they read, hear, and view?
 10. How does one best present findings?
 11. What does a reader look for and how can she or he find it?
 12. How does a reader know a source can be trusted?

- Unit/Module Student Learning Outcomes:**
- Concepts:**
1. Focus for Writing

2. Range of Writing
3. Content for Writing
4. Organization for Writing
5. Writing Style

Competencies:

1. Argumentative: Introduce and state an opinion on a topic.
2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
3. Argumentative: Introduce and state an opinion on a topic.
4. Argumentative: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
5. Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.4.8.G \(Advanced\)](#) Write arguments to support claims.
- [CC.1.4.8.H \(Advanced\)](#) Introduce and state an opinion on a topic.
- [CC.1.4.8.I \(Advanced\)](#) Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- [CC.1.4.8.J \(Advanced\)](#) Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- [CC.1.4.8.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- [CC.1.4.8.L \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

Lesson Topic: What is argumentative writing?

Core Lesson/Topic Description: The purpose of this lesson is to introduce the argumentative essay as one of the three main types of essays. The goal of an argumentative essay is try to convince others to agree with our facts, share our values, accept our argument and conclusions, and adopt our way of thinking. An argumentative essay might establish facts to support an argument, clarify values for the audience, prioritize facts to build an argument, form conclusions and persuade the audience that the conclusions are based on facts and shared values.

- Core Lesson/Topic Big Ideas:**
1. Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
 2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
 3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 4. Effective research requires multiple sources of information to gain or expand knowledge.

Core Lesson/Topic Essential Questions:

- Why am I writing?
- What is my purpose?
- Who is my audience?
- What makes clear and effective writing?
- Who is the audience?
- What will work best for the audience?
- Why do writers write?
- What is the purpose?
- How do readers know what to believe in what they read, hear, and view?
- How does one best present findings?
- What does a reader look for and how can she or he find it?
- How does a reader know a source can be trusted?

Unit: Integrated Unit 4: Narrative Writing

Unit/Module Description: Growth in writing is characterized by an increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year. Students will respond to the varying demands of audience, task, purpose, and discipline. They will also write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Unit/Module Big Ideas:**
1. Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
 2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
 3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 4. Effective research requires multiple sources of information to gain or expand knowledge.

- Unit/Module Essential Questions:**
1. Why am I writing?
 2. What is my purpose?
 3. Who is my audience?
 4. What makes clear and effective writing?
 5. Who is the audience?
 6. What will work best for the audience?
 7. Why do writers write?
 8. What is the purpose?
 9. How do readers know what to believe in what they read, hear, and view?
 10. How does one best present findings?
 11. What does a reader look for and how can she or he find it?
 12. How does a reader know a source can be trusted?

- Unit/Module Student Learning Outcomes:**
- Concepts**
1. Focus for Writing
 2. Range of Writing

3. Content for Writing
4. Organization for Writing
5. Writing Style

Competencies:

1. Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
2. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
3. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
4. Narrative: Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.4.8.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.8.N \(Advanced\)](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- [CC.1.4.8.O \(Advanced\)](#) Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [CC.1.4.8.P \(Advanced\)](#) Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
- [CC.1.4.8.Q \(Advanced\)](#) Write with an awareness of the stylistic aspects of writing.
- [CC.1.4.8.R \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Lesson Topic: What is narrative writing?

Core Lesson/Topic Description: The purpose of this lesson is to introduce the narrative essay as one of the three main types of essays. The goal of a narrative essay is try to tell a story. These essays are often anecdotal, experiential, and personal—allowing the student to express themselves in a creative and, quite often, moving way. These essays should be organized and written with a clear purpose and

point of view.

Core Lesson/Topic Big Ideas:

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Effective research requires multiple sources of information to gain or expand knowledge.

Core Lesson/Topic Essential Questions:

- Why am I writing?
- What is my purpose?
- Who is my audience?
- What makes clear and effective writing?
- Who is the audience?
- What will work best for the audience?
- Why do writers write?
- What is the purpose?
- How do readers know what to believe in what they read, hear, and view?
- How does one best present findings?
- What does a reader look for and how can she or he find it?
- How does a reader know a source can be trusted?

Unit: Integrated Unit 5: Research

Unit/Module Description: **Research is the gathering of studies and ideas from experts. Research uses this information to better understand the topic and to incorporate this information into your own writing. Students will focus on the purpose of research to find existing facts and opinions from a variety of sources. They will then present them to support an opinion that they develop. Preparing a research report will involve gathering information and thinking critically about it, deciding the point of view concerning the information, and presenting it in either written or oral form.**

Unit/Module Big Ideas:

1. Effective research requires multiple sources of information to gain or expand knowledge.
2. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Documentation of sources is vital to substantiate and validate research findings.

Unit/Module Essential Questions:

1. How does one best present findings?
2. What does a reader look for and how can s/he find it?
3. How does a reader know a source can be trusted?
4. What are the topic and purpose?

5. Who is the audience?
6. How does a writer document sources?

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

1. Technology and Publication
2. Conducting Research
3. Credibility, Reliability, and Validity of Sources

Competencies:

1. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
2. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
3. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.4.8.U \(Advanced\)](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- [CC.1.4.8.V \(Advanced\)](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- [CC.1.4.8.W \(Advanced\)](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lesson Topic: Research Paper

**Core
Lesson/Topic
Description:**

Students will write a research paper. They will gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys. They must also make distinctions about credibility, reliability and consistency, including information gathered from websites. While determining the most appropriate research source for a given research topic, students will take and organize notes on what is known and what needs to be researched about the topic. Students will document their findings using the Modern Language Association (MLA) format.

**Core
Lesson/Topic
Big Ideas:**

1. Effective research requires multiple sources of information to gain or expand knowledge.
2. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

- Documentation of sources is vital to substantiate and validate research findings.

**Core
Lesson/Topic
Essential
Questions:**

- How does one best present findings?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- What are the topic and purpose?
- Who is the audience?
- How does a writer document sources?

Unit: Integrated Unit 6: Speaking and Listening

**Unit/Module
Description:** This unit provides activities to help students become aware of the pitfalls of oral and written communication in the attempt that they come to realize the importance of order, clarity and specifics in their communication. The unit begins with listening activities and gives basic points for effective listening. Following this, some tips for productive group discussions are considered, and students hold discussion groups on high-interest topics. As a culminating activity, students write and deliver an original speech.

**Unit/Module
Big Ideas:**

- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit/Module
Essential
Questions:**

- What do good listeners do?
- How to active listeners make meaning?
- How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?

**Unit/Module
Student
Learning
Outcomes:**

Concepts:

- Collaborative Discussion
- Critical Listening
- Evaluating Information

Competencies:

- Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind

its presentation.

STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.5.8.A \(Advanced\)](#) Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- [CC.1.5.8.B \(Advanced\)](#) Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
- [CC.1.5.8.C \(Advanced\)](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Lesson Topic: Speech

Core Lesson/Topic Description: This lesson will introduce the formal speech as a tool to enhance listening and speaking skills in the ELA classroom. Giving a formal speech in class is a highly effective way for students to build communication skills including speaking, listening and writing. A formal speech will provide students with the opportunity to apply the development of their thinking skills and social awareness through communication.

Core Lesson/Topic Big Ideas:

1. Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
2. Effective speakers prepare and communicate messages to address the audience and purpose.

Core Lesson/Topic Essential Questions:

1. What do good listeners do?
2. How do active listeners make meaning?
3. How do active listeners know what to believe in what they hear?
4. How do task, purpose, and audience influence how speakers craft and deliver a message?
5. How do speakers employ language and utilize resources to effectively communicate a message?