

# English 8

## BASIS Charter Schools, Inc

### Course Overview

*180 lessons total*

UNITS (15/15 SELECTED)	SUGGESTED DURATION
Unit 1: Establish Systems & Routines: Week 1	5 lessons
Unit 2.1: Trimester 1: Literary and Writing	10 lessons
Unit 2.2: Trimester 1: Literary Review	23 lessons
Unit 2.3: Trimester 1: Grammar	20 lessons
Unit 3.1: Trimester 2: Literary and Writing	22 lessons
Unit 3.2: Trimester 2: Grammar	20 lessons
Unit 3.3: Pre-Comprehensive Review	5 lessons
Unit 3.4: Pre-Comprehensive Exams	5 lessons
Unit 4: Trimester 2 - Post PreComps Literary and Writing	14 lessons
Unit 5.1: Trimester 3: Literary and Writing	21 lessons
Unit 5.2: State Testing	5 lessons
Unit 5.3: Trimester 3 Grammar	15 lessons
Unit 5.4: Comprehensive Exam Review	5 lessons
Unit 5.5: Comprehensive Exams	5 lessons
Unit 6: Project Week	5 lessons





## Course Overview

English 8 - Last Updated on June 30, 2025

### COURSE DESCRIPTION

This course is the equivalent of a high school honors English program. Students will prepare for a higher level of scholarship required for eventual passage of both the AP English Literature and AP English Language exams. To that end, students will broaden their exposure to different genres of literature, including fiction, nonfiction, poetry, and drama, and will learn to produce thoughtful, well-argued analyses. In their writing, students will build on their composition skills to ensure that pieces -- whether short or long -- are both soundly constructed and powerfully phrased. Students will also expand their mastery of the English language through higher-level instruction on grammar, syntax, and mechanics, along with vocabulary and spelling practice.



## Course Overview

English 8 - Last Updated on June 30, 2025

### POLICIES

#### Grading Policy

##### Assessments (Tests and Quizzes): 40%

Tests are announced at least five days before the date and will typically take an entire class period as they assess student mastery of an entire unit. Quizzes are meant to test knowledge on a weekly and/or bimonthly basis. They will also be scheduled with advance notice. A study guide will be provided for tests. Students should keep on top of their studies. Tests and quizzes may be cumulative, which means students can expect to see questions from previous lesson units. See the additional information below for selected assessment descriptions.

- **Weekly DIRT Quizzes** - DIRT quizzes stand for “Did I Read Thoroughly?” and are meant as a brief comprehension check to ensure that students are reading their assigned novel for homework and comprehending plot events accurately. When our class is actively reading a novel, timed DIRT Quizzes will be administered 2-3x week at the start of class. They will be quick - no more than 3-5 fact-based questions about the text.
- **Literary and Grammar-Based Tests** - After finishing different sections of our novels for the course, students may take a multiple choice test that assesses their reading comprehension, understanding of literary devices and narrative structure, and ability to think critically about text evidence, class discussion, etc. After completion of a grammar unit, students will take a multiple choice test that assesses their mastery of linguistic and grammatical concepts covered during the unit. These tests will mimic the PreComp and Comp Exams in many ways and will allow students to have extra practice with MCQ-based tests.

Test Corrections and JR/Paper Rewrites: Students may complete corrections for tests, quizzes, and any other long-term writing assignments graded in the assessment category. Through rewrites and corrections, students can earn up to 25% of their points back on the original assessment. Individual directions for corrections and rewrites will be administered when applicable.

Absences and Testing: Students must complete assessments even if absent the day prior to the exam. At the teacher's discretion, students may take make-up assessments during lunch, Student Hours or after school. In this case, students are responsible for scheduling make-up tests and quizzes within one week of their return to campus.

PreComp and Comp Exams: The final grade for the course is calculated according to the rules established in the Parent-Student Handbook.

##### Writing (Formal Writing Assignments, Projects): 40%

Formal writing assignments such as projects, papers, journal responses, and short answer responses make up a significant portion of the seventh grade English curriculum. Students will continue to learn to write well and often with preparation for high-school level writing as the ultimate goal. Formal writing assignments such as papers and journal responses will take significant time and effort to complete with students being asked to complete some work in this category at home. For all long-term writing assignments, a rubric will be provided and the student's response may be either typed or handwritten. Students will learn how to write using the MLA formatting and citation style. Generally, students will work on timed, short answer-based writing in class using the Writing section of their English Notebook. **Students will be asked to keep a Writing Notebook for journal responses and short answer responses.** See the additional information below on assessment-based writing used in this course.



## Course Overview

English 8 - Last Updated on June 30, 2025

- **Journal Responses** - At certain increments throughout each novel, students will be assigned a short journal response (JR) in which each student must formulate an argument about a given prompt based on our current novel. A journal response should be written as a brief, multiparagraph exploration and examination of a certain topic that prioritizes close reading and well-developed text analysis.
- **Literary Analysis Papers** - When reading our assigned novels, students will also occasionally be assigned longer (2-3 pages typed, double spaced) literary analysis papers that serve as a cumulation of the initial writing done through journal responses. Literary analysis papers build off the expectations of a JR but have an extended page requirement aimed to develop a student's ability to organize, develop, and support a multi-claim thesis statement across multiple body paragraphs. As literary analysis papers are a brand new skill for most seventh graders, students can expect significant scaffolding, feedback, and guidance throughout the process.

### **Coursework (Homework, Classwork, Participation): 20%**

Coursework is work done in class that includes Exit Tickets, Do Now, notes, packets, group work, discussion seminars, and weekly participation/engagement grades. Not all classwork will receive a grade. Both classwork and homework may be graded for accuracy or completion.

**Homework:** Homework will be assigned at the instructor's discretion based on the amount of material completed in class. Homework may include but is not limited to: grammar practice, short reading assignments related to the novel being read in class, journal responses, formal writing assignments, and independent reading. No homework will be assigned or graded during the review week before Pre-comps or Comps.

**Participation:** Students are expected to be on task and to participate in class discussion, activities, and assignments. Engagement includes using the CJ daily, following class rules/expectations, taking notes when applicable, being fully attentive and respectful, listening and responding thoughtfully to one's classmates, as well as maintaining an attitude of academic inquiry. Students' class preparedness will be tracked. On a daily basis, students are required to have their CJ, English notebook, pens, pencils, highlighters, loose-leaf paper, and all classwork being actively taught.

- **Engagement in Class:** Class discussion will be absolutely key to our learning outcomes this semester. That being said, students have a variety of learning modalities and not everyone feels comfortable actively speaking in class. Participation comes in many forms, and because class participation is unique to each student, students will complete a weekly engagement reflection that functions somewhat as a 'self-graded' assignment. This self-reflection will be added to the instructor-given weekly participation grade. Rubrics for these grades will be posted on Spork.

### **Class Policy**

#### **Attendance:**

Students must complete assessments even if absent the day prior to the exam. At the teacher's discretion, students may take make-up assessments during lunch, Student Hours or after school. In this case, students are responsible for scheduling make-up tests and quizzes within one week of their return to campus.

#### **Late Work:**



## Course Overview

English 8 - Last Updated on June 30, 2025

Meeting deadlines and due dates can be difficult for some, especially for long-term projects and assignments. This being said, I am very understanding of those who have difficulty with deadlines as long as you consistently communicate with me where you are at in the assignment and how I can best support you. All late work must be turned in by the end of each trimester for grading. The Late Work policies below are divided into two grading categories: Assessments and Coursework. Please note the difference in the policy for each category.

- Long-term assignments graded in the Assessments category: This includes long-term projects, papers, and other formal writing. See Assessments category above for further explanation. A due date for these assignments will be clearly communicated. **If you find that you need more time to complete any long-term assignment, you must notify me no more than 24 hours before the assignment is due.** We will discuss how much more time you need to complete the assignment and adjust your schedule accordingly. **A notice of less than 24 hours will not be accepted and the late assignment in question will receive a 10% deduction for every day that the assignment is late.** Repeated lateness of long-term assignments may result in adjustment to this policy. Students are still responsible for writing LATE on top of the assignment and turning it into me directly. Students may also submit writing assignments via email to [aya.cave@basised.com](mailto:aya.cave@basised.com); please make sure to write LATE in the subject line if the assignment is not on time.
- All assignments graded in the Coursework category: All coursework (including homework) must be turned in on time to earn full credit. If an assignment is not turned in on time, it will be marked as Missing and assigned a score of zero until the assignment is turned in. Coursework that is turned in more than one week late will be graded up to a maximum of 75% credit. Students are still responsible for writing LATE on top of the assignment and turning it into me directly.

### Homework:

Homework will be assigned at the instructor's discretion based on the amount of material completed in class. Homework may include but is not limited to: grammar practice, short reading assignments related to the novel being read in class, journal responses, formal writing assignments, and independent reading. No homework will be assigned or graded during the review week before Pre-comps or Comps.

### Classroom Procedures and Expectations:

Threshold and the Start of Class – Each day, we will line up outside the classroom for greeting. Please wait outside the classroom until my cue; this allows a seamless transition into the start of class. Your entrance into the classroom sets the tone for our time together. Repeated difficulty with transitions will result in behavioral consequences as detailed below. Please ensure that you bring all English books, assignments, and classwork for the week to our class as consistent locker trips can be a disruption to learning opportunities.

Behavioral Consequences – All behavioral consequences are intended to promote a community of inquiry, mastery, and joyful learning. Repeated behaviors that impede, or slow down, the learning of others will negatively impact mastery of our learning objectives. Behavioral consequences will result from any action that defies the Basis Code of Conduct and our community guidelines, in particular behavior that disrupts the active learning of others. Most of the time, students will be given two verbal warnings before further steps are taken. Further steps include but are not limited to: parent communication, office referral, and Discipline Forms or pink slips. However, more serious or repeated behavior infractions may result in more severe consequences as determined by administration.

Respectful Behavior – Actively participating in a classroom community requires good listening skills and humility. I want every student to feel welcome and comfortable within our class, and if there are any ways I or



## Course Overview

English 8 - Last Updated on June 30, 2025

your fellow classmates can support you, please let me know. I expect everyone, including myself, to be caring in words, tone, and behavior. Show the same grace to others in the classroom that you would like to be shown. Our discussions and learning processes will work best if everyone comes to class with questions, ready to actively engage in the material through purposeful participation. **Above all, I do not tolerate behavior that prevents or slows down the learning of others. In accordance with the Basis Code of Conduct, I also do not tolerate hate speech or actions that promote homophobia, racism, ableism, or other types of discrimination.**

### **BASIS Code of Conduct**

- **Promotes respect for fellow students and staff members:** All students are expected and required to behave in a respectful manner toward other students, staff members, and property. In particular, the School adheres to a zero-tolerance policy toward any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.
- **Promotes respect for all individuals:** The school is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds and strives to provide an environment where all students can feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on school premises. These include, but are not limited to, the use of derogatory statements in reference to one's race, sexuality, ethnicity, culture, or religious background.
- **Promotes individual and community responsibility:** Each student is responsible and will be held accountable for his/her own language and actions. This responsibility extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is his/her responsibility to inform a staff member. Withholding such information may be considered a Discipline Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate and will invoke appropriate sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or cheating and neither should students. Please note that plagiarism is considered cheating.
- **Provides a safe environment for students:** It is the responsibility of all students to immediately inform a staff member about any possible threat to student or staff member safety, health, or property that they have observed or have knowledge of. Withholding such information may be considered a Discipline Violation.
- **Provides a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Discipline Violation.

### **Student & Parent Hours**

Email:

Student Hours: Tuesdays and Thursdays from 3:30 pm - 4:30 pm

Parent Appointments: Monday 8 am - 8:30 am and 3:30 pm – 4:00 pm

\*\*\*The policies stated above are recommendations only. Teachers must consult their own campus policies to make sure they align properly.\*\*\*

\*\*\*Use of Artificial Intelligence (AI) Tools in Coursework

The following statement serves as a general guideline regarding the use of artificial intelligence (AI) in academic settings. All policies in these fields are recommendations only. Teachers must consult with their school administrators to determine the individual policies enforced at their own campus.



## Course Overview

English 8 - Last Updated on June 30, 2025

*With AI tools becoming increasingly prevalent, students have access to a multitude of resources that can support*

*their learning. Therefore, it is important to uphold academic integrity and accountability by ensuring that each student's work reflects their own effort and mastery of content. Use of AI tools to complete any assignment without prior teacher approval will be considered a violation of the Academic Dishonesty Policy and subject to disciplinary measures.\*\*\**

### RESOURCES FOR TEACHERS

Below are some books that might be useful in teaching 8<sup>th</sup> grade English and my notes about them. Most of the time you can reach to the publisher to get a sample copy of the book. If not, you can usually get a cheap used, copy online that you can make copies from. The older editions will do as well.

This book has several sentence frames that can be useful to students when they are trying to analyze or when they are writing persuasive essays.

#### **Title: They Say, I Say: Fifth Edition**

Author: Graff, Gerald, Birkenstein, Cathy

Publisher: W.W. Norton & Company (2021-01-05)

ISBN: 978-0393538700

At this stage, students should be learning grammar through writing. I like Martha Kolln and Loretta Gray's book Rhetorical Grammar. This book helps students shift from learning grammar concepts to using grammar as a rhetorical choice.

#### **Title: Rhetorical Grammar (6th Edition)**

Author: Gray, Loretta; Kolln, Martha

Publisher: Longman

ISBN-13 : 978-0205706754

For grammar, I like Glencoe and Daily Grammar to teach grammar concepts or to review them; however, grammar should be practiced through application in their writing. Below is the link for Daily Grammar, and I have attached a Glencoe grammar workbook.

<https://www.dailymGrammar.com/archive.html>

### ATTACHMENTS

Grammar\_and\_Language\_Workbook\_10.pdf

English\_8\_-2025-26\_Curriculum\_Document\_and\_State\_Standards.docx



## Course Overview

English 8 - Last Updated on June 30, 2025

### INSTRUCTIONAL MATERIALS

#### Reading Materials

PLEASE READ FIRST! Do note that reading materials for the course are SUBJECT TO CHANGE. Books are chosen and adapted based on student assessment data, scheduling, and curriculum requirements as set forth by Basis Ed. I will always communicate with parents and students at least two weeks before we begin a new book that students should purchase. Please do not purchase a copy of the books until said communication is sent out. Free PDF versions of these books are available online, and I will have several copies of each book available to borrow. Please give me advance notice if you prefer your student to use a borrowed copy.

Title: Fahrenheit 451: A Novel

Author: Ray Bradbury

Publisher: Simon and Schuster (2012-01-10)

ISBN: 978-1451673319

Title: 1984

Author: George Orwell

Publisher: Penguin Publishing Group (1950-07-01)

ISBN: 978-0451524935

Title: A Midsummer Night's Dream

Author: William Shakespeare

Publisher: Simon and Schuster (2004-08)

ISBN: 0743482816

Title: The Road

Author: Cormac McCarthy

Publisher: National Geographic Books (2007-03-28)

ISBN: 978-0307387899

#### **Selected Authors**

Students may read work by the following authors: Ray Bradbury, Frederick Douglass, Art Spiegelman, Mary Shelley, Constantine P. Cavafy, Thucydides, Franz Kafka, Thomas Hobbes, Maya Angelou, Billy Collins, Emily Dickinson, Naomi Shihab Nye, John Donne, T.S. Eliot, Edna St. Vincent Millay, Robert Frost, Langston Hughes, Walter de la Mare, Edgar Allan Poe, William Shakespeare, Walt Whitman, William Carlos Williams, Richard Connell, Chimamanda Ngozi Adichie, Nathaniel Hawthorne, Ursula K. Le Guin, Kurt Vonnegut, Mark Twain, F. Scott Fitzgerald, Kate Chopin, O. Henry, Katherine Mansfield, William Faulkner, Ernest Hemingway, Edgar Allan Poe, Anton Chekhov, Henrik Ibsen, Karen Russell and others

**Speeches & Other Media:** Students may be assigned to read transcripts and/or watch video clips of speeches. Other media we may watch or listen to in and out of class include filmed performances of Shakespeare plays, clips of movies or TV shows that have been adapted from books or short stories, poetry performances, author readings and Q & A, and other pieces of media worth analyzing for their literary or rhetorical content. Additionally,



## Course Overview

English 8 - Last Updated on June 30, 2025

the teacher may choose to show TED talks and YouTube videos on selected English topics. Possible YouTube channels include TEDex, TEDed, Wisecrack, Epic Reads, CrashCourse, and others.

### Class Materials:

- Two Pocket Folder (labeled "In Progress" and "Important") and/or Binder for English
- College-ruled notebook (composition notebook preferred)
- College-ruled or wide-ruled paper
- Pencils
- Highlighters
- Red and black/blue pens
- Whiteboard markers
- Whiteboard eraser/sock

# Unit 1: Establish Systems & Routines: Week 1

## English 8

### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.9

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

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

# Unit 1: Establish Systems & Routines: Week 1

## English 8

8.RI.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

8.W.2.b

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

# Unit 1: Establish Systems & Routines: Week 1

## English 8

### 8.W.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### 8.W.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

### 8.W.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### 8.W.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 8.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 8.W.3.c

Use 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.

### 8.W.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

### 8.W.5

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.

### 8.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Unit 1: Establish Systems & Routines: Week 1

## English 8

RL.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2

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.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

# Unit 1: Establish Systems & Routines: Week 1

## English 8

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6

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.

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.d

Establish and maintain a formal style.

# Unit 1: Establish Systems & Routines: Week 1

## English 8

### W.8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

### W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

### W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### W.8.2.e

Establish and maintain a formal style.

### W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 8.1.A

listen actively to interpret a message by summarizing, asking questions, and making comments;

### 8.1.B

follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

### 8.2

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

### 8.2.B

use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and

# Unit 1: Establish Systems & Routines: Week 1

## English 8

8.2.C

determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

8.3

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

8.5.A

establish purpose for reading assigned and self-selected texts;

8.5.B

generate questions about text before, during, and after reading to deepen understanding and gain information;

8.5.C

make, correct, or confirm predictions using text features, characteristics of genre, and structures;

8.5.D

create mental images to deepen understanding;

8.5.F

make inferences and use evidence to support understanding;

8.5.G

evaluate details read to determine key ideas;

8.7.A

analyze how themes are developed through the interaction of characters and events;

8.7.B

analyze how characters' motivations and behaviors influence events and resolution of the conflict;

# Unit 1: Establish Systems & Routines: Week 1

## English 8

8.7.C

analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

8.8.A

demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;

# Unit 1: Establish Systems & Routines: Week 1

## English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

In this unit, students will learn about course expectations and curriculum objectives for the year, how to study and stay organized in English 8, and what resources are available and needed for the course.

By the end of this unit, SWBAT (students will be able to):

- Recognize and name students in their element/class.
- Recognize and follow teacher-led expectations for classroom procedures and daily routines in English 8. For example, passing in/collecting papers, daily schedule of Do Now, HW check, lesson, Exit Ticket, etc.
- Recognize the value of classroom routines and the importance of considering the classroom as a community of learners.
- Commit to following classroom rules, policies, and expectations as a valued community member in the classroom.
- Demonstrate classroom readiness by bringing needed materials for daily classwork.
- Summarize (very generally) key points and takeaways from the English 8 syllabus.
- Demonstrate organizational skills for this course including binder/folder/notebook organization and CJ.
- State best practices and needed skills for note-taking in English 8.
- State the basics of MLA Format including the difference between citation and attribution.
- Define plagiarism with specific regard to the English classroom and commit to showing academic integrity and honesty during the school year.

#### Learning Targets

#### Key Unit Vocabulary

# Unit 1: Establish Systems & Routines: Week 1

## English 8

### Pedagogical Notes

During the first week of school, time will be given to explaining the syllabus, establishing classroom policies, performing diagnostic testing, and creating a strong classroom community. This unit is written for 5 days; Days 1-3 will cover systems, routines, and syllabus. Day 4 will introduce students to resources and study skills they need to master material in English 8 such as note taking, organization, the rules of plagiarism, and MLA format. On Day 5 of this unit, students will take their Benchmark or Diagnostic Test for the course. If you have extra time, consider beginning review of 7th grade grammar and literary topics; however, there is dedicated time for review in Weeks 2 and 3 of the course, so you do not need to begin review in the first week.

A note about Week 1, especially for those new to teaching: The first week is key to establishing the tone, environment, and expectations of your classroom. Clearly defined and practiced daily routines will help you to manage student behavior and create a space more conducive to learning. The first week is therefore the time to introduce these expectations and allow students the time to practice daily routines such as start and end of class procedures, class discussion and group work, checking HW, etc.

*Teach Like a Champion* is a great resource for Systems & Routines you may want to establish. The following Techniques from *TLAC* cover daily routines that you may find useful: Tracking, Not Watching; Show Me; Do Now; Control the Game; Exit Ticket; Cold Call; Show Call; Habits of Discussion; Turn & Talk; Threshold. For help with managing student behavior, you may want to read the *TLAC* chapters "High Behavioral Expectations" and "Building Character and Trust." Carve out time in Week 1 to teach students a handful of routines that you deem MOST IMPORTANT to establishing your classroom culture; then, give students the opportunity to practice these routines. Day 4 details a lesson that works well for the students to practice routines and classroom expectations, but practice can also be embedded into the PPT for Days 1-3.

# Unit 1: Establish Systems & Routines: Week 1

English 8

## LESSON & RESOURCES

Lesson Title	Length of Lesson
<b>Class Introductions, Classroom Procedures &amp; Routines, Course Overview &amp; Syllabus: Days 1-3</b>	3 Classes

## Resources and Description of Resources

By the end of this lesson, SWBAT: - Recognize and name students in their element/class. - Recognize and follow teacher-led expectations for classroom procedures and daily routines in English 8. For example, passing in/collecting papers, daily schedule of Do Now, HW check, lesson, Exit Ticket, etc. - Recognize the value of classroom routines and the importance of considering the classroom as a community of learners. - Commit to following classroom rules, policies, and expectations as a valued community member in the classroom. - Demonstrate classroom readiness by bringing needed materials for daily classwork. - Summarize (very generally) key points and takeaways from the English 8 syllabus.

## Optional: Common Student Misconceptions/Misunderstandings

## ATTACHMENTS

 English8.Days1-3.Powerpoint.pptx

 English8.Days1-3.GuidedNotes.docx

Lesson Title	Length of Lesson
<b>Note-Taking, MLA Format, and Plagiarism: Day 4</b>	1 Class

## Resources and Description of Resources

By the end of this lesson, SWBAT: - State best practices and needed skills for note-taking in English 8. - State the basics of MLA Format including the difference between citation and attribution. - Define plagiarism with specific regard to the English classroom and commit to showing academic integrity and honesty during the school year. For this lesson, you have complete autonomy to teach note-taking in whatever format you want. You also may choose not to teach note-taking at this time if you feel that this instruction would fit better into Weeks 2 and 3. This lesson includes a PPT on note-taking as well as a video on Cornell notes, which you may use if you want. If you choose to use these resources, I suggest creating an aligned assignment in which

# Unit 1: Establish Systems & Routines: Week 1

## English 8

students practice note-taking; for example, you may have students take notes on the PPT/video and then grade each other's notes. To help students master daily routines and expectations, I plan for them to practice Habits of Discussion, Turn & Talk, Everybody Writes, and more during the Plagiarism and MLA Format lectures.

### Resources:

<https://www.youtube.com/watch?v=w3pM5hEgBk4>

### Optional: Common Student Misconceptions/Misunderstandings

Have conversations about your rules and expectations surrounding AI.

#### ATTACHMENTS

 The\_Perils\_Of\_Plagiarism\_\_SPORK\_.pptx

 No-Plagiarism\_Pledge.docx

Lesson Title	Length of Lesson
Benchmark/Diagnostic Test	1 Class

### Resources and Description of Resources

The instrument for this lesson includes a benchmark you may choose to use for English 8; however, you are welcome to create your own. Please reach out to [maya.cave@basised.com](mailto:maya.cave@basised.com) if you need help with creation of the key for this benchmark.

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.Benchmark.23-24.docx

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

#### STANDARDS

8.5.G

evaluate details read to determine key ideas;

8.5.F

make inferences and use evidence to support understanding;

8.5.E

make connections to personal experiences, ideas in other texts, and society;

8.5.D

create mental images to deepen understanding;

8.5.C

make, correct, or confirm predictions using text features, characteristics of genre, and structures;

8.6.A

describe personal connections to a variety of sources, including self-selected texts;

8.6.B

write responses that demonstrate understanding of texts, including comparing sources within and across genres;

8.6.C

use text evidence to support an appropriate response;

8.6.E

interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

8.8.D.i

the controlling idea or thesis with supporting evidence;

# Unit 2.1: Trimester 1: Literary and Writing

## English 8

8.9

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

8.9.A

explain the author's purpose and message within a text;

8.9.B

analyze how the use of text structure contributes to the author's purpose;

8.9.C

analyze the author's use of print and graphic features to achieve specific purposes;

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

8.W.1.d

Establish and maintain a formal style.

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

#### 8.W.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

#### 8.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### 8.W.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### 8.W.2.b

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

#### 8.W.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

#### 8.W.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

#### 8.W.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### 8.W.3.c

Use 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.

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

8.W.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8.W.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5

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.

# Unit 2.1: Trimester 1: Literary and Writing

English 8

## OBJECTIVES & PEDAGOGICAL NOTES

### Objectives

#### LITERARY OBJECTIVES:

- Summarize a text passage as well as recognize when a summary either does not contain all the relevant information, or contains excess irrelevant information.
- Paraphrase a text passage as well as recognize when a paraphrase mis-states or changes the meaning of the original author's intent. - Identify the main idea in a fiction or nonfiction text.
- Identify which ideas and evidence bolster the main idea, which details are significant, and how those elements give support to the main idea.
- Make inferences beyond what is explicitly stated in the text, including inferring assumptions behind an author's argument, inferring further implications of the author's ideas, and inferring the meaning of the author's use of particular words.
- Recognize metaphor, simile, and personification in reading, know the differences between them, and identify which things are being compared.
- Recognize hyperbole and understatement, as well as identify which is being used in a text.
- Identify foreshadowing in a text through literary elements such as characters, plot, mood, tone, and setting.
- Identify three types of irony in a text: verbal (including hyperbole, understatement, and sarcasm as forms of verbal irony), situational, and dramatic.
- Define motive and perspective, being able to recognize what drives a character and how they think, as well as how those views of the world and motives work to build conflict, and why conflict is so crucial to the story.
- Distinguish the major roles of a story (protagonist, antagonist) and recognize the difference between flat characters and round characters, static characters and dynamic characters.
- Identify both direct and indirect characterization in a text, and analyze indirect characterization via the STEAL traits (speech, thoughts, effect on others, actions, looks).
- Distinguish between first, second, and third person narrative points of view.
- Identify multi-sensory imagery (visual, tactile, kinesthetic, auditory, olfactory, gustatory) and address its function in a text.
- Recognize imagery and description used in establishing setting and atmosphere.
- Draw a theme from a text and state it as a complete sentence, analyzing its message through significant symbols, dominant motifs, or the protagonist's character arc.

#### WRITING OBJECTIVES

- Write effective topic sentences as well as recognize the components of an effective topic sentence (names the limited topic, expresses an attitude, indicates a need for development).

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

#### Objectives

- Know how to elaborate on or develop the idea introduced in the topic sentence as well as distinguish between types of supporting details (examples, evidence, anecdotes, cause & effect, comparison & contrast)
- Construct a thesis statement or main argument in response to a literary or informational prompt.
- Write thesis statements with multiple claims that examine a literary or persuasive topic and offer a layered interpretation of text.
- Select and use direct text evidence (quotes from the text) that supports all claims in the thesis, recognizing when multiple pieces of evidence are needed to support a thesis.
- Write a succinct literary analysis paragraph that begins with a thesis followed by detailed evidence and close reading of the evidence, ending with an explanation of said evidence in connection to the argument.
- Analyze and explain text evidence in a literary analysis response, close reading the language in the quote by connecting the use of literary devices, figurative language, mood, tone, and other literary elements to the deeper meaning or theme of the text.
- Write effective closing sentences in a succinct paragraph as well as recognize the components of an effective closing sentence (repeats the topic but not the wording, repeats the attitude, gives a sense of completion, includes specific detail).
- Use precise language and domain - specific vocabulary to inform about or explain the topic, establishing a non-colloquial tone and style.

#### WRITING DURING THE LITERARY REVIEW:

When reading "The Most Dangerous Game," students should practice writing through the form of one-paragraph short answer responses, which are called ACE responses in this iPlanner. The following lesson contains resources and rubrics for ACE responses that should be used throughout the rest of the year.

#### Learning Targets

- I can explain how a specific literary device, like metaphor or foreshadowing, adds meaning or creates an effect in a story.
- I can identify whether the language in a text is formal or informal and explain how the word choice affects the tone or purpose.
- I can explain the difference between the author, narrator, and protagonist, and identify clues that suggest a narrator might not be trustworthy.
- I can determine if a third-person narrator is objective, limited, or omniscient and explain how this perspective shapes the story.
- I can describe how the author's use of imagery and setting details helps develop the mood, characters, or

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

events in the story.

- I can explain the difference between mood and tone and describe how the author's use of imagery or figurative language creates the mood.
- I can write a clear topic sentence that introduces the main idea and shows how it will be developed.
- I can add relevant details, like examples or evidence, to support the idea in my topic sentence.
- I can craft a strong thesis statement that effectively addresses a prompt and clearly articulates my main argument.
- I can create a thesis statement with multiple claims that provide a deeper analysis of a text or topic..
- I can choose quotes from a text that clearly support my thesis and explain why they are important.
- I can write a focused paragraph that starts with a thesis, includes evidence, and explains how the evidence supports my argument.
- I can analyze a quote by explaining how the author's use of literary devices or language connects to the theme or deeper meaning.
- I can write a well-organized literary analysis paragraph.

#### Key Unit Vocabulary

- Textual Evidence
- Analyze
- Cite
- Literary Analysis
- Author's Purpose
- Tone
- Figurative Language
- Narrative Point of View

#### Pedagogical Notes

PLEASE READ! GUIDELINES TO NAVIGATING THIS IPLANNER:

The Lesson Units (LUs) for this course are first broken into Trimesters with the exception of the Week 1 LU, which does still wrap into the first trimester but is separate. From there, each Trimester breaks down into two main categories: Literary/Writing and Grammar. During Trimesters 2 and 3, there are also weeks built in for PreComp and Comp Review as well as the exams themselves. The two main lesson categories within each Trimester, Literary/Writing and Grammar, allow instructors to spiral content at an appropriate pace as well as

## Unit 2.1: Trimester 1: Literary and Writing

English 8

### Pedagogical Notes

teach these topics concurrently. **Please note that the objectives are broken up based on material in the lessons themselves; however, you may organize the objectives as you wish when using the blueprint.** In essence, PreComp and Comp exams can dictate your teaching of objectives; use the blueprint as a resource to see what you must cover by PreComp and Comp exams.

**You do not need to adhere to the # of classes written for each lesson; these are a suggestion, not a requirement.** In most cases, the number of classes is an approximation because each class period will most likely contain a mixture of grammar, literary, and writing work for the students. As a guideline for amount of time spent addressing various objectives, I would look instead at the ratio between the number of Literary/Writing vs. Grammar classes. In most cases, there is a greater number of Literary/Writing classes because of the number of objectives that align with these topics.

In some cases, you may find it more useful to embed the grammar objectives within your literary and writing-based lessons. For example, you may want to have students write about the novel they are currently reading, making it mandatory for students to use the various phrases, clauses, and mechanics from their grammar objectives. Conversely, you may choose to largely separate grammar from the students' literary and writing work.

I have found it best to employ a mixture of these practices. Typically, I model grammar lessons through lecture. For guided and independent practice, students will complete worksheets in the Glencoe workbook as an initial practice, but I find that students practice and retain material best through incorporating the grammar terms into their writing about the texts we read in class.

**REGARDING ASSESSMENTS:** This iPlanner contains practice assessments for PreComp and Comp exams but does not contain unit tests or quizzes as you may want to create your own assessments based on the way you implement material. If you would like a sample test or quiz for any of the below units, please email me at [maya.cave@basised.com](mailto:maya.cave@basised.com), and I will gladly send one over.

There are a few examples of *Fahrenheit 451* DIRT Quizzes in Weeks 5-12 Literary and Writing; DIRT stands for Did I Read Thoroughly. These are quick, closed-book comprehension quizzes meant to be given 2-3 times a week at the start of class. They comprise of fact-based comprehension questions that test a student's retention and understanding of the plot as in most cases, students will be reading the novel for HW and discussing it in class.

# Unit 2.1: Trimester 1: Literary and Writing

## English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Short Stories	

### Resources and Description of Resources

A possible short story would be **The Most Dangerous Game**

### Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 [The\\_Most\\_Dangerous\\_Game.pdf](#)

 [Grade8.ArgumentStatement.Rubric.docx](#)

 [Grade8.TheMostDangerousGame.Seminar.Pgs5-9.docx](#)

 [The\\_Most\\_Dangerous\\_Game\\_Lecture\\_Slides.pptx](#)

 [Figurative\\_Language\\_and\\_Literary\\_Devices\\_Review.pptx](#)

 [The\\_Most\\_Dangerous\\_Game.pdf](#)

 [Paraphrasing\\_and\\_Summarizing\\_no\\_copyrighted\\_material\\_.pptx](#)

 [Grade8.TheMostDangerousGame.ExpositionGN.docx](#)

Lesson Title	Length of Lesson
<b>Writing within the Literary Review and All Year</b>	

### Resources and Description of Resources

### Resources Attached Below:

## Unit 2.1: Trimester 1: Literary and Writing

### English 8

- **How to Write an Argument**
- **Rubric for Argument Rubric**
- **Literary Analysis Rubric**
- **How to Explain Textual Evidence**
- **How to guide for an ACE Response/ paragraph**
  - **ACE: A = Answer the question. C = Cite details, show computations. E = Explain all steps and examine your answer, assuring that you have responded to the question thoroughly. S = Sum it up.**

#### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 [Grade8.ArgumentStatement.Rubric.docx](#)

 [English8.ACComponents \\_\\_ 1 \\_\\_.docx](#)

 [Grade8.ArgumentStatement.Rubric.docx](#)

 [Grade7\\_8.TextEvidenceGuidelines.docx](#)

 [Grade8.TheMostDangerousGame.ExpositionGN.docx](#)

 [Grade8.ACEResponse.HowtoExplain.docx](#)

 [Grade8.ACE.25PtRubric.docx](#)

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 2.2: Trimester 1: Literary Review

### English 8

#### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.9

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

8.RL.10

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

## Unit 2.2: Trimester 1: Literary Review

### English 8

8.RI.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6

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

8.RI.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.RI.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

8.W.3.c

Use 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.

## Unit 2.2: Trimester 1: Literary Review

### English 8

8.W.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2

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.

RL.8.3

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.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

## Unit 2.2: Trimester 1: Literary Review

### English 8

RI.8.6

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.

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

8.1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

8.1.A

listen actively to interpret a message by summarizing, asking questions, and making comments;

8.1.B

follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

## Unit 2.2: Trimester 1: Literary Review

### English 8

8.1.D

participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

8.5.F

make inferences and use evidence to support understanding;

8.5.G

evaluate details read to determine key ideas;

8.5.H

synthesize information to create new understanding; and

8.5.I

monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

8.6.B

write responses that demonstrate understanding of texts, including comparing sources within and across genres;

8.6.C

use text evidence to support an appropriate response;

8.6.D

paraphrase and summarize texts in ways that maintain meaning and logical order;

8.6.E

interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

8.7.A

analyze how themes are developed through the interaction of characters and events;

## Unit 2.2: Trimester 1: Literary Review

### English 8

8.7.B

analyze how characters' motivations and behaviors influence events and resolution of the conflict;

8.7.C

analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

## Unit 2.2: Trimester 1: Literary Review

English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

##### LITERARY OBJECTIVES

- Summarize a text passage as well as recognize when a summary either does not contain all the relevant information or contains excess irrelevant information.
- Paraphrase a text passage as well as recognize when a paraphrase misstates or changes the meaning of the original author's intent. - Identify the main idea in a fiction or nonfiction text.
- Identify which ideas and evidence bolster the main idea, which details are significant, and how those elements give support to the main idea.
- Make inferences beyond what is explicitly stated in the text, including inferring assumptions behind an author's argument, inferring further implications of the author's ideas, and inferring the meaning of the author's use of particular words.
- Recognize metaphor, simile, and personification in reading, know the differences between them, and identify which things are being compared.
- Recognize hyperbole and understatement, as well as identify which is being used in a text.
- Identify an allusion in a text and, when possible, understand what is being alluded to and why.

Identify foreshadowing in a text through literary elements, including characters, plot, mood, tone, and setting.

- Identify euphemism in a text and understand how euphemistic language substitutes for harsh, impolite, or blunt topics during a particular moment in a text.
- Identify three types of irony in a text: verbal (including hyperbole, understatement, and sarcasm as forms of verbal irony), situational, and dramatic.
- Recognize two different types of diction in a text based on word choice and syntax: formal or elevated and informal or colloquial diction.
- Define motive and perspective, being able to recognize what drives a character and how they think, as well as how those views of the world and motives work to build conflict, and why conflict is so crucial to the story.
- Distinguish the major roles of a story (protagonist, antagonist) and recognize the differences between flat characters and round characters, as well as static and dynamic characters.
- Identify both direct and indirect characterization in a text, and analyze indirect characterization via the STEAL traits (speech, thoughts, effect on others, actions, looks).
- Distinguish between first, second, and third person narrative points of view.
- Identify multi-sensory imagery (visual, tactile, kinesthetic, auditory, olfactory, gustatory) and address its function in a text.
- Recognize imagery and description used in establishing setting and atmosphere.
- Draw a theme from a text and state it as a complete sentence, analyzing its message through significant

## Unit 2.2: Trimester 1: Literary Review

English 8

### Objectives

symbols, dominant motifs, or the protagonist's character arc.

#### WRITING OBJECTIVES

- Write effective topic sentences as well as recognize the components of an effective topic sentence (names the limited topic, expresses an attitude, indicates a need for development).
- Know how to elaborate on or develop the idea introduced in the topic sentence as well as distinguish between types of supporting details (examples, evidence, anecdotes, cause & effect, comparison & contrast)
- Construct a thesis statement or main argument in response to a literary or informational prompt.
- Write thesis statements with multiple claims that examine a literary or persuasive topic and offer a layered interpretation of text.
- Select and use direct text evidence (quotes from the text) that supports all claims in the thesis, recognizing when multiple pieces of evidence are needed to support a thesis.
- Write a succinct literary analysis paragraph that begins with a thesis followed by detailed evidence and close reading of the evidence, ending with an explanation of said evidence in connection to the argument.
- Analyze and explain text evidence in a literary analysis response, close reading the language in the quote by connecting the use of literary devices, figurative language, mood, tone, and other literary elements to the more profound meaning or theme of the text.
- Write effective closing sentences in a succinct paragraph as well as recognize the components of an effective closing sentence (repeats the topic but not the wording, repeats the attitude, gives a sense of completion, includes specific detail).
- Use precise language and domain - specific vocabulary to inform about or explain the topic, establishing a non-colloquial tone and style.
- Apply knowledge of sentence errors to one's own writing, using the revise and edit process to correct errors with mechanics and punctuation, syntax, verb tense compatibility, vague pronoun use, subject-verb agreement, capitalization, modifier placement, run-ons, and fragments.
- Students will identify and demonstrate five steps of the writing process: prewriting, research, drafting, revising, and editing.
- Students will evaluate and identify six traits +1 of quality writing through use of a rubric: voice, ideas, presentation, conventions, organization, word choice, and sentence fluency

#### WRITING WITH FAHRENHEIT 451:

Before moving to multi-paragraph argumentative writing, it's important to first establish the components of an argumentative paragraph. In this iPlanner, argumentative writing is taught first during the Literary Review through the ACE response format. Because this writing is practice in conjunction with a fiction text, the argument in these ACE responses should always answer or respond to questions in a literary analysis

## Unit 2.2: Trimester 1: Literary Review

### English 8

#### Objectives

prompt. A stands for Argument or Thesis, C stands for Context and Cite Evidence, and E stands for Explain or Analyze the text evidence in relation to your argument. Once you feel confident in your students' ability to write a strong paragraph with all component parts, you can move them onto multi-paragraph writing through the medium of Journal Responses and papers. Papers are not introduced until Tri 2, but a sample Journal Response assignment and rubric is included in this section.

Fahrenheit 451: Context, Genre, and Neil Gaiman's Introduction

#### Learning Targets

Focus: Figurative Language (Allusion and Paradox)

- I can identify examples of allusion in the text and explain how they connect to historical, literary, or cultural references.
- I can analyze how allusions in the story deepen the meaning of the characters' actions or themes.
- I can identify paradoxes in the text and explain how they reveal conflicting ideas or emotions.
- I can explain how the use of paradox contributes to the overall tone and themes of the story.
- I can create examples of allusion and paradox in my own writing to reflect the style of the author.

Focus: Literary Elements (Mood, Tone, and Symbolism)

- I can describe the mood of specific scenes and explain how the author's word choices create that mood.
- I can analyze the tone of the narrator or characters and explain how it reflects their perspective or emotions.
- I can identify symbols in the story and explain what they represent in the context of the plot or themes.
- I can explain how the use of symbolism helps to communicate the author's message or central ideas.
- I can compare and contrast the mood and tone in different parts of the story to understand shifts in the narrative.

Focus: Themes (Motif, Character Growth, and Disruption of Status Quo)

- I can identify recurring motifs in the story and explain how they support the central themes.
- I can analyze how the main character changes throughout the story and what events or relationships influence their growth.
- I can explain how the disruption of the status quo in the story creates conflict and drives the plot forward.

## Unit 2.2: Trimester 1: Literary Review

### English 8

- I can connect the themes of the story to real-world issues or personal experiences.
- I can evaluate how the author uses motifs and character growth to challenge societal norms or expectations.

#### Key Unit Vocabulary

- Close Read
- Inference
- Discussion Questions
- Seminar
- Supporting Claims
- Thesis Statements
- Topic Sentences
- Literary Analysis

#### Pedagogical Notes

In Tri 1 and part of Tri 2, we read *Fahrenheit 451* by Ray Bradbury. It is a wonderful text to teach the literary objectives, particularly figurative language such as allusion and paradox, as well as elements such as mood, tone, motif, symbolism, character growth, disruption of a status quo, and more. Even if you do not end up teaching *Fahrenheit 451* by Ray Bradbury, you can look through the resources to see the process of teaching a novel and teaching concepts through application.

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**You do not need to adhere to the # of classes written for each lesson; these are a suggestion, not a requirement.** In most cases, the number of classes is an approximation because each class period will most

## Unit 2.2: Trimester 1: Literary Review

### English 8

#### Pedagogical Notes

likely contain a mixture of grammar, literary, and writing work for the students. As a guideline for amount of time spent addressing various objectives, I would look instead at the ratio between the number of Literary/Writing vs. Grammar classes. In most cases, there is a greater number of Literary/Writing classes because of the number of objectives that align with these topics.

In some cases, you may find it more useful to embed the grammar objectives within your literary and writing-based lessons. For example, you may want to have students write about the novel they are currently reading, making it mandatory for students to use the various phrases, clauses, and mechanics from their grammar objectives. Conversely, you may choose to largely separate grammar from the students' literary and writing work.

I have found it best to employ a mixture of these practices. Typically, I model grammar lessons through lecture. For guided and independent practice, students will complete worksheets in the Glencoe workbook as an initial practice, but I find that students practice and retain material best through incorporating the grammar terms into their writing about the texts we read in class.

**REGARDING ASSESSMENTS:** This iPlanner contains practice assessments for PreComp and Comp exams but does not contain unit tests or quizzes as you may want to create your own assessments based on the way you implement material. If you would like a sample test or quiz for any of the below units, please email me at [maya.cave@basised.com](mailto:maya.cave@basised.com), and I will gladly send one over.

There are a few example *Fahrenheit 451* DIRT Quizzes in Weeks 5-12 Literary and Writing; DIRT stands for Did I Read Thoroughly. These are quick, closed-book comprehension quizzes meant to be given 2-3 times a week at the start of class. They comprise of fact-based comprehension questions that test a student's retention and understanding of the plot, as in most cases, students will be reading the novel for HW and discussing it in class.

## Unit 2.2: Trimester 1: Literary Review

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
<b>Fahrenheit 451: Context, Genre, and Neil Gaiman's Introduction</b>	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 Grade8.F451.Background\_Context.pptx

Lesson Title	Length of Lesson
<b>Fahrenheit 451: Pgs. 1-2 Close Reading Lesson</b>	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 Fahrenheit\_451\_Pgs.\_1-2\_Close\_Reading\_Lesson.docx

 Grade8.F451Beginning.CloseReading\_Guided\_Notes\_Pages\_1-9.docx

Lesson Title	Length of Lesson
<b>Fahrenheit 451: Pgs. 8-9 Close Reading Lesson</b>	

## Unit 2.2: Trimester 1: Literary Review

English 8

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 [Fahrenheit\\_451\\_pgs.\\_8\\_-\\_9\\_Close\\_Reading\\_Seminar.docx](#)

 [Grade8.F451Beginning.CloseReading\\_Guided\\_Notes\\_Pages\\_1-9.docx](#)

 [Grade8.F451DIRT.Pgs8-12.docx](#)

Lesson Title	Length of Lesson
<b>Fahrenheit 451: Socratic Seminars and Discussion Questions</b>	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 [English\\_8\\_Seminar\\_Guidelines.docx](#)

 [Fahrenheit\\_451\\_Seminar\\_Part\\_1.docx](#)

 [Grade8.F451Beginning.CloseReading\\_Guided\\_Notes\\_Pages\\_1-9.docx](#)

Lesson Title	Length of Lesson
<b>Fahrenheit 451: Literary Devices</b>	

## Unit 2.2: Trimester 1: Literary Review

English 8

### Resources and Description of Resources

#### Attached Resources:

- Mood, Tone, and Imagery
- Paradox and Allusions

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Fahrenheit\_451\_Mood\_\_Tone\_\_and\_Imagery.docx

 F451\_Paradox\_and\_Allusion\_Guided\_Notes.docx

 Fahrenheit\_451\_Paradox\_and\_Allusion\_Lesson.pptx

Lesson Title	Length of Lesson
Fahrenheit 451 Analytical Writing: The Writing Process	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Fahrenheit\_451\_Journal\_Response\_Body\_Paragraphs.docx

 Fahrenheit\_451\_Journal\_Response\_Introduction.docx

 Fahrenheit\_451\_Journal\_Response\_Writing\_Rubric.docx

## Unit 2.2: Trimester 1: Literary Review

English 8

 Post-F451\_Journal\_Response\_Error\_Analysis\_Directions.docx

 6+1\_Trait\_Writing\_Rubrics\_Grades\_3\_12.pdf

 Post-F451\_Journal\_Response\_Error\_Analysis\_Sample\_Writing.docx

 Fahrenheit\_451\_Journal\_Response\_Conclusion\_Paragraph.docx

OPTIONAL: UNIT ASSESSMENT NOTES

OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 2.3: Trimester 1: Grammar

### English 8

#### STANDARDS

8.L.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

8.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

8.1

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

8.10.D

edit drafts using standard English conventions, including:

8.10.D.ii

consistent, appropriate use of verb tenses and active and passive voice;

8.10.D.i

complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

8.10.D.iii

prepositions and prepositional phrases and their influence on subject-verb agreement;

## Unit 2.3: Trimester 1: Grammar

### English 8

8.10.D.iv

pronoun-antecedent agreement;

8.L.1.a

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.a

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

## Unit 2.3: Trimester 1: Grammar

English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

This lesson contains a full PDF version of the Glencoe Grade 9 Handbook as well as the key, or Teacher's Annotated Edition. Please use this workbook to pull practice worksheets that align with the grammar objectives. I will typically add further directions to a worksheet to spiral review different grammar topics. For example, if the worksheet asks students to select the verb that best agrees with the subject, I will also add in (by writing additional directions onto the sheet before making class copies) directions that students need to underline the simple subject. Because we often check these worksheets in class, I typically grade these worksheets for completion, and I will also attach completion points to any additional directions I add onto the worksheet.

#### GRAMMAR OBJECTIVES

- Recognize and correct errors involving subject-verb agreement and collective nouns.
- Recognize and correct errors involving pronoun-antecedent agreement.
- Recognize and correct errors involving verb tense compatibility.
- Recognize and correct errors involving run-ons and fragments.
- Recognize participial, appositive, adjective and adverb prepositional phrases and what they modify as well as where they can be placed in a sentence to achieve sentence variety.
- Know the appropriate placement of commas in introductory phrases, compound sentences, non-essential elements, and series (Oxford comma encouraged but not mandatory).

#### Learning Targets

- I can identify and correct sentences where the subject and verb do not agree in number (singular or plural).
- I can recognize and fix errors in sentences where collective nouns are used incorrectly with singular or plural verbs.
- I can identify and correct sentences where pronouns do not agree with their antecedents in number or gender.
- I can revise sentences to ensure that unclear or ambiguous pronoun references are corrected.
- I can identify and correct sentences where verb tenses are inconsistent within a sentence or paragraph.
- I can revise sentences to ensure that verb tenses match the time frame of the action being described.
- I can identify and fix run-on sentences by adding punctuation, conjunctions, or breaking them into separate sentences.
- I can recognize and correct sentence fragments by adding the missing subject, verb, or complete thought.

## Unit 2.3: Trimester 1: Grammar

### English 8

- I can identify participial, appositive, adjective, and adverb prepositional phrases in a sentence and explain what they modify.
- I can rearrange or place these phrases in a sentence to create variety and improve sentence flow.
- I can correctly place commas in sentences with introductory phrases, compound sentences, and non-essential elements.
- I can use commas appropriately in a series, including the Oxford comma, to make the meaning of a sentence clear.

### Key Unit Vocabulary

- Subject-Verb Agreement
- Pronoun Antecedent
- Correcting Verb Tense Errors
- Run-Ons
- Fragments
- Appositives
- Commas

### Pedagogical Notes

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## Unit 2.3: Trimester 1: Grammar

### English 8

#### Pedagogical Notes

Writing vs. Grammar classes. In most cases, there is a greater number of Literary/Writing classes because of the number of objectives that align with these topics.

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## Unit 2.3: Trimester 1: Grammar

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Glencoe Workbook and Answer Key	

### Resources and Description of Resources

Use the workbook and application-based practice to teach the Trimester 1 concepts below.

- Collective Nouns
- Practice Special Subjects
- Compound Subjects
- Run-Ons and Fragments
- Verb Tense Compatibility
- Agreement and Compatibility

### Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 [Grammar\\_and\\_Language\\_Workbook\\_\\_Teacher\\_Edition\\_.pdf](#)

 [Grammar\\_and\\_Language\\_Workbook\\_Grade\\_9.pdf](#)

Lesson Title	Length of Lesson
Grammatical Sentence Errors	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

## Unit 2.3: Trimester 1: Grammar

English 8

 Grade8.SentenceErrorsReview.DoNow.docx

 Grade8.SentenceErrors.SentencePractice.docx

 English\_8\_Grammatical\_Sentence\_Errors.pptx

Lesson Title	Length of Lesson
Sentence Errors Review	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.SentenceErrorsReview.DoNow.docx

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 3.1: Trimester 2: Literary and Writing

## English 8

### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.7

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 the director or actors.

8.RL.9

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

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.RL.10

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RI.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6

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

8.RI.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.RI.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.RI.10

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

8.W.1.d

Establish and maintain a formal style.

8.W.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

#### 8.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

##### 8.W.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

##### 8.W.2.b

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

##### 8.W.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

##### 8.W.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### 8.W.2.e

Establish and maintain a formal style.

##### 8.W.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### 8.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

##### 8.W.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.W.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

8.W.3.c

Use 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.

8.W.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8.W.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5

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.

8.W.6

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.

8.W.7

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.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.W.8

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.

8.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

8.W.9.a

Apply grade 8 Reading standards to literature.

8.W.10

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.

8.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8.L.5.a

Interpret figures of speech (e.g. verbal irony, puns) in context.

8.L.5.b

Use the relationship between particular words to better understand each of the words.

8.L.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

8.L.4.d

Verify the preliminary determination of the meaning of a word or phrase.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

8.L.6

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.

RL.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2

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.

RL.8.3

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.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

RL.8.7

Analyze the extent to which non-print media (e.g. film, drama, live production, art) connects to or departs from the text or script, evaluating artistic choices.

RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

RI.8.6

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.

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

# Unit 3.1: Trimester 2: Literary and Writing

## English 8

W.8.1.d

Establish and maintain a formal style.

W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e

Establish and maintain a formal style.

W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

8.1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.1.A

listen actively to interpret a message by summarizing, asking questions, and making comments;

8.1.B

follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

8.1.D

participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

8.2

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

8.3

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

8.4

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

8.5

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.5.A

establish purpose for reading assigned and self-selected texts;

8.5.B

generate questions about text before, during, and after reading to deepen understanding and gain information;

8.5.C

make, correct, or confirm predictions using text features, characteristics of genre, and structures;

8.5.D

create mental images to deepen understanding;

8.5.E

make connections to personal experiences, ideas in other texts, and society;

8.5.F

make inferences and use evidence to support understanding;

8.5.G

evaluate details read to determine key ideas;

8.5.H

synthesize information to create new understanding; and

8.5.I

monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

8.6

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

8.6.A

describe personal connections to a variety of sources, including self-selected texts;

8.6.B

write responses that demonstrate understanding of texts, including comparing sources within and across genres;

8.6.C

use text evidence to support an appropriate response;

8.6.E

interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

8.6.F

respond using newly acquired vocabulary as appropriate;

8.6.G

discuss and write about the explicit or implicit meanings of text;

8.6.H

respond orally or in writing with appropriate register, vocabulary, tone, and voice;

8.6.I

reflect on and adjust responses as new evidence is presented; and

8.6.J

defend or challenge the authors' claims using relevant text evidence.

8.7

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

# Unit 3.1: Trimester 2: Literary and Writing

## English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

This lesson contains instruments for the end of Fahrenheit 451 as well as an excerpt from the play Pygmalion, which should lead the class up to Comp Review.

#### LITERARY OBJECTIVES

- Analyze the function and effect of foreshadowing, allusion, euphemism, hyperbole, understatement, metaphor, simile, and personification in a text.
- Analyze the function and effect of different types of irony in a text.
- Recognize two different types of diction in a text based on word choice and syntax: formal or elevated and informal or colloquial diction.
- Evaluate the effect of elevated and colloquial diction on characterization and tone.
- Analyze the function of elevated and colloquial diction on characterization and tone.
- Understand the difference between denotation and connotation, and recognize when a word is used to mean something beyond its dictionary definition.
- Know the difference between the author and the narrator, as well as between the narrator and protagonist; they must also distinguish the signs of an unreliable narrator.
- Identify whether a third-person perspective is objective, limited, or omniscient, and analyze the effect of that viewpoint on the story.
- Identify how imagery and description of the setting and atmosphere contribute to plot, characterization, and mood of a story.
- Recognize symbolism in a text, distinguish between a symbol and a motif, and analyze how the use of both contribute to theme.
- Distinguish between mood and tone and understand how setting, atmosphere, imagery, and figurative language contribute to the mood of a text.
- Distinguish between tone and mood and understand how diction, syntax, and authorial intent contribute to the tone or attitude of a text.

#### WRITING OBJECTIVES

- Write effective topic sentences as well as recognize the components of an effective topic sentence (names the limited topic, expresses an attitude, indicates a need for development).
- Know how to elaborate on or develop the idea introduced in the topic sentence as well as distinguish between types of supporting details (examples, evidence, anecdotes, cause & effect, comparison & contrast)
- Construct a thesis statement or main argument in response to a literary or informational prompt.
- Write thesis statements with multiple claims that examine a literary or persuasive topic and offer a layered

# Unit 3.1: Trimester 2: Literary and Writing

## English 8

### Objectives

interpretation of text.

- Select and use direct text evidence (quotes from the text) that supports all claims in the thesis, recognizing when multiple pieces of evidence are needed to support a thesis.
- Write a succinct literary analysis paragraph that begins with a thesis followed by detailed evidence and close reading of the evidence, ending with explanation of said evidence in connection to the argument.
- Analyze and explain text evidence in a literary analysis response, close reading the language in the quote by connecting the use of literary devices, figurative language, mood, tone, and other literary elements to the deeper meaning or theme of the text.
- Write effective closing sentences in a succinct paragraph as well as recognize the components of an effective closing sentence (repeats the topic but not the wording, repeats the attitude, gives a sense of completion, includes specific detail).
- Use precise language and domain - specific vocabulary to inform about or explain the topic, establishing a non-colloquial tone and style.
- Apply knowledge of sentence errors to one's own writing, using the revise and edit process to correct errors with mechanics and punctuation, syntax, verb tense compatibility, vague pronoun use, subject-verb agreement, capitalization, modifier placement, run-ons, and fragments.

\*\*\*If you decide to introduce paper writing at the end of Fahrenheit 451, here are the aligned writing objectives for essay writing:

- Write an essay of at least 4 paragraphs for a literary analysis prompt as well as a persuasive prompt.
- Introduce a topic clearly in the beginning of an essay of at least 4 paragraphs, previewing what is to follow through precise organization of ideas, concepts, and information.
- Develop the topic in a four paragraph essay with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions in a four paragraph essay to create cohesion and clarify the relationships among ideas and concepts.
- Recognize and understand unity (when all sentences in a paragraph reflect the topic's limited scope & attitude, and all irrelevant details are purged) and coherence (when we link sentences effectively into one another, and with the ideas of the overall composition), and appreciate the need for them in every paragraph.
- Identify and write about the function of ethos, pathos, and logos in an argument; e.g., in an advertisement or political speech.
- Understand the fundamentals of persuasion and argumentation, including the structure of a persuasive paragraph (arguable topic sentence, solid evidence, persuasive tone, address objections, logical organization, and strong word choice) and application of the rhetorical triangle (ethos-logos-pathos).
- Write effective topic sentences for body paragraphs in a literary analysis essay and a persuasive essay that

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

#### Objectives

separate and further explain each claim in the argument.

- Select and use direct text evidence (quotes from the text) in a body paragraph that supports all claims in the thesis, recognizing when multiple pieces of evidence are needed to support a thesis.
- Analyze and explain text evidence in a literary analysis body paragraph, close reading the language in the quote by connecting the use of literary devices, figurative language, mood, tone, and other literary elements to the deeper meaning or theme of the text.
- Write effective closing sentences in a succinct paragraph as well as recognize the components of an effective closing sentence (repeats the topic but not the wording, repeats the attitude, gives a sense of completion, includes specific detail).
- Use precise language and domain - specific vocabulary in an essay to inform about or explain the topic, establishing a non-colloquial tone and style.
- Apply knowledge of sentence errors to one's own essay, using the revise and edit process to correct errors with mechanics and punctuation, syntax, verb tense compatibility, vague pronoun use, subject-verb agreement, capitalization, modifier placement, run-ons, and fragments.
- Use the peer review process to evaluate a fellow classmate's writing for components of quality writing using a rubric.

#### Learning Targets

- I can explain how a specific literary device, like metaphor or foreshadowing, adds meaning or creates an effect in a story.
- I can identify a type of irony, such as dramatic or situational irony, and explain how it impacts the story or message.
- I can identify whether the language in a text is formal or informal and explain how the word choice affects the tone or purpose.
- I can explain the difference between the author, narrator, and protagonist, and identify clues that suggest a narrator might not be trustworthy.
- I can determine if a third-person narrator is objective, limited, or omniscient and explain how this perspective shapes the story.
- I can describe how the author's use of imagery and setting details helps develop the mood, characters, or events in the story.
- I can explain the difference between mood and tone and describe how the author's use of imagery or figurative language creates the mood.

## Unit 3.1: Trimester 2: Literary and Writing

### English 8

- I can write a clear topic sentence that introduces the main idea and shows how it will be developed.
- I can add relevant details, like examples or evidence, to support the idea in my topic sentence.
- I can write a strong thesis statement that answers a prompt and clearly states my main argument.
- I can create a thesis statement with multiple claims that provide a deeper analysis of a text or topic..
- I can choose quotes from a text that clearly support my thesis and explain why they are important.
- I can write a focused paragraph that starts with a thesis, includes evidence, and explains how the evidence supports my argument.
- I can analyze a quote by explaining how the author's use of literary devices or language connects to the theme or deeper meaning.
- I can write a well-organized essay with at least four paragraphs that answers a literary or persuasive prompt.
- I can write an introduction that clearly states my topic and previews the main points of my essay.
- I can use specific details, quotes, and examples to develop my ideas in a four-paragraph essay.
- I can use different transitions to connect my ideas and make my essay flow smoothly.
- I can explain how an argument uses ethos (credibility), pathos (emotion), or logos (logic) to persuade the audience.
- I can write a persuasive paragraph that includes a clear topic sentence, strong evidence, and a logical structure.
- I can write topic sentences for body paragraphs that clearly explain each claim in my argument..
- I can include quotes in my body paragraphs that support my thesis and explain why they are important.
- I can analyze a quote in a body paragraph by explaining how the author's language or literary devices connect to the theme or meaning.

### Key Unit Vocabulary

- Literary Analysis
- Claims
- Analysis
- Topic Sentences
- Mood
- Tone
- Evidence
- Argument
- Word Choice
- Line of Reasoning

# Unit 3.1: Trimester 2: Literary and Writing

English 8

## Pedagogical Notes

### READING DURING TRIMESTER 2:

At the beginning of Tri 2, students should be moving into Part 3 of *Fahrenheit 451*, depending on speed. Continue to use DIRT Quizzes and other assessments to gauge student comprehension. This iPlanner only contains lessons for two full-length novels in conjunction with short stories, plays, and poetry; after finishing *Fahrenheit 451*, students begin an excerpt from the play *Pygmalion* in lieu of beginning another novel. You may choose to eliminate *Pygmalion* from this section of the iPlanner and instead begin a second novel or text before PreComps. I only teach two full-length texts because I find it difficult to fit in two novels before PreComps, and I don't like to have the students in the middle of a novel during PreComp review. Instead, I use an excerpt from the play *Pygmalion* to teach diction, mood, and tone. In the two weeks leading up to PreComps, we do more short passage work with aligned MCQs to learn comprehension strategies for standardized reading passages. After PreComps, we begin preparation for our next text, *The Tragedy of Julius Caesar*. Because this is most students' first experience with Shakespeare, and *Julius Caesar* needs quite a bit of historical context built around it, we do not begin reading the play straight away. Instead, students will first learn about the types of Shakespearean plays and Shakespeare as an author. After, they read a nonfiction article that helps them situate the play's historical context.

### WRITING DURING TRIMESTER 2:

The Weeks 13-18 Literary and Writing lesson contains resources and activities for writing a full-length paper about Parts 1 and 2 of *Fahrenheit 451*. You may use these if you wish; multi-paragraph essays do not need to be tested on your PreComp Native, but they should be tested by Comps at the end of the year. Additionally, you can continue to use the writing resources from Tri 1 (constructing an argument, guidelines for writing direct text evidence, analyzing text evidence) to build students toward paper writing. For literary analysis essay writing, encourage them to think about the body paragraphs in papers as ACE responses that pull apart and address the claims in their argument.

### PREPARATION FOR PRECOMPS:

The Pre-Comp Review lesson includes practice tests that simulate the style and format of the Common Exam. The Native Exam, written by you, should test the mastery of objectives mainly through writing, while the Common Exam is purely a multiple-choice test.

# Unit 3.1: Trimester 2: Literary and Writing

English 8

## LESSON & RESOURCES

Lesson Title	Length of Lesson
Fahrenheit 451: Symbol, Motif, and Theme	

Resources and Description of Resources

Optional: Common Student Misconceptions/Misunderstandings

## ATTACHMENTS

-  Fahrenheit\_451\_Symbol\_\_Motif\_\_and\_\_Theme\_PPT.pptx
-  Fahrenheit\_451\_Symbol\_vs.\_Motif\_Practice\_with\_Part\_1.docx

Lesson Title	Length of Lesson
Fahrenheit 451: Lit. Analysis Paper Assignment	

Resources and Description of Resources

Optional: Common Student Misconceptions/Misunderstandings

## ATTACHMENTS

-  Guidelines\_for\_Creating\_a\_Works\_Cited\_Page.docx
-  Grade8.F451.PartOneandTwo.Rewrites.docx
-  Grade8.F451.Part1+2Paper.OutlineTemplate.docx
-  Grade8.F451.Part1+2Paper.docx

## Unit 3.1: Trimester 2: Literary and Writing

English 8

 Grade8.F451.Part1+2Paper.PeerReview\_\_1\_.docx

Lesson Title	Length of Lesson
Pygmalion	

**Resources and Description of Resources**

**Optional: Common Student Misconceptions/Misunderstandings**

### ATTACHMENTS

 Pygmalion\_Text.docx

 Pygmalion.DictionGuidedNotes.docx

 Diction\_in\_Pygmalion.pptx

 Pygmalion.Mood\_Irony.pptx

 Pygmalion.GuidedNotes.docx

Lesson Title	Length of Lesson
English 8 Standardized Reading Quiz	

**Resources and Description of Resources**

**Standard reading quizzes for plot, conflict, imagery, and other literary elements.**

**Optional: Common Student Misconceptions/Misunderstandings**

### ATTACHMENTS

## Unit 3.1: Trimester 2: Literary and Writing

English 8

 Grade8.StandardizedReading.StudyGuideKEY.pdf

 Grade8.CharacterizationConflictPractice.KEY.pdf

 Grade8.POVLiteraryDevicesPracticeKEY.pdf

 SBizhub\_80823121411370.pdf

OPTIONAL: UNIT ASSESSMENT NOTES

OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 3.2: Trimester 2: Grammar

### English 8

#### STANDARDS

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

8.W.3.c

Use 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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8.10.D.iii

prepositions and prepositional phrases and their influence on subject-verb agreement;

8.L.1.a

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

## Unit 3.2: Trimester 2: Grammar

### English 8

8.RI.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.L.4.b

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

8.10.C

revise drafts for clarity, development, organization, style, word choice, and sentence variety;

8.10.D.i

complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

## Unit 3.2: Trimester 2: Grammar

English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

Please note that this lesson does not contain grammar lessons for after PreComps. Those lessons are in the Tri 3 grammar section.

- Recognize and correct errors involving subject-verb agreement and collective nouns.
- Recognize and correct errors involving pronoun-antecedent agreement.
- Recognize and correct errors involving verb tense compatibility.
- Recognize and correct errors involving run-ons and fragments.
- Distinguish the sentence types: simple, compound, complex, and compound-complex.
- Recognize participial, appositive, adjective, and adverb prepositional phrases and what they modify, as well as where they can be placed in a sentence to achieve sentence variety.
- Know the appropriate placement of commas in introductory phrases, compound sentences, non-essential elements, and series (Oxford comma encouraged but not mandatory).

#### Learning Targets

- I can identify and fix mistakes in sentences where the subject and verb do not match in number, including when collective nouns are used.
- I can find and correct errors in sentences where pronouns do not agree with their antecedents in number or gender.
- I can spot and fix sentences where verb tenses are inconsistent or do not match the time frame of the action.
- I can identify and revise run-on sentences and sentence fragments to create complete, clear sentences.
- I can identify participial, appositive, adjective, and adverb prepositional phrases in a sentence, explain what they modify, and use them to create variety in my writing.
- I can correctly place commas in sentences with introductory phrases, compound structures, non-essential elements, and lists, including the optional Oxford comma.
- I can distinguish the types of sentences: simple, compound, complex, and compound-complex.

#### Key Unit Vocabulary

- Types of Phrases
- Absolute Phrases

## Unit 3.2: Trimester 2: Grammar

### English 8

- Adverb Phrases
- Adjective Phrases
- Common Errors
- Clauses
- Sentence Types

#### Pedagogical Notes

##### GRAMMAR DURING TRIMESTER 2:

Students should continue to practice the grammar objectives in this Trimester (types of phrases, mechanics, and punctuation) through their writing and the worksheet practice in the Grade 9 Glencoe Handbook (linked in the Grammar lesson section of Tri 1). Whenever possible, ask students to include types of phrases in their writing about *Fahrenheit 451*, and then assign points to this practice in addition to grading the content. Continue to practice sentence errors through multiple-choice practice and writing. Asking students to peer review each other's writing at frequent intervals is another great way to practice with sentence errors.

## Unit 3.2: Trimester 2: Grammar

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Phrases and Clauses	

### Resources and Description of Resources

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### Optional: Common Student Misconceptions/Misunderstandings

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### ATTACHMENTS

 Grade8.PhrasesvsClauses.Phrases.pptx

 Grade8.PhrasesvsClauses.AbsolutePhrases.pptx

 Phrases\_and\_Clauses\_Unit.pdf

Lesson Title	Length of Lesson
Cumulative Phrases Study Guide and Exam	

### Resources and Description of Resources

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### Optional: Common Student Misconceptions/Misunderstandings

--

### ATTACHMENTS

 Cumulative\_Phrases\_Test\_Study\_Guide\_KEY.pdf

Lesson Title	Length of Lesson
Sentence Types	

## Unit 3.2: Trimester 2: Grammar

English 8

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

Lesson Title	Length of Lesson
Independent and Dependent Clauses	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

OPTIONAL: UNIT ASSESSMENT NOTES

OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 3.3: Pre-Comprehensive Review

English 8

### STANDARDS

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

Students will use the week to prepare for their English pre-comprehensive exam. Students should practice both the common and native portions of the exam.

#### Learning Targets

- I feel prepared for the pre-comprehensive exam.

#### Key Unit Vocabulary

- Pre-comprehensive exam

#### Pedagogical Notes

Before PreComps, review and practice the PreComp objectives (listed in the blueprint and this iPlanner) mainly through timed, multiple-choice practice tests.

PLEASE NOTE!! Last year, types of subordinate clauses were also tested on PreComps in addition to types of phrases. Because types of subordinate clauses are a Comp objective this year, students do not need to practice them right now. Because these are my practice tests from last year, they do contain questions on types of subordinate clauses. I plan to change these questions entirely as it gets closer to PreComps based on student data and whatever grammar objectives I think students need more practice with.

## Unit 3.3: Pre-Comprehensive Review

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Native Pre-Comp Study Guide	

### Resources and Description of Resources

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### Optional: Common Student Misconceptions/Misunderstandings

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### ATTACHMENTS

 Grade8.PreCompStudyGuide.23-24.TERMS\_DEFINITIONS.KEY.docx.pdf

 Literary\_Analysis\_annotation\_Questions\_for\_Review.docx

Lesson Title	Length of Lesson
Common Precomp Exam Study Guide	

### Resources and Description of Resources

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### Optional: Common Student Misconceptions/Misunderstandings

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### ATTACHMENTS

 Grade8.PreCompStudyGuide.23-24.PRACTICEMCQS.KEY.docx.pdf

Lesson Title	Length of Lesson
Pre-Comp Grammar Concepts	

## Unit 3.3: Pre-Comprehensive Review

English 8

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Precomp\_Grammar.pptx

Lesson Title	Length of Lesson
Practice Exams	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 English\_8\_Common\_Practice\_Test\_\_1\_Key.docx

 English\_8\_Common\_Practice\_Test\_\_1.docx

 English\_8\_Common\_Practice\_Test\_\_2.docx

 English\_8\_Common\_Practice\_Test\_\_2\_Key.docx

 PreComps.\_Common\_PracticeTest\_3\_Short.docx

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 3.4: Pre-Comprehensive Exams

English 8

## STANDARDS

## OBJECTIVES & PEDAGOGICAL NOTES

### Objectives

Students will take exams.

### Learning Targets

I feel prepared for the pre-comprehensive exam.

### Key Unit Vocabulary

Comprehensive Exam

### Pedagogical Notes

Students will take exams.

## LESSON & RESOURCES

## OPTIONAL: UNIT ASSESSMENT NOTES

## OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 4: Trimester 2 - Post PreComps Literary and Writing

## English 8

### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.7

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 the director or actors.

8.RL.9

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

8.RL.10

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RI.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6

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

8.RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.RI.10

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

#### 8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

#### 8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### 8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

#### 8.W.2.b

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

#### 8.W.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

#### 8.W.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### 8.W.2.e

Establish and maintain a formal style.

#### 8.W.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### 8.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

8.W.3.c

Use 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.

8.W.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

8.W.9.a

Apply grade 8 Reading standards to literature.

8.W.9.b

Apply grade 8 Reading standards to literary nonfiction.

8.W.10

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.

8.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8.SL.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.1.c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

#### 8.SL.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

#### 8.SL.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### 8.SL.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### RL.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### RL.8.2

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.

#### RL.8.3

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.

#### RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

W.8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

W.8.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c

Use 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.

W.8.7

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.

W.8.8

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.

W.8.9a

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works, including describing how the material is rendered new”).

L.8.6

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.

L.8.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

L.8.5.b

Use the relationship between particular words to better understand each of the words.

8.1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

8.1.D

participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

8.4

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

8.5

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

8.5.A

establish purpose for reading assigned and self-selected texts;

8.5.B

generate questions about text before, during, and after reading to deepen understanding and gain information;

8.5.C

make, correct, or confirm predictions using text features, characteristics of genre, and structures;

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

8.5.F

make inferences and use evidence to support understanding;

8.5.G

evaluate details read to determine key ideas;

8.5.H

synthesize information to create new understanding; and

8.5.I

monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

8.6.C

use text evidence to support an appropriate response;

8.6.B

write responses that demonstrate understanding of texts, including comparing sources within and across genres;

8.6.D

paraphrase and summarize texts in ways that maintain meaning and logical order;

8.6.G

discuss and write about the explicit or implicit meanings of text;

8.6.H

respond orally or in writing with appropriate register, vocabulary, tone, and voice;

8.6.I

reflect on and adjust responses as new evidence is presented; and

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

8.6.J

defend or challenge the authors' claims using relevant text evidence.

8.7

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

8.7.A

analyze how themes are developed through the interaction of characters and events;

8.7.B

analyze how characters' motivations and behaviors influence events and resolution of the conflict;

8.7.C

analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

8.7.D

explain how the setting influences the values and beliefs of characters.

8.8

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

# Unit 4: Trimester 2 - Post PreComps Literary and Writing

English 8

## OBJECTIVES & PEDAGOGICAL NOTES

### Objectives

#### LITERARY OBJECTIVES

- Identify an apostrophe as a literary device in a text.
- Recognize paradox, oxymoron, and puns in reading and know the differences between them.
- Identify aphorisms and didactic language in a text.
- Identify an idiom as colloquial language in a text unique to a certain generation, culture, or other group of people.
- Identify a text's explicit ideas, but they also must make connections to other ideas that a text may imply.
- Understand how the social and historical context of a text informs that text's meaning and message.
- Know Aristotle's Rhetorical Triangle (ethos - speaker/credibility, pathos - audience/emotion, logos - purpose/logic, and the overarching Kairos - occasion/timing), and be able to recognize each type of appeal in a text.
- Identify a central argument in a non-fiction text.
- Evaluate an argument's claims.
- Identify the author's purpose, audience, and context.
- Evaluate and critique an argument's evidence as to whether it fully supports all claims in the argument and whether or not it is the strongest applicable piece of evidence in the text.

### Learning Targets

- I can identify when a speaker or writer directly addresses an absent person, an abstract idea, or an inanimate object in a text.
- I can recognize and explain the difference between a paradox (a statement that seems contradictory but reveals a truth), an oxymoron (two opposite words combined for effect), and a pun (a humorous play on words).
- I can identify short, memorable statements (aphorisms) and language intended to teach or instruct (didactic language) in a text.
- I can identify idioms as expressions that have meanings different from their literal words and are unique to specific groups or cultures.
- I can identify the clear ideas in a text and make connections to deeper meanings or ideas that are

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

suggested but not directly stated.

- I can explain how the time period, culture, and historical events influence the meaning and message of a text.
- I can identify and explain examples of ethos (credibility), pathos (emotion), logos (logic), and kairos (timing) in a text.
- Identify a central argument in a non-fiction text.
- I can identify the main argument or claim that the author is making in a non-fiction text.
- I can evaluate whether the claims in an argument are logical, clear, and supported by evidence.
- I can determine the author's purpose for writing, the intended audience, and the context in which the text was created.
- I can assess whether the evidence in an argument fully supports the claims and determine if it is the most effective evidence available.

### Key Unit Vocabulary

- Author's Purpose
- Oxymoron
- Rhetorical Appeals
- Audience
- Idiom
- Aphorism
- Diction
- Puns
- Claims
- Exigence/ occasion

### Pedagogical Notes

After PreComps, there are several more weeks to go before Tri 2 ends and Tri 3 begins. After PreComps, I start preparing students for the poetry and rhetoric objectives, as well as reading and understanding Shakespeare.

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

### English 8

#### LESSON & RESOURCES

Lesson Title	Length of Lesson
Rhetorical Appeals and Situation	

#### Resources and Description of Resources

Students will learn about Aristotle's Triangle. They will be able to identify the audience, the author's purpose, and exigence (kairos). They will be able to understand appeals to ethos, pathos, and logos.

#### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 RhetoricalAppeals.ActiveLecture.pptx

 RhetoricalSituationandKairos.ActiveLecture.pptx

 RhetoricalAppeals.GuidedNotes.docx

Lesson Title	Length of Lesson
Poetry Unit	

#### Resources and Description of Resources

- Poetry PowerPoint
- Guided Notes
- Meter and Foot Resource

#### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 PartsofPoem.GuidedNotes.docx

## Unit 4: Trimester 2 - Post PreComps Literary and Writing

English 8

 PoetryUnit.MeterRhymeFeet.pptx

 Types\_of\_Feet\_and\_Meter\_Resource.docx

Lesson Title	Length of Lesson
Shakespearean Plays: Genre and Background	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 PoetryUnit.ShakespearePlays.Lecture.pptx

 ShakespeareanPlays.GuidedNotes.docx

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.7

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 the director or actors.

8.RL.9

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

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

8.RL.10

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.RI.10

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### 8.W.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

### 8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

### 8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

### 8.W.1.d

Establish and maintain a formal style.

### 8.W.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

### 8.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### 8.W.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### 8.W.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

8.W.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

8.W.3.c

Use 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.

8.W.6

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.

8.W.7

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.

8.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

8.L.4.a

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

8.L.5.a

Interpret figures of speech (e.g. verbal irony, puns) in context.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

8.L.5.b

Use the relationship between particular words to better understand each of the words.

8.L.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

8.L.6

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.

RL.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2

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.

RL.8.3

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.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7

Analyze the extent to which non-print media (e.g. film, drama, live production, art) connects to or departs from the text or script, evaluating artistic choices.

RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

RI.8.6

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.

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.8.1.d

Establish and maintain a formal style.

W.8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.e

Establish and maintain a formal style.

W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

W.8.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

W.8.7

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.

W.8.8

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.

W.8.9a

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works, including describing how the material is rendered new”).

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

8.1.A

listen actively to interpret a message by summarizing, asking questions, and making comments;

8.1.B

follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

8.2.C

determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

8.3

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

8.4

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

8.7.A

analyze how themes are developed through the interaction of characters and events;

8.7.B

analyze how characters' motivations and behaviors influence events and resolution of the conflict;

8.7.C

analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

8.7.D

explain how the setting influences the values and beliefs of characters.

8.8

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

8.8.A

demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

8.1

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

8.10.A

plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

8.10.B

develop drafts into a focused, structured, and coherent piece of writing by:

8.10.B.i

organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

8.10.B.ii

developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

8.10.C

revise drafts for clarity, development, organization, style, word choice, and sentence variety;

8.10.D

edit drafts using standard English conventions, including:

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

In this unit, students will continue working through Comp objectives through the reading of a third or fourth text or the use of short stories and poetry. Students will address final grammar topics for the year, including parallelism errors and mechanics. Students will apply their reading and grammar work to the construction of essays (4 paragraphs at a minimum).

#### Literary Objectives:

- Analyze the function and effect of apostrophe in a text.
- Analyze the function and effect of paradox, oxymoron, and puns in a text.
- Analyze the function and effect of both idiom and aphorism in a text.
- Recognize archaic diction and identify what it tells us about a character or text.
- Recognize parallel structure and balanced sentences, as well as identify when parallelism is broken and how to "fix" it.
- Identify asyndeton and polysyndeton and understand their function in a text.
- Identify and distinguish between types of repetition, including anaphora and epistrophe, as well as understand their function in a text.
- Recognize the use of antithesis and chiasmus in balanced sentences, distinguish between them, and understand their function in a text.
- Identify sound devices, including alliteration, assonance, and consonance, and understand their function in a text.
- Recognize rhyme, know the differences between full rhyme and slant or near rhyme, recognize end rhyme vs. internal rhyme, and label a poem's rhyme scheme.
- Understand meter, define the parts of a poem (foot, verse, stanza), and demonstrate the fundamentals of scansion (identify stressed and unstressed beats, count feet per line)
- Recognize iambic pentameter and know what the words mean (what an iamb is, what "penta" stands for), as well as define and identify blank verse.
- Understand and identify the basic rhyme schemes and stanza structures of both Italian (Petrarchan) and English (Shakespearean) sonnets, including the couplet, quatrain, sestet, and octave.
- Recognize free verse poetry and be able to analyze it for literary and rhetorical devices.

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### Objectives

- Distinguish between the author of a poem and the speaker or voice of the poem.

### Writing Objectives

- Know the difference between citation and attribution, and when one or the other is required, as well as the fundamentals of MLA citation and essay format.
- Write an essay of at least 4 paragraphs for a literary analysis prompt as well as a persuasive prompt.
- Introduce a topic clearly in the beginning of an essay of at least 4 paragraphs, previewing what is to follow through precise organization of ideas, concepts, and information.
- Develop the topic in a four paragraph essay with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions in a four paragraph essay to create cohesion and clarify the relationships among ideas and concepts.
- Recognize and understand unity (when all sentences in a paragraph reflect the topic's limited scope & attitude, and all irrelevant details are purged) and coherence (when we link sentences effectively into one another, and with the ideas of the overall composition), and appreciate the need for them in every paragraph.
- Identify and write about the function of ethos, pathos, and logos in an argument; e.g., in an advertisement or political speech.
- Understand the fundamentals of persuasion and argumentation, including the structure of a persuasive paragraph (arguable topic sentence, solid evidence, persuasive tone, address objections, logical organization, and strong word choice) and application of the rhetorical triangle (ethos-logos-pathos).
- Write effective topic sentences for body paragraphs in a literary analysis essay and a persuasive essay that separate and further explain each claim in the argument.
- Select and use direct text evidence (quotes from the text) in a body paragraph that supports all claims in the thesis, recognizing when multiple pieces of evidence are needed to support a thesis.
- Analyze and explain text evidence in a literary analysis body paragraph, close reading the language in the quote by connecting the use of literary devices, figurative language, mood, tone, and other literary elements to the deeper meaning or theme of the text.
- Write effective closing sentences in a succinct paragraph as well as recognize the components of an effective closing sentence (repeats the topic but not the wording, repeats the attitude, gives a sense of completion, includes specific detail).

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### Objectives

- Use precise language and domain - specific vocabulary in an essay to inform about or explain the topic, establishing a non-colloquial tone and style.
- Apply knowledge of sentence errors to one's own essay, using the revise and edit process to correct errors with mechanics and punctuation, syntax, verb tense compatibility, vague pronoun use, subject-verb agreement, capitalization, modifier placement, run-ons, and fragments.
- Use the peer review process to evaluate a fellow classmate's writing for components of quality writing using a rubric.

### Learning Targets

- I can explain how an apostrophe is used to address an absent person, object, or idea in a text and describe its impact on the reader.
- I can identify old-fashioned words in a text and explain what they reveal about the time period, character, or tone.
- I can identify examples of parallel structure in sentences and revise sentences where the structure is inconsistent.
- I can recognize when a text uses asyndeton (omission of conjunctions) or polysyndeton (excessive use of conjunctions) and explain how these choices affect the tone or pacing.
- I can identify anaphora (repetition at the beginning of phrases) and epistrophe (repetition at the end of phrases) and explain how they emphasize ideas in a text.
- I can identify antithesis (contrasting ideas) and chiasmus (reversed structure) in sentences and explain how they create emphasis or contrast.
- I can recognize alliteration, assonance, and consonance in a text and explain how these sound devices enhance mood or meaning.
- I can identify stressed and unstressed syllables in a poem, count the number of feet in a line, and explain how the meter contributes to the poem's rhythm.
- I can identify free verse poetry and analyze how the poet uses literary and rhetorical devices to convey meaning without a fixed structure.
- I can explain the difference between the poet and the speaker in a poem and describe how the speaker's perspective shapes the poem's message.

## Unit 5.1: Trimester 3: Literary and Writing

### English 8

- I can explain the difference between citation and attribution and correctly use MLA format to cite sources in an essay.
- I can write a four-paragraph essay that responds to a literary analysis or persuasive prompt with clear organization and strong evidence.
- I can write an introduction that clearly states the topic and previews the main ideas of my essay.
- I can support my essay's topic with relevant facts, examples, and quotes that strengthen my argument or analysis.
- I can use a variety of transitions to connect ideas and make my essay flow smoothly.
- I can revise my paragraphs to ensure all sentences are focused on the topic and flow logically from one to the next.
- I can identify examples of ethos (credibility), pathos (emotion), and logos (logic) in an argument and explain how they persuade the audience.
- I can write a persuasive paragraph that includes a clear topic sentence, strong evidence, and a logical structure while addressing counterarguments.
- I can write topic sentences that clearly introduce the main idea of each body paragraph in my essay.
- I can choose and use quotes from a text to support my thesis and explain how they strengthen my argument.
- I can analyze quotes from a text by explaining how literary devices and language choices reveal deeper meaning or themes.
- I can write essays using clear, specific vocabulary and a formal tone to explain my ideas effectively.
- I can revise my writing to fix grammar, punctuation, and sentence structure errors to improve clarity and correctness.
- I can use a rubric to give constructive feedback on a classmate's writing and suggest ways to improve it.

#### Key Unit Vocabulary

- Ethos

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

- Pathos
- Logos
- Audience
- Author's Purpose
- Kiros
- Poetry
- Feet
- Meter

### Pedagogical Notes

#### READING DURING TRIMESTER 3:

At the beginning of Tri 3, students should have either begun or completed *Julius Caesar*. The literary units tested in the second half of the year can be found at the end of the blueprint; they are the Poetry and Rhetoric units. For the most part, I choose to establish terms and definitions for these units after PreComps and before beginning *Julius Caesar*. PowerPoints for sonnets, poetry terms, and rhetorical appeals can be found in the Post PreComps Literary and Writing lesson in Tri 2. As students read *Julius Caesar*, we work on rhetorical devices that utilize parallelism and balanced sentences. *Julius Caesar* is a wonderful text to teach the power of argument because the use of rhetoric by Brutus, Cassius, and Antony is crucial in informing the play's central motifs of greed, corruption, loyalty, and power.

I do not assign *Julius Caesar* as reading HW, which is very different to the ways students would have read *Fahrenheit 451*. Instead, we read in class, and I instead assign students HW grammar review from the Glencoe book or additional practice with poetry and rhetoric. As students should also be working on multi-paragraph writing by the end of this year, you can also assign journal responses, ACE responses, literary analysis, and other long-form writing assignments. For the reading in class, I typically start by having students read aloud/act out the few opening scenes (this builds engagement and allows students the opportunity to practice reading in iambic pentameter), and then we switch over to the audiobook version (linked below).

**DIRT Quizzes with *Julius Caesar*:** Even though students will read and discuss *Julius Caesar* in class, they will still take DIRT Quizzes at least twice weekly. I do allow students to use their book for these DIRT Quizzes because we do a lot of annotating with this text, and I want to incentivize students to follow along carefully with class annotations. As such, the MCQs for DIRT Quizzes with this play are also more critical thinking-based/inferential. Often, I will ask MCQ about literary devices, characterization, setting, theme, etc. For the most part, these MCQs are directly related to annotations or class discussion, so they also test a student's listening skills and participation in class.

#### WRITING DURING TRIMESTER 3:

# Unit 5.1: Trimester 3: Literary and Writing

English 8

## Pedagogical Notes

The Weeks 25-33 Literary and Writing lesson contains resources and activities for writing ACE responses about *Julius Caesar*. This is because last year I ran out of time to have students work on a full-length paper about the play. However, this year I will be adding that assignment in, using the Lit. Analysis Paper resources from *Fahrenheit 451* in Tri 2. Please let me know if you need any help or ideas when it comes to the writing prompts. Multi-paragraph, argument-based writing should be tested on your Native Comp Exam. I will have students write about *Julius Caesar*, but you may choose whatever text works best for you and your students. Additionally, you can continue to use the writing resources from Tri 1 and Tri 2 (constructing an argument, guidelines for writing direct text evidence, and analyzing text evidence) to help students continue to practice or learn paper writing. For literary analysis essay writing, encourage them to think about the body paragraphs in papers as ACE responses that pull apart and address the claims in their argument.

## PREPARATION FOR COMPS:

The Comp Review lesson contains practice tests that will mimic the style and format of the Common Exam. The Native Exam, written by you, should test the mastery of objectives mainly through writing, while the Common Exam is purely a multiple-choice test.

# Unit 5.1: Trimester 3: Literary and Writing

English 8

## LESSON & RESOURCES

Lesson Title	Length of Lesson
Julius Caesar Resources	

## Resources and Description of Resources

- Audiobook
  - [https://myshakespeare.com/search?search\\_api\\_views\\_fulltext=&field\\_play\\_term%5B%5D=19&field\\_index\\_search\\_subtitle%5B%5D=43&sort\\_by=relevance&sort\\_order=desc&page=1](https://myshakespeare.com/search?search_api_views_fulltext=&field_play_term%5B%5D=19&field_index_search_subtitle%5B%5D=43&sort_by=relevance&sort_order=desc&page=1)
- PDF of the Drama Attached
- Example of DIRT (Reading Check)
- Example Writing Assignment
- Sound Devices PowerPoint and Guided Notes

## Optional: Common Student Misconceptions/Misunderstandings

## ATTACHMENTS

 Grade8.JuliusCaesar.ACE\_1.docx

 JuliusCaesar.ParallelismSoundDevices.GuidedNotes.docx

 JuliusCaesar.DIRT.Act1Scen1.docx

 PoetryUnit.JuliusCaesar.Parallelism\_SoundDevices.pptx

 PoetryUnit.ShakespearePlays.Lecture.pptx

 julius-caesar\_PDF\_FolgerShakespeare.pdf

 Mixed\_Literary\_Devices\_and\_Figures\_of\_Speech.pptx

 ShakespeareanPlays.GuidedNotes.docx

Lesson Title	Length of Lesson

# Unit 5.1: Trimester 3: Literary and Writing

English 8

<b>Aphorism, Idiom, Oxymoron, Pun, and Euphemism</b>	
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<b>Resources and Description of Resources</b>

<b>Optional: Common Student Misconceptions/Misunderstandings</b>

## ATTACHMENTS

 Mixed\_Literary\_Devices\_and\_Figures\_of\_Speech.pptx

 Grade8.MixedLitDevices.GuidedNotes.docx

Lesson Title	Length of Lesson
Sonnets: Technical and Thematic Analysis	

<b>Resources and Description of Resources</b>

<b>Optional: Common Student Misconceptions/Misunderstandings</b>

## ATTACHMENTS

 PoetryUnit.Sonnets\_\_1\_.pptx

 Sonnets.GuidedNotes.docx

 SonnetsThematicAnalysis.GuidedNotes\_\_2\_\_.docx

Lesson Title	Length of Lesson
Rhetorical Devices	

# Unit 5.1: Trimester 3: Literary and Writing

## English 8

### Resources and Description of Resources

#### Resources

- Top 100 American Speeches
  - <https://www.americanrhetoric.com/newtop100speeches.htm>
- Rhetorical Devices PowerPoint and Guided Notes
- Rhetoric Quiz
- Rhetoric Study Guide

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.RhetoricalDevices.pptx

 Grade8.RhetoricalDevices.GuidedNotes.docx

 Grade8.EthosPathosLogosPractice.docx.pdf

 RhetoricPractice.MCQsKEY.docx.pdf

 Grade8.RhetoricClausesTest.StudyGuideKEY.pdf

Lesson Title	Length of Lesson
<b>English 8 Julius Caesar and Poetry Test KEY</b>	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 English\_8\_Julius\_Caesar\_and\_Poetry\_Test\_KEY.pdf

# Unit 5.1: Trimester 3: Literary and Writing

English 8

 PoetryJuliusCaesarTest.ExtraPracticeKEY.docx.pdf

OPTIONAL: UNIT ASSESSMENT NOTES

OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 5.2: State Testing

### English 8

#### STANDARDS

8.RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2

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.

8.RL.3

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.

8.RL.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.7

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 the director or actors.

8.RL.9

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

## Unit 5.2: State Testing

### English 8

8.RL.10

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.W.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

8.W.1.d

Establish and maintain a formal style.

8.W.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

8.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8.W.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

## Unit 5.2: State Testing

### English 8

8.W.2.b

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

8.W.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8.W.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

8.W.2.e

Establish and maintain a formal style.

8.W.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

8.W.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5

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.

## Unit 5.2: State Testing

### English 8

8.W.6

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.

8.W.7

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.

8.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.2.c

Use correct spelling.

8.L.2.b

Use an ellipsis to indicate an omission.

8.L.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

8.L.4.a

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

## Unit 5.2: State Testing

### English 8

8.L.4.b

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

8.L.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7

Analyze the extent to which non-print media (e.g. film, drama, live production, art) connects to or departs from the text or script, evaluating artistic choices.

RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RI.8.1

Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## Unit 5.2: State Testing

### English 8

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6

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.

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Unit 5.2: State Testing

### English 8

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W.8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.d

Establish and maintain a formal style.

W.8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3.b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

## Unit 5.2: State Testing

### English 8

W.8.3.c

Use 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.

W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.8

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.

W.8.9a

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works, including describing how the material is rendered new”).

SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

## Unit 5.2: State Testing

English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

Make sure to continue reviewing sentence errors, mechanics, and punctuation through MCQ practice and, most importantly, student writing. Also, continue to assign students worksheet practice from the Glencoe Grade 9 book linked in Trimester 1.

- Recognize and correct errors involving parallel structure.
- Recognize absolute phrases and what they modify as well as where they can be placed in a sentence to achieve sentence variety.
- Recognize adjective and adverb clauses as well as what they modify and how they function in a sentence to achieve sentence variety.
- Recognize noun clauses as well as how they act (subject, direct object, appositive, predicate nominative, object of the preposition) and how they function in a sentence to achieve sentence variety.
- Know the appropriate usage of semicolons in combining related ideas.
- Know when to use the apostrophe punctuation (contractions, possessive nouns) and when not to use it (plurals, possessive pronouns).
- Recognize the difference between active and passive voice, be able to rewrite a sentence from one form to the other, and judge which form communicates its meaning clearer.

#### Learning Targets

- I am prepared for the state exam.
- I feel confident in understanding reading comprehension passages.
- I am aware of the requirements for the State Writing Exam.

#### Key Unit Vocabulary

- State Testing
- Reading Comprehension
- Writing Exam

## Unit 5.2: State Testing

English 8

### Pedagogical Notes

The timing of the state exam may vary depending on the school's location.

### LESSON & RESOURCES

### OPTIONAL: UNIT ASSESSMENT NOTES

### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 5.3: Trimester 3 Grammar

### English 8

#### STANDARDS

8.L.1.c

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.c

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

8.L.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

8.L.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

8.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.1.C

advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

8.1

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

8.10.D

edit drafts using standard English conventions, including:

8.10.D.vi

punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and

## Unit 5.3: Trimester 3 Grammar

### English 8

8.L.2.a

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.a

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

8.8.B

analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;

L.8.1.b

Form and use verbs in the active and passive voice.

L.8.3.a

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

8.L.1.b

Form and use verbs in the active and passive voice.

8.10.D.ii

consistent, appropriate use of verb tenses and active and passive voice;

8.7.C

analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

8.W.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter-claims, reasons, and evidence.

## Unit 5.3: Trimester 3 Grammar

### English 8

8.W.3.c

Use 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.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.3.c

Use 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.

## Unit 5.3: Trimester 3 Grammar

English 8

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

##### Grammar Objectives

- Recognize and correct errors involving parallel structure.
- Recognize absolute phrases and what they modify as well as where they can be placed in a sentence to achieve sentence variety.
- Recognize adjective and adverb clauses as well as what they modify and how they function in a sentence to achieve sentence variety.
- Recognize noun clauses as well as how they act (subject, direct object, appositive, predicate nominative, object of the preposition) and how they function in a sentence to achieve sentence variety.
- Know the appropriate usage of semicolons in combining related ideas.
- Know when to use the apostrophe punctuation (contractions, possessive nouns) and when not to use it (plurals, possessive pronouns).
- Recognize the difference between active and passive voice, be able to rewrite a sentence from one form to the other, and judge which form communicates its meaning clearer.

#### Learning Targets

- I can identify sentences that lack parallel structure and explain why they are incorrect.
- I can rewrite sentences to ensure all parts follow the same grammatical pattern.
- I can use parallel structure to improve clarity and flow in my writing.
- I can identify absolute phrases in a sentence and explain what they modify.
- I can place absolute phrases in different parts of a sentence to create variety.
- I can use absolute phrases to add detail and enhance my writing.
- I can identify adjective clauses and explain what they modify in a sentence.
- I can identify adverb clauses and explain what they modify in a sentence.
- I can use adjective and adverb clauses to create variety and add depth to my writing.
- I can identify noun clauses and explain their function in a sentence (e.g., subject, direct object, appositive).
- I can use noun clauses to add complexity to my writing.

## Unit 5.3: Trimester 3 Grammar

### English 8

- I can rewrite sentences to include noun clauses for variety and clarity.
- I can identify when a semicolon is needed to combine related ideas.
- I can use semicolons to separate items in a complex list.
- I can rewrite sentences to correctly use semicolons for clarity and flow.
- I can use apostrophes to form contractions and possessive nouns.
- I can identify and correct errors where apostrophes are used incorrectly with plurals or possessive pronouns.
- I can explain the difference between possessive nouns and possessive pronouns and use them correctly in writing.
- I can identify whether a sentence is written in active or passive voice.
- I can rewrite sentences from passive voice to active voice and vice versa.
- I can evaluate which voice (active or passive) communicates meaning more clearly in a given context.

#### Key Unit Vocabulary

- Parallel Structure
- Absolutes Phrases
- Adverb Clauses
- Adjective Clauses
- Noun Clauses
- Semicolons
- Sentence Types
- Punctuations

#### Pedagogical Notes

Students should continue to practice the grammar objectives in this Trimester (types of clauses, absolute phrases, errors with parallelism, mechanics and punctuation) through their writing and the worksheet practice in the Grade 9 Glencoe Handbook (linked in the Grammar lesson section of Tri 1). Whenever possible, ask students to include types of clauses and phrases in their writing about *Julius Caesar*, and then assign points to this practice in addition to grading the content. Continue to practice sentence errors through multiple-

## Unit 5.3: Trimester 3 Grammar

### English 8

#### Pedagogical Notes

choice practice and writing. Asking students to peer review each other's writing at frequent intervals is another great way to practice with sentence errors.

## Unit 5.3: Trimester 3 Grammar

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Active and Passive Voice	

### Resources and Description of Resources

Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 Grade8.ActivePassiveVoice.ET\_\_1\_.docx

Lesson Title	Length of Lesson
Absolute Phrases	

### Resources and Description of Resources

Optional: Common Student Misconceptions/Misunderstandings

### ATTACHMENTS

 Grade8.PhrasesvsClauses.AbsolutePhrases.pptx

 Grade8.SubordinateClauses.DoNow1.pdf

Lesson Title	Length of Lesson
Parallelism	

## Unit 5.3: Trimester 3 Grammar

English 8

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Parallelism.PurdueOwl\_1\_.docx

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 5.4: Comprehensive Exam Review

English 8

## STANDARDS

## OBJECTIVES & PEDAGOGICAL NOTES

### Objectives

Before Comps, review and practice the PreComp and Comp objectives (listed in the blueprint and this iPlanner - prioritize the Comp objectives) mainly through timed, multiple-choice practice tests.

### Learning Targets

I am prepared for the comprehensive exam.

### Key Unit Vocabulary

- Comprehensive Exam

### Pedagogical Notes

Before Comps, review and practice the PreComp and Comp objectives (listed in the blueprint and this iPlanner - prioritize the Comp objectives) mainly through timed, multiple-choice practice tests.

## Unit 5.4: Comprehensive Exam Review

English 8

### LESSON & RESOURCES

Lesson Title	Length of Lesson
Common Practice Exam 1	

### Resources and Description of Resources


### Optional: Common Student Misconceptions/Misunderstandings


### ATTACHMENTS

 Grade8.Comps.CommonPracticeTest1.docx

 Grade8.Comps.CommonPracticeTest1.KEY\_\_1\_.docx

Lesson Title	Length of Lesson
Comp Diagnostic Exam	

### Resources and Description of Resources


### Optional: Common Student Misconceptions/Misunderstandings


### ATTACHMENTS

 Grade8.Comps.CommonDiagnostic.docx

Lesson Title	Length of Lesson
Common Practice Exam 2	

## Unit 5.4: Comprehensive Exam Review

English 8

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.Comps.CommonPracticeTest2.KEY\_\_1\_.docx

 Grade8.Comps.CommonPracticeTest2.docx

Lesson Title	Length of Lesson
Common Practice Exam 3	

### Resources and Description of Resources

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.Comps.CommonPracticeTest3.KEY.pdf

 Grade8.Comps.CommonPracticeTest3.docx

Lesson Title	Length of Lesson
Study Guides for Comp Exam	

### Resources and Description of Resources

## Unit 5.4: Comprehensive Exam Review

English 8

### Optional: Common Student Misconceptions/Misunderstandings

#### ATTACHMENTS

 Grade8.CompStudyGuide.23-24.GRAMMAR.KEY.docx.pdf

 Grade8.CompStudyGuide.23-24.LIT+POETRY+RHETORIC.KEY.docx.pdf

#### OPTIONAL: UNIT ASSESSMENT NOTES

#### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

## Unit 5.5: Comprehensive Exams

English 8

### STANDARDS

### OBJECTIVES & PEDAGOGICAL NOTES

#### Objectives

Assess students on the course material.

#### Learning Targets

- I am prepared for the comp exam.

#### Key Unit Vocabulary

- Comprehensive Exam

#### Pedagogical Notes

- Assess students on the course material.

### LESSON & RESOURCES

### OPTIONAL: UNIT ASSESSMENT NOTES

### OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES

# Unit 6: Project Week

English 8

## STANDARDS

## OBJECTIVES & PEDAGOGICAL NOTES

### Objectives

Complete Term Projects

### Learning Targets

I finished 8th grade English, and I am going to celebrate with

### Key Unit Vocabulary

Project Week

### Pedagogical Notes

Summer is so close!

## LESSON & RESOURCES

## OPTIONAL: UNIT ASSESSMENT NOTES

## OPTIONAL: DIFFERENTIATION IDEAS / ALTERNATIVE INSTRUCTIONAL RESOURCES