

# 8th Grade English Pacing Guide

Defining the Standard and Information for Instructor)	Essential Understandings All Student should:	Essential Knowledge and Skills To be successful with this standard, students are expected to:
<b>Pre-assessments/Rules and procedures</b>		<b>Weeks: 1 (short week)</b>
<b>Unit: 8.5 l, m</b>		
The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. and background knowledge as a context for new learning. Using strategies to monitor comprehension throughout the reading process.		
will use a variety of reading such as text annotation, QAR (Answer Relationship), thinking	n/a (Understand the importance of background knowledge, predictions, and approach to reading materials via basic reading process.)	n/a (Students will complete pre-assessments. Reading and Writing, self-select novels, and participate in start of read alouds by building background knowledge.)
<b>Fiction Reading, Research, and Writing (This set of instruction will span 12 weeks in total.)</b>		
<b>to be covered will be listed below, in order to be taught over the arcs of instruction</b>		
Nonfiction Reading SOLs in order taught: 8.6 a, d, l, g, i, j, f, e, k, c, b, h (Headers are blue)		
Informational Writing SOLs in order taught: 8.7 c, a, b, d, e, a, d, h ; 8.8 a, d (Headers are green)		
Research: SOLs in order taught: 8.9 g, a, b, c, d, e, f (Headers are pink)		
Communication: SOLs in order taught: 8.3 a,b,c,d (Headers are yellow)		
3 (Week changes are highlighted in yellow)		
The student will read, comprehend, and analyze a variety of nonfiction texts.		
<b>Week 2</b>		
Focus on background knowledge and knowledge of text structure to understand selections. Analyze the author's use of text structure and word choice. Using strategies to monitor comprehension throughout the reading process.		
Content of this standard is that students will analyze a variety of nonfiction and teachers will model the order thinking processes with students at the student's independent level and move students to collaborative and independent comprehension of age-appropriate materials at the independent	<ul style="list-style-type: none"> <li>• activate prior knowledge before reading.</li> <li>• make predictions prior to and during the reading process.</li> <li>• recognize an author's viewpoint and use of persuasive language.</li> <li>• choose graphic organizers based on the internal text structure most prevalent in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• activate prior knowledge before reading</li> <li>• use of: small-group or whole-class discussion               <ul style="list-style-type: none"> <li>◦ anticipation guides; and</li> <li>◦ preview of key vocabulary.</li> </ul> </li> <li>• analyze and record information, using text structures (organizational patterns), including               <ul style="list-style-type: none"> <li>◦ cause and effect;</li> <li>◦ comparison/contrast;</li> <li>◦ enumeration or listing;</li> </ul> </li> </ul>

<p>level.</p> <p>will collaborate with students to apply reading skills in a variety of texts.</p> <p>will read at and beyond the level, using the reading process to question, clarify, infer, organize, summarize, and synthesize.</p>		<ul style="list-style-type: none"> <li>◦ sequential or chronological;</li> <li>◦ concept/definition;</li> <li>◦ generalization; and</li> <li>◦ process.</li> </ul> <p>· use text structures such as the following to enhance comprehension and note taking</p> <ul style="list-style-type: none"> <li>◦ boldface and/or italics type;</li> <li>◦ type set in color; underlining;</li> <li>◦ indentation; sidebars; illustration graphics, and photographs;</li> <li>◦ headings and subheadings; and</li> <li>◦ footnotes and annotations.</li> </ul>
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**7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.**  
**NG Week 2 *First writing SOL group will taught with application to informative essay***  
**Distinguish between a thesis statement and a topic sentence.**

	<p>understand that a topic sentence supports an essay’s thesis statement; it unifies a paragraph and directs the order of the sentences</p>	<p>· create a thesis statement that focuses the writer’s position in an argument or explains the purpose of the essay, and usually found in the first paragraph.</p>
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**The student will apply knowledge of appropriate reference materials to produce a research product.**  
**RCH Week 2:**  
**the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

		<p>avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words</p>
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**NG Week 3 (continue with week 2, add i)**  
**Identify the main idea.**  
**Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.**

	<p>· evaluate an author’s choice of words and images.</p>	<p>· use strategies for summarizing, such as the following:</p> <ul style="list-style-type: none"> <li>◦ find or create a main idea statement</li> </ul> <p>· analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contribute to the development of the ideas.</p>
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**NG Week 3****Identify intended audience.**

Teachers will focus direct instruction on three domains of writing:  
**Proposing** – the structuring and organizing a writer does to construct effective message for readers

- write in a variety of forms, including
  - **informational** – writing to put forth information, frequently used in textbooks and the news media.
- use written expression to explain, analyze, summarize a topic with attention to: purpose and audience

**RCH Week 3****Collect and synthesize information from multiple sources including online, print and media.****Evaluate the validity and authenticity of texts.**

The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite credible sources of information. Students will evaluate the accuracy and authenticity of multiple sources.

- determine if a source is trustworthy and accurate.
- understand that using multiple sources of information produces a more complete understanding of a topic.

- evaluate the validity and authenticity of texts, using questions such as:
  - Does the source appear in a reputable publication?
    - Is the source free from bias? Do the writer have something to gain from the opinion?
    - Does the information contain sufficient support?
    - Is the same information found in more than one source?

**NG Week 4****Identify cause and effect relationships.**

- analyze and record information, using organizational structures (organizational patterns), including:
  - cause and effect

**NG Week 4****Use prewriting strategies to generate and organize ideas.****Organize details to elaborate the central idea and provide unity.**

**Elaboration** can occur by using descriptive details and examples

- use a process for writing, including:

- use a variety of prewriting strategies including: example:

<p>in a sentence to give detail and  1 to an idea, or from paragraph to  graph chronologically.  e shows an author’s personality,  eness of audience, and passion  is or her subject. It adds liveliness  energy to writing and allows the  er to know the writer’s ideas.  e is the imprint of the writer —  apacity to elicit a response from  eader.  e expresses an author’s attitude  rd the subject.  erence means that each part of the  ng appears to be 'connected' and heading  ds a single conclusion or theme in the</p>	<p>planning; ° drafting;  · understand that good writing has  been elaborated.</p>	<ul style="list-style-type: none"> <li>° brainstorming;</li> <li>° webbing;</li> <li>° mapping;</li> <li>° outlining;</li> <li>° clustering;</li> <li>° listing; and</li> <li>° using graphic organizers.</li> </ul> <p>· use written expression to explain, anal  summarize a topic with attention to:</p> <ul style="list-style-type: none"> <li>° purpose and audience;</li> <li>° a central or controlling idea;</li> <li>° voice;</li> <li>° tone (such as serious, sarcastic,  objective, enthusiastic, solemn, hu  hostile, personal, impersonal);</li> <li>° coherent selection of informa  details;</li> </ul>
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**RCH Week 4**  
**se technology as a tool to research, organize, evaluate, and communicate information.**  
**like sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas,**  
**liciting information, point of view or bias.**

<p>will evaluate the intent of the  or, which may include  nformation, bias, and unsupported  tions.</p>	<p>· understand that using multiple  sources of information produces a  more complete understanding of a  topic.</p>	<p>· understand that a <b>primary source</b> is  original document or a firsthand or eye  account of an event.  · understand that a <b>secondary source</b>  discusses information originally present  somewhere else. Secondary sources prov  analysis, interpretation, or evaluation of  original information.  · use a variety of strategies to generat  and determine the central ideas of a prin  secondary source, synthesize informatio  provide an accurate summary.  use computer technology to research, or  evaluate, and communicate information</p>
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**NG Week 5**

**differentiate between fact and opinion.**

	<ul style="list-style-type: none"> <li>· read and analyze writing critically.</li> <li>· recognize an author’s use of connotations, and persuasive language to convey viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>· analyze an author’s choice of details examining: accuracy; placement; thoroughness; relevance; and effectiveness.</li> <li>- distinguish between subjective and objective writing.</li> </ul>
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**NG Week 5**

**select specific vocabulary and information for audience and purpose.**

<p><b>expression – those features the writer purposefully shaping language to affect readers</b></p>		<ul style="list-style-type: none"> <li>· use written expression to explain, analyze, summarize a topic with attention to: <ul style="list-style-type: none"> <li>◦ embedded phrases and clauses to clarify meaning and increase variety</li> <li>◦ vivid and precise vocabulary</li> </ul> </li> </ul>
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**NG Week 6**

**analyze details for relevance and accuracy.**

	<ul style="list-style-type: none"> <li>· read and analyze writing critically.</li> <li>· recognize an author’s use of connotations, and persuasive language to convey viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>· analyze an author’s choice of details examining: accuracy; thoroughness, relevance, and effectiveness.</li> <li>- distinguish between subjective and objective writing.</li> </ul>
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**NG Week 6**

**student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraph structure**

**Maintain consistent verb tense across paragraphs.**

<p>Conventions of correct language are an important part of the writing process. Editing sentences is a strategy to demonstrate understanding of their structure. Students will explain the function of gerunds, participles, and infinitives and how they are used to increase sentence variety in writing.</p>	<ul style="list-style-type: none"> <li>· use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form.</li> <li>· recognize and correct inappropriate shifts in verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>· diagram sentences with phrases and clauses</li> <li>· use a singular verb with a singular subject and a plural verb with a plural subject.</li> <li>· choose and maintain tense (present, past, and future) throughout an entire paragraph</li> </ul>
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**NG Week 7**

**evaluate, organize, and synthesize information for use in written and oral formats.**

<p>Analysis involves higher-order thinking</p>		<ul style="list-style-type: none"> <li>- analyze multiple accounts of the same event</li> </ul>
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result of forming either a concrete at whole from the logical relation		or topic, noting important similarities a differences in the point of view they rej · analyze two or more texts with conflict information on the same topic and identi the texts disagree.
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**NG Week 7**  
**use computer technology to plan, draft, revise, edit, and publish writing.**

	· use keyboarding, including spell checkers and grammar checkers when available.	
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**RCH Week 7**  
**cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.**  
**publish findings and respond to feedback.**

		· document using a standard form such as APA. · use computer technology to communica information.
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**NG Week 8**  
**analyze the author's qualifications, viewpoint, and impact.**

· <b>viewpoint</b> refers to his or her jectivity toward the subject. ll understand that an author's s and experiences contribute to viewpoint e text requires that a critical (but tilly negative) judgment be made.	· recognize an author's viewpoint and use of persuasive language. · read and analyze writing critically.	· recognize an author's use of connotatic persuasive language, to convey a viewpoi · analyze how the author acknowledges an responds to conflicting evidence or viewpo
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**COMMUNICATION Week 8 and 9**  
**student will analyze, develop, and produce creative or informational media messages.**  
**analyze the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.**  
**define how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and attitudes.**  
**use media and visual literacy skills to create products that express new understandings.**  
**evaluate sources for relationships between intent and factual content.**

<b>intent of this standard is that students will identify and analyze</b>	· understand the effects of persuasive messages on the audience.	· deconstruct and analyze the elements of a of media including layout, pictures, and tex
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**persuasive techniques used in the media.** Students will also be able to identify elements of media literacy recognizing that elements of media literacy are based on audience and purpose.

**Students will recognize that all messages are constructed and understand the whole meaning of a message they can deconstruct it, at the following attributes:**

- **Relationship (Who constructed the message?)**
- **Medium (This is not just the medium used but also how the creators use specific elements for effect, i.e., sound, emphasis on certain elements, amateur video, kids' voices.)**
- **Audience (Who is the person or group meant to receive the message? Will different people receive the message?)**
- **Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; and opinions may be intermixed.)**
- **Purpose (Why is the message being sent? Is it meant to persuade, inform, entertain, sell, or a combination of these?)**

**Media types:**

- **Media that can be heard (e.g., radio shows, podcasts).**
- **Media that can be viewed (e.g., television, video, Web-based content, print ads).**

- understand that facts can be verified and opinions cannot.
- distinguish fact from opinion.
- identify the effect of persuasive messages on the audience.
- examine use of persuasive language and connotations to convey a viewpoint.
- recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations.
- analyze a media text by considering what techniques have been used and their purpose. Recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness.

- features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.
- identify and analyze persuasive techniques in the media, including:
  - **name calling** or **invidiousness** – creating a negative attitude; hinting or implying using loaded, emotional, or slanted language
  - **glittering generalities** or **card stacking** – telling only part of the truth; generalizing; shredding evidence;
  - **bandwagon** – creating a desire to join a group satisfied with the idea; making or leaving out if not with the crowd;
  - **testimonials** – using the declaration of a person or authoritative expert to give heightened credibility;
  - **appeal to prestige, snobbery, or plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like audience members with whom they can identify, a person whose lifestyle appeals to the audience; and
  - **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, justice.
- describe the effect of persuasive messages in media on the audience.
- identify and evaluate effective word choice in media.
- identify and analyze choice of information in media.
- identify and analyze various viewpoints in media.
- identify public opinion trends and possible causes.
- identify the sources and viewpoint of news publications.

media includes text (e.g., newspapers, magazines, books, blogs). A writer's viewpoint refers to his or her biases or subjectivity toward the subject. In general, a viewpoint can be positive or negative.

- identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing, and sound in TV, radio, and film.
- recognize that production elements in media are composed based on audience and purpose to create specific effects.
- analyze the use of opinions in the media.
- analyze the use of facts in the media.
- describe the effect on the audience of persuasive messages in the media.
- identify effective word choice and imagery in the media.
- create and publish media messages, such as public service announcements aimed at different audiences with different purposes.
- evaluate the advantages and disadvantages of using different media (e.g., print or digital video, multimedia) to express new understandings.
- identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and non-print resources.

**NG Week 9-10**

**Students will make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**

Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, analyze, compare, summarize, and evaluate. Students will use evaluation and inference to make reasonable conclusions about what has been read by combining new information with what was known prior to reading.

· understand that the writer **implies** and the reader **infers**.

- use graphic organizers to record content from the text and inferences or conclusions made by the reader as a result of text clues.

NG Week 11

**Summarize the text identifying supporting details.**

Students will read at and beyond the grade level, using the reading process of predict, question, clarify, infer, analyze, compare, summarize, and reread.

- use strategies for summarizing, such as the following:
  - delete trivia and redundancy;
  - substitute a general term for a list;
  - find or create a main idea statement

**NG Week 11-12 *begin persuasive writing for application of writing lessons* c, d, e reviews and application to persuasion (see prior weeks for EK/EU)**

Weeks 12-13

Apply all concepts of Nonfiction reading, evaluate and assess

**NG Week 13**

**Use interview quotations as evidence.**

**Use writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.**

**usage/mechanics** – the features that cause written language to be readable and effective for standard English usage.

- use peer and individual revising and editing.
- understand that good writing has been improved through revision.

- write in a variety of forms, including:
  - **persuasive** – writing to influence a reader or listener to believe or do what the author or speaker suggests; and
- apply revising procedures, including:
  - rereading;
  - reflecting;
  - rethinking;
  - rewriting;
  - including vivid vocabulary;
  - combining sentences for variety and rhythm; and
  - providing transitions between ideas and paragraphs.
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- sustain a formal style. develop a conclusion.

**Vocabulary; Completion of Major Writing strands applied through persuasion; figurative language in fiction**

**Weeks 14-20 (Completion of first semester)**

**SOLs in order taught: 8.4 c, d, e, b, f, a 8.5 a (weeks highlighted in blue)**

**SOLs in order taught: 8.8 f, b, c, c, g (weeks highlighted in green) (Writing applied to persuasive essay)**

**DING Week 14**

**The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development in authentic texts.**

**Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**

<p>Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand how words with similar parts may be related to each other in meaning and function.</p>	<p>use word structure to analyze and relate words</p>	<ul style="list-style-type: none"> <li>use common roots to determine the meaning of unfamiliar words and make connections between word families (e.g., -phobia, and -ology).</li> </ul>
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**DING Week 14**

**The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and handwriting.**

**f) Use quotation marks with dialogue and direct quotations.**

		<ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.</li> <li>embed quotations from other sources with skill and accuracy.</li> <li>use quotation marks correctly with dialogue.</li> </ul>
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**DING Week 15**

**Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. Discriminate between connotative and denotative meanings and interpret the connotation.**

<p>The intent of this standard is that students will become independent users of vocabulary by choosing a variety of strategies to determine or clarify the meaning of their own and multiple-meaning words.</p> <p>Students will use context and</p>	<ul style="list-style-type: none"> <li>recognize that words have multiple nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>.</li> <li>distinguish among the connotations of words.</li> </ul>
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otations to help determine the  
ing of synonymous words and  
eciate an author’s choices of  
s and images.

(associations) of words with similar den  
(definitions) (e.g., *refined, respectful, poli  
diplomatic, condescending*), recognizing t  
some words have technical meanings bas  
context such as *stern*.

**TING Week 15**  
**) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.**  
**) Choose the correct case and number for pronouns in prepositional phrases with compound objects.**  
**) Use comparative and superlative degrees in adverbs and adjectives.**

- understand that pronouns need to agree with antecedents in gender, number, and person.

- use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.
- use punctuation (comma, ellipsis, dashes) to indicate a pause or break.
- use an ellipsis to indicate an omission
- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent
- use objective pronouns in prepositional phrases with compound objects
- use comparative and superlative adjectives
- use comparative and superlative adverbs
- use and correctly punctuate transition words, such as *furthermore, however, since, next*.
- use correct conjunctions, such as *either/or* and *neither/nor*.

**DING Week 16**  
**) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words.**

determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;

- use context (e.g., the overall meaning of a sentence or paragraph; a word’s position and function in a sentence) as a clue to the meaning of a word or phrase.
- recognize that synonyms may have

		connotations, e.g., <i>elderly</i> and <i>mature</i> ; <i>yo</i> and <i>juvenile</i> and describe the impact on t <ul style="list-style-type: none"> <li>use both context and reference skills independently to determine the nuances connotations of words</li> </ul>
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**TING Week 16**  
**) Use correct spelling for frequently used words.**

of this standard is that students stand and apply all the s of language learned at the and middle school levels.	proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.	
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**DING Week 17**  
**) Extend general and specialized vocabulary through speaking, listening, reading, and writing.**

of this standard is that students independent learners of by choosing from a variety of determine or clarify the meaning and multiple- meaning words.		
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**DING WEEK 18-20** (unit emphasis on poetry)  
**) identify and analyze an author's use of figurative language.**  
**The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.**  
**) Explain the use of symbols and figurative language.**

ill evaluate the use of figurative d analogies in text is anything that represents lse, often by indirect association vention of an emblem, token, or h prose and poetry, concrete as symbols stand for larger ideas The general characteristic of its suggestiveness, makes possible on of complex feelings and in a few words. Symbolism, like nagery, and allusion, is a trument for the expression of	recognize that figurative language and analogies enrich text.  understand that poetic devices are used in prose and poetry	-understand, evaluate, and use figurative language, including: simile – figure of speech that uses the w or as to make comparisons; metaphor – figure of speech that implies comparisons; personification – figure of speech that ap human characteristics to nonhuman obje hyperbole – intentionally exaggerated fi, speech; and symbol – word or object that represents something else. -analyze relationships common to analog
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of meaning in a few words.

construction, including:

- type or example – cinnamon:
- characteristics – glass: break;
- association – bow: arrow;
- operator – car: driver;
- degree – pleased: ecstatic;
- mathematical – three: six;
- number – louse: lice;
- synonyms and antonyms – ho
- purpose – chair: sit;
- cause/effect – sun: burn;
- sequence – day: week;
- characteristic – snow: cold;
- product – tree: lumber; and
- degree – warm: hot.

analyze poetic devices in prose and poet  
including: word choice; figurative langua  
symbolism; imagery; rhyme; rhythm; ◦  
repetition; and sound elements

- identify poetic forms, including:

**Haiku** – a 17-syllable, delicate, unrhyme  
Japanese verse, usually about nature;

**limerick** – a 5-line, rhymed, rhythmic v  
usually humorous;

**ballad** – a songlike narrative poem, usua  
featuring rhyme, rhythm, and refrain;

**free verse** – poetry with neither regular  
nor rhyme scheme;

**couplet** – a pair of rhyming lines; and

**quatrain** – a stanza containing four line;

· compare and contrast an author's choic  
sound elements in prose and poetry, incl

**rhyme** – recurring identical or similar fi  
sounds within or at the ends of lines of v

◦ **rhythm** – the recurring pattern of stroi  
weak syllabic stresses;

		<p><b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;</p> <p><b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;</p> <p><b>alliteration</b> – repetition of initial sounds;</p> <p><b>onomatopoeia</b> – the use of a word whose sound suggests its meaning (e.g., <i>buzz.</i>).</p>
<p><b>Weeks 20-22</b> poetry unit, unit test (by 8.5 C) explain how authors use conflict, point of view, voice, create meaning.</p>		
<p>The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens. Tone is used to express a writer's attitude toward the subject. It shows an author's personality, awareness of audience, passion for his or her subject. It is liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. Mood refers to the emotional atmosphere produced by an author's use of language. Point of view is the way an author reveals events and ideas in a story. With an omniscient or "all-knowing" point of view, a narrator knows all, hears all, and knows all. By contrast, a limited point of view</p>	<ul style="list-style-type: none"> <li>· understand that an author's voice and tone stem from the stylized use of literary devices.</li> <li>· understand <b>characterization</b> as the way that an author presents a character and reveals character traits.</li> <li>· 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.</li> <li>· identify author's voice.</li> </ul>	<ul style="list-style-type: none"> <li>· identify the elements of narrative structure including: <ul style="list-style-type: none"> <li>◦ setting – time and place</li> <li>◦ character(s), either: <ul style="list-style-type: none"> <li>- <b>static</b> – remaining the same throughout the course of the story, or</li> <li>- <b>dynamic</b> – changing during the course of and as a result of the story</li> </ul> </li> <li>◦ external conflicts, such as: <ul style="list-style-type: none"> <li>- individual vs. individual <ul style="list-style-type: none"> <li>- individual vs. nature</li> </ul> </li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ internal conflict – individual vs. self</li> <li>◦ plot <ul style="list-style-type: none"> <li>- initiating event</li> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> </li> </ul> </li> </ul>

<p>cts only what one character or ator sees, hears, and feels. The t of view may be first person, ated by someone outside the 7 or a character within the 7. The point of view may also be l person, limited or omniscient, nding on what is known of the 7.</p>		<ul style="list-style-type: none"> <li>◦ tone, including: serious <ul style="list-style-type: none"> <li>- solemn - sarcastic - object</li> <li>- enthusiastic - humorous -</li> <li>- disapproving - personal - imp</li> </ul> </li> <li>◦ voice. <ul style="list-style-type: none"> <li>· differentiate among points of view stories, including: <ul style="list-style-type: none"> <li>◦ first person;</li> <li>◦ third person limited to a characte narrator; and</li> <li>◦ third person omnis</li> </ul> </li> </ul> </li> </ul> <p>analyze how differences in points of v create such effects as suspense or hur</p>
<p><b>DING Week 19-21</b> <b>LL -- applied to Expository</b> <b>ing</b></p>	<p>Students will compose an expository essay from released SOL</p>	<p>All strands of 8.7 have been covered and reviewed and applied to expository writi</p>
<p><b>DING Week 22</b> <b>LL -- applied to Expository</b> <b>ing</b></p>	<p>Students will compose an expository essay from released SOL</p>	<p>All strands of 8.8 have been covered and reviewed and applied to expository writi</p>
<p><b>DING Week 23-24</b> <b>ake inferences and draw</b> <b>lusions based on explicit and</b> <b>ied information using evidence</b> <b>text as support.</b></p>		
<p><b>students will read at and</b> <b>nd the literal level, including</b> <b>ing inferences, i.e., making</b> <b>ments or drawing conclusions</b> <b>d on what an author has</b> <b>ied.</b></p>	<ul style="list-style-type: none"> <li>· make inferences, draw conclusions, and point to an author’s implications in the text.</li> </ul>	
<p><b>DING Week 25</b> <b>) Identify the main idea.</b> <b>ummarize text relating</b> <b>orting details.</b></p>		
		<ul style="list-style-type: none"> <li>· use graphic organizers to analyze and summarize text.</li> </ul>
<p><b>DING Week 26</b></p>		

<p>Identify an author's organizational pattern using textual clues, such as transitional words and phrases.</p>		
	<p>- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>* recognize different plot patterns including subplot</p> <ul style="list-style-type: none"> <li>· analyze an author's use of literary devices, including <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the giving of clues about coming events in a story;</li> <li>◦ <b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented;</li> <li>◦ <b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information; and</li> <li>◦ <b>symbolism</b> – the use of concrete and recognizable things to represent ideas.</li> </ul> </li> <li>· evaluate an author's choice of words and images.</li> </ul>
<p><b>WEDNESDAY</b> Week 27-30  <b>REVIEW OF ALL ELEMENTS OF</b>  <b>READING SOLs in preparation for</b>  <b>READING SOL</b></p>	<p>Anticipate two days of testing week 30</p>	
<p><b>WEDNESDAY</b> Week 27  Identify cause and effect relationships.</p>		
	<ul style="list-style-type: none"> <li>· understand the relationship between causes and effects.</li> <li>· understand that a cause may have multiple effects.</li> <li>· understand that an effect may have multiple causes.</li> </ul>	
<p><b>WEDNESDAY</b> Week 28  a) Understand the author's use of conventional elements and characteristics within a variety of texts.</p>		
<p>Students will understand that</p>	<ul style="list-style-type: none"> <li>· compare and contrast the</li> </ul>	

<p>literary characteristics are common to more than one form.</p>	<p>characteristics of literary forms, including:</p> <ul style="list-style-type: none"> <li>◦ novel;</li> <li>◦ short story;</li> <li>◦ biography;</li> <li>◦ essay;</li> <li>◦ speech;</li> <li>◦ poetry; and memoir.</li> </ul> <p>· read several texts on a similar topic and synthesize what is read.</p>	
<p><b>DING Week 29</b>  Compare and contrast the author's use of word choice, diction, figurative language, form, rhyme, rhythm, and meter in different texts.</p>		
<p>Students will understand that literary characteristics are common to more than one form.</p>	<p>analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	
<p><b>DING Week 30</b>  Compare and contrast authors' styles. Identify and ask questions that vary various viewpoints.</p>		
	<p>· understand that an author's voice and tone stem from the stylized use of literary devices.</p>	<p>· determine an author's point of view or perspective in a text.  · analyze how differences in points of view create such effects as suspense or humor.  · recognize an author's use of connotative and persuasive language to convey a viewpoint.</p>
<p><b>DING Week 31-32</b>  Review for post test</p>	<p>Post test to be given end of week 32</p>	<p>analysis of post test used for review and remediation prior to Reading SOL</p>
<p><b>DING weeks 32-36</b>  Standard 8.8 all</p>	<p>Writing SOLs applied to Narrative writing piece: Memoir</p>	
<p><b>DING Week 33</b> 8.6 all</p>	<p>Nonfiction review for SOL</p>	



		<p>information.</p> <ul style="list-style-type: none"><li>· rehearse both alone and with a coach.</li><li>· use a rubric or checklist to evaluate presentation.</li><li>· answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li><li>· work effectively with diverse groups.</li><li>· exercise flexibility and work as a constructive team member to accomplish a common goal and reach consensus.</li></ul>
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