



Laying the Foundation: A Pre-AP Initiative
Grade Eight Curriculum Guide

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**Grade 8 PreAP English Curriculum
Reserved Texts
2005-2006**

*Any pieces in the literature anthology for a grade level are reserved for use as a full text at that grade level

*Teachers may use excerpts (<10%) of a reserved text for a higher grade level, but may not use the full text.

Reserved Texts

Novels

The Giver by Lois Lowry

The House on Mango Street by Sandra Cisneros

"The Legend of Sleepy Hollow" by Washington Irving

My Brother Sam is Dead by James L. and Christopher Collier

Night by Elie Weisel

The Red Pony by John Steinbeck

Collections

The October Country by Ray Bradbury

Drama

The Diary of Anne Frank by Goodrich and Hackett (**PHL**)

Films

The Black Stallion (1979)

October Sky (1999)

My Girl (1991)

LTF Suggested Short Texts (not reserved)

Short Nonfiction / Orations

"Speech to the Virginia Convention" by Patrick Henry

"I Have a Dream" by Dr. Martin Luther King, Jr.

"Letter from Birmingham Jail" by Dr. Martin Luther King, Jr.

Abraham Lincoln's First Inaugural Address

"The Cutting of My Long Hair" by Zitkala-Ša

Short Fiction

"Man without a Country" by Edward Everett Hale

"The Tell-Tale Heart" by Edgar Allan Poe

Poetry

"Blueflag" by Elizabeth Brewster

"A Narrow Fellow in the Grass" by Emily Dickinson

"Some Keep the Sabbath" by Emily Dickinson

"An Open Heart" by Judith MacKenzie

SBISD 8th Grade PreAP English Curriculum

1st Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Relate the pattern of literature to the stories in our lives Build a relationship between and student and teacher and among the students Review Freytag pyramid	<i>Getting to Know You, Laying the Foundation (LTF)</i> , p. 504	None	Review terms before you begin Personal picture Provide digital camera to take a picture of students who do not have access to one. Choose an interesting situation for them to write from.	Evaluation of Freytag pyramid Rubric on writing	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
<p>Relate the pattern of literature to the stories in our lives</p> <p>Build a relationship between and student and teacher and among the students</p> <p>Review Freytag pyramid</p>	<p><i>Does Life Follow the Freytag Pyramid?</i> LTF p. 504</p> <p>1 day</p>	None	Apply the pyramid to a known story, <i>Cinderella</i> , before applying to life	<p>Create the pyramid of the incident in their lives. Share with a peer.</p> <p>Participation in discussion</p>	
<p>To slow the reading down and look for meaning other than plot</p> <p>To identify literary devices as they are used by different authors</p> <p>To look at the development of the main characters in a piece of literature</p>	<p>Close Reading of excerpt from <i>The Red Pony</i> LTF p. 504</p> <p>2 days—reading is on-going</p>	<p><i>The Red Pony</i>, LTF</p> <p><i>One Fat Summer</i></p> <p><i>Out of the Dust</i></p> <p><i>Slake's Limbo</i></p>	<p>Review close reading lesson: "Annotation"</p> <ul style="list-style-type: none"> - begin with picture storybook - appropriate excerpt from novel - Word wall with definitions of literary terms and examples 	<p>Evaluate the sticky notes</p> <p>Evaluate the close reading</p> <p>Have students share what they have identified in small groups, then move to whole class</p>	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Inference, Prediction, Seminar/Discussion Literary Elements Imagery, Mood, Tone Literary Techniques Characterization, Symbolism Multiple Modes Expressive, Imaginative	Maybe You CAN Judge a Book by Its Cover <i>LTF</i> pp. 92-93 Foundation Lesson 1 day	<i>The Outsiders</i> <i>Peter Pan</i> <i>Sarah Plain and Tall</i>	A book that has been made into a film: have copies before and after the movie was made. <i>Because of Winn Dixie</i> Transparency of book cover	Share chart with a partner and discuss differences Class discussion	
Reading Strategies Author's Purpose, Inference Literary Elements Detail, Imagery, Mood, Tone Composition Types Expository Structural Elements Body	Sensory Appeals <i>LTF</i> pp. 106-107 Foundation Lesson 2 days on-going	"The Lost Parrot" Naomi Shihab Nye <i>Prentice Hall Literature (PHL)</i> TX18 "Jimmy Hayes and Muriel" O. Henry <i>PHL</i> TX5	Use picture storybook initially Share chart with a partner How do different authors rely on the senses to create images? Excellent practice for the short answer on 9 th , 10 th , 11 th TAKS	Share with the class Class chart collecting quotes that fit in the different senses	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>To look at the connotation and denotation of a word</p> <p>To analyze the text past the plot of the story</p> <p>To work with evidence from the text to prove a point about the text</p>	<p>The Three Levels of Reading <i>LTF</i> pp. 86-90</p> <p>Foundation Lesson</p> <p>2 days</p> <p>on-going</p>	<p>Fairy tale, folk tale, picture storybook</p>	<p>Thoroughly discuss the rubric at the beginning of the assignment</p>	<p>Rubric on p. 89</p> <p>Share in small groups</p>	
<p>To look closely at the effects of words</p> <p>Look at connotation and denotation</p> <p>Look at the effect of idioms</p> <p>To apply the knowledge of words to the students' own writing</p>	<p>The Best Word for the Job <i>LTF</i> pp. 78-80</p> <p>Foundation Lesson</p> <p>1 day</p> <p>on-going</p>	<p>None</p>	<p>Use chart paper or a white board so that you can make the chart with a variety of colors: positive is one color, neutral another, and negative another</p>	<p>Post charts around the room and discuss</p> <p>Volunteers to share poetry with class</p>	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>To look at close reading with a focus on imagery</p> <p>To make connections between the text and the effect the author is trying to create</p> <p>To connect the sensory images to tone, mood, and theme</p> <p>To look at the effect of point of view</p>	<p>“Uncovering Layers of Meaning” pp. 96-103</p> <p>Foundation Lesson</p> <p>1 day (if they know the literary terms)</p> <p>on-going</p>	<p>“in just” e e cummings</p> <p>excerpt from <i>I Know Why the Caged Bird Sings</i> Maya Angelou PHL pp. 24-29</p> <p>“Thank You M’am” Langston Hughes PHL pp. 186-188</p> <p>“Hard Questions” Margaret Tsuda PHL p. 199</p>	<p>After an example has been completed, allow the students to choose from among several poems</p> <p>If the students do not understand the terms, begin with only one at a time. You can teach mood and tone together.</p>	<p>Grading rubric for writing</p> <p>Review chart as you move around the room</p>	
<p>To look closely at what he or she has written so that the student can revise his or her own work</p> <p>To focus on purpose, audience, mode, diction, images/concrete detail, syntax, and structure in his or her own writing</p>	<p>“Student Self-Evaluation (PAMDISS)” pp. 402-403</p> <p>Foundation Lesson</p> <p>1 day after the end of the writing process</p> <p>on-going</p>		<p>May limit the number of questions for which the student is responsible</p>	<p>Discussion with the student</p> <p>Grade the students’ writing based on their evaluation of their work only</p> <p>After some practice, the student can evaluate a partner’s essay. The grade will be given based on the student’s evaluation.</p>	

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Week 4 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Reading Strategies Generalization, Inference, Seminar/ Discussion</p> <p>Literary Elements Character, Imagery, Setting</p> <p>Literary Techniques Antithesis, Symbolism</p> <p>Mechanics Punctuation</p> <p>Usage Pronoun/Referent Agreement</p> <p>Parts of Speech</p> <p>Syntax Techniques Antithesis</p> <p>Composition Types Persuasive</p> <p>Multi-mode Personal</p> <p>Process Prewriting, Drafting Revision</p> <p>Style/Voice Imitation of Stylistic Models, Literary Elements</p>	<p>Origami House Project <i>LTF</i> pp. 418-429</p> <p>Foundation Lesson 4-5 days</p>	<p><i>House on Mango Street</i> <i>LTF</i></p> <p>“Abandoned Farmhouse” Ted Kooser <i>LTF</i> p. 427</p> <p>“Southern Mansion” Arna Bontemps <i>PHL</i> p. 510</p> <p><i>The Diary of Anne Frank</i> drama Goodrich and Hackett <i>PHL</i> p. 712+</p> <p><i>A Year Down Yonder</i> Peck</p> <p><i>Living Up the Street</i> Gary Soto</p>	<p>Because this activity has numerous steps, it would benefit students to have a step sheet to follow</p> <p>Read through all of the steps. You may want to eliminate the house if you are short of time.</p>	<p>Share poem with class</p> <p>Rubric for writing</p> <p>Display houses for other to read</p>	

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Week 4 *(continued)*

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Main Idea, Generalization, Inference, Paraphrase, Prediction, Summary Literary Elements Character, Theme Composition Types Expository	Journal Lesson: Developing Maturity <i>LTF</i> pp. 450-451 Grade 8 Lesson Journal writing is on-going	“The Drummer Boy of Shiloh” Ray Bradbury <i>PHL</i> pp. 5-8 “Raymond’s Run” Toni Cade Bambara <i>PHL</i> pp. 292-299 <i>A Year Down Yonder</i> Peck <i>The Outsiders</i> S. E. Hinton <i>One Fat Summer</i> Robert Lypsite <i>When Zachary Beaver Came to Town</i> Kimberly Willis Holt	You should review “Dialectical Journals” <i>LTF</i> p. 334	Evaluate the sheet with examples and evidence Through discussion have each student make a point with evidence from the text and personal explanation	

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Week 4 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
<p>Reading Strategies Inference, Seminar/Discussion, Summary</p> <p>Literary Elements Detail, Diction, Imagery, Tone</p> <p>Figures of Speech Metaphor, Simile, Personification</p> <p>Sound Devices Alliteration, Assonance, Consonance, Onomatopoeia</p> <p>Literary Techniques Argumentation</p> <p>Syntax Techniques Repetition</p> <p>Analysis of Text Meaning, Effect and Syntax</p> <p>Compositional Types Analytical</p>	<p>Peeling Back the Layers—“An Open Heart” <i>LTF</i> pp. 162-170</p> <p>1-2 days on-going</p>	<p>“An Open Heart” Judith MacKenzie <i>LTF</i> p. 166</p> <p>Excerpt <i>I Know Why the Caged Bird Sings</i> Maya Angelou <i>PHL</i> p. 24</p> <p>“Something From the Sixties” Garrison Keillor <i>PHL</i> pp. 84-85</p> <p>“Lights In the Night” Annie Dillard <i>PHL</i> pp. 443-446</p> <p>“Forest Fire” Anais Nin <i>PHL</i> pp. 675-677</p>	<p>You might begin with having students look for only one device in the literature</p> <p>Work in partners to help students who have not had a lot of practice</p> <p>You might use a picture story book before you move to a more difficult text</p>	<p>Discuss the grouping of the cards</p> <p>Rubric for the writing assignment</p> <p>Evaluate the relevance of their illustrations</p>	
<p>Reading Strategies Author’s Purpose, Main Idea, Inference, Paraphrase, Summary</p> <p>Literary Elements Diction</p> <p>Literary Techniques Argumentation</p>	<p>“Pre-19th Century Literature” pp. 222-225</p> <p>Grade 8 Lesson</p> <p>1-2 days on-going</p>	<p>Excerpt “Of Negotiation” Frances Bacon <i>LTF</i> p. 223</p> <p>Excerpt “The Gentleman; The Pretty Fellow” Joseph Addison <i>LTF</i> p. 224</p>	<p>Teacher guidance necessary</p> <p>Vary passage difficulty to meet the students’ needs</p>	<p>Small group discussion with a teacher</p> <p>Eventually being able to work independently</p>	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types Expository Process Prewriting, Drafting Structural Elements Introduction, Body, Conclusion	Tips for Timed Writing <i>LTF</i> pp. 384-386 Foundation Lesson 1-2 days ongoing	None	Work first one as a class Work second writing in pairs Do this after they have had plenty of practice without the time constraint	Grading rubric Look at the process	
Literary Elements Detail, Imagery Literary Techniques Characterization, Symbolism Composition Types Descriptive, Expository	The Post-Mortem of a Protagonist <i>LTF</i> pp. 94-95 Foundation Lesson 1-2 days ongoing	Any text that richly and diversely describes a key character “The Tell-Tale Heart” Edgar Allen Poe <i>PHL</i> p. 542 “Charles” Shirley Jackson <i>PHL</i> p. 14 “The Man Without a Country” Edward Everett Hale <i>PHL</i> p. 377 The grandmother from <i>A Year Down Yonder</i> Any of the major characters in <i>When Zachary Beaver Came to Town</i> Any of the key characters in <i>Because of Winn Dixie</i>	Begin with a fairy tale Second text could be a picture storybook Text that has been annotated	Present each character to the class Write about the character Write in the voice of the character to the class	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Determining Importance, Main Idea, Generalization, Inference Structural Elements Introduction (thesis) Process generation of ideas, selection of topic	Creating Effective Thesis Statements <i>LTF</i> pp. 340-345 Foundation Lesson 1-2 days on-going	None	Review “Creating Effective Topic Sentences” pp. 346-351 Look at how professional writers create a thesis Collect thesis statements that you like Manipulate thesis for the audience	Grading rubric Peer evaluation Share with the class	
Reading Strategies Audience, Fact and Opinion, Main Idea, Generalization, Inference Composition Types Persuasive Structural Elements Body	Creating Effective Topic Sentences <i>LTF</i> pp. 346-351 Foundation Lesson 1-2 days on-going	None	Look at how professional writers create their topic sentences and transitions Collect topic sentences written by published authors Manipulate the topic sentence according to audience	Grading rubric Peer evaluation Share with the class	
Reading Strategies Generalization, Inference Structural Elements Introduction, Conclusion	Introductions and Conclusions <i>LTF</i> pp. 358-363 Foundation Lesson 1-2 days on-going	Collect several different examples in each of many different genres	Collect published introductions and conclusions. Emulate those	Grading rubric	

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2nd Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading Annotation Paraphrase Literary Elements Detail Diction Imagery Tone Rhetorical Shift Figures of Speech Metaphor Simile Sound Devices Alliteration Assonance Consonance Literary Forms Verse	Peeling Back the Layers <i>Laying the Foundation (LTF)</i> pp. 178-192 3-5 days	<i>"Blueflag"</i> by Elizabeth Brewster <i>LTF</i> <i>"A Work of Artifice"</i> by Marge Piercy		Multiple Choice <i>LTF</i> pp. 188-192 Informal	
Close Reading Annotation Paraphrase Literary Elements Detail Diction Tone Rhetorical Shift Literary Forms Verse	Review/Teach/Reteach/Practice TP-CASTT ½-1 day for Review 1-5 days Teach/Reteach 1-3 days Practice	"Poetry Analysis: TP-CASTT" in <i>The AP Vertical Teams Guide for English</i> , pp. 94-100 Selected Edgar Allan Poe poems or suggested selections in <i>The AP Vertical Teams Guide for English</i>	Practice in small groups, using various poems by same author: Poe <i>LTF</i>	Graded Discussion, annotation of poems, written assignment sympathizing or rejecting author's tone with explanation	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Tone	Introduce/Review Tone Vocabulary	Tone Vocabulary Words <i>Vocabulary Unplugged</i> by Alana Morris	This would be a good way to revise the written assignment with more specific vocabulary from the tone vocabulary list		
	Review Symbolism ½ day/Assignment 1-3 days	To review symbolism, <i>The AP Vertical Teams Guide for English</i> pp. 22-23	Use poems used for TP-CASTT as a time saver	Symbol collage from the poem and short paper interpreting poet's use of symbolism to reinforce theme <i>LTF</i>	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition Descriptive Analytical Expository Structural Elements Incorporating Quotes Commentary Evidence	Dialectical Journals pp. 334-339 Modeling per type of entry— ½-1 day Implementation—ongoing	“The Legend of Sleepy Hollow” <i>LTF</i> Alternates: <i>LTF: The Giver</i> Gothic: <i>Jade Green</i> by Phyllis Naylor; <i>Witch’s Brew</i> or <i>Supernatural Tales of Terror and Suspense</i> by Alfred Hitchcock Anti-utopian: <i>Animal Farm</i> by George Orwell; <i>The City of Ember</i> or <i>The City of Sparks</i> by Heanne Duprau	Depending upon the order or choice of texts, a focus on characterization, archetypes and theme, and/or tone is advised with some attention to setting (see <i>LTF</i> Essay assessment)	Essay Choices A and B with use of Dialectical Journal <i>LTF</i> pp. 510-511	
Sentence Structure Loose/Cumulative and Periodic Sentences Meaning and Syntax Voice/Style Imitation of Stylistic Models	Identifying and Writing Loose Sentences pp. 282-285 1 day	Any text	Using texts already used in class for other lessons would deepen analysis of that work as well as provide examples of the concepts	“Identifying Loose and Periodic Sentences” <i>LTF</i> p. 284 Having students find a number of examples from the text may be better practice than the identification worksheet on p. 284. Students may also manipulate sentences to create loose and periodic sentences.	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Reading Strategies Author's Purpose Generalization Inference Seminar/Discussion Literary Elements Point of View (Person, Perspective)</p>	<p>Point of View: The Person or the Persona? pp. 113-128 Foundation Lesson 1-3 days</p>	<p>“A Narrow Fellow in the Grass” by Emily Dickinson <i>LTF</i> Excerpts: <i>The True Confessions of Charlotte Doyle</i> by Avi, <i>Witness</i> by Karen Hesse, <i>The Dark is Rising</i> by Susan Cooper, “Baseball in April” by Garry Soto <i>LTF</i></p>	<p>The Person or the Persona? lesson is more appropriate for “<i>The Legend of Sleepy Hollow</i>” while Activities 3 & 5 are more in line with <i>The Giver</i>. Spreading the lessons out to match demands of the texts may be more appropriate than several consecutive days on point of view.</p> <p>There is also a large selection of fractured fairytales in which point of view and persona is shifted from the traditional characters to other archetypal characters, which may be one way to integrate point of view and archetypes.</p>	<p>Rewriting a passage in a different point of view or persona than it is originally written, either with actual grammar or from another characters point of view</p>	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Connect New To Known Synthesis	<i>KWL</i> Chart for “ <i>The Legend of Sleepy Hollow</i> ” <i>LTF</i> p. 509 1-3 days	<i>“The Legend of Sleepy Hollow” LTF</i>	The chart and questions can be modified to fit the subject matter of any text; however, notice that there are specific subjects including setting, archetype, and theme/ conflict. Using this chart on an anchor text for the six weeks would save time and more fully develop analysis of that text.	Completed <i>KWL</i> chart with research on one or more aspects of the chart	
Literary Techniques Characterization Parts of Speech Adjective Adverbs	Characterization Exercise <i>LTF</i> p. 510 1-1½ days	Any text	A review of adjectives and adverbs may be necessary before this assignment	Illustrations with text evidence, a descriptive paragraph of a character	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Reading Strategies Paraphrase Literary Elements Detail, Diction, Imagery, Tone Figures of Speech Metaphor Personification Simile Literary Techniques Antithesis (9) Parts of Speech Clauses Dependent, Independent Phrases Prepositional Syntax Techniques Antithesis (9) Repetition (anaphora-9) Analysis of Text Composition Types (modes) Descriptive, Expository Multiple Mode Personal Process Revision Style/Voice Sentence Manipulation Figures of Speech Literary Elements	PAT—Tone Analysis Using “ <i>The Tell-Tale Heart</i> ” <i>LTF</i> pp. 40-47 3-7 days	“ <i>The Tell-Tale Heart</i> ” by Edgar Allan Poe <i>LTF, PHL</i>	At first glance, it may seem that pp. 41-47 are to be copied and handed directly to students. However, a more powerful way to use the components of the lesson would be to alternate between whole group, small group, and independent work as support is needed. Small group suggestions: 1, 11-14, 25-28.	Composition in number 29, recorded responses to 1-28	

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2nd Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Archetype (Character, Hero, Setting) Character Setting Literary Techniques Allusion Argumentation (Classification, Comparison/Contrast) Symbolism	Stories from World Religions and the Archetypes—Grade Eight <i>LTF</i> pp. 456-463 1-2 days	Selected stories from various world religions (The Story of Buddha, Moses, Mohammed, Abraham and Isaac, Prodigal Son); film clips from works such as <i>The Robe</i> , <i>The Ten Commandments</i> , and <i>The Grapes of Wrath</i> <i>LTF</i>	There are several ways to go about learning archetypes; however, these archetypes should be sought and proven in the anchor text and student-selected texts. It is also a good idea to discuss the connotations of certain prevalent archetypes.	Archetypal Story and Map Project, Completed Archetype Chart p. 462	
Reading Strategies Author's Purpose Inference	Levels of Questions “ <i>The Cutting of My Long Hair</i> ” by Zitkala-Sa <i>LTF</i> pp. 206-211 Teacher References: <i>The AP Vertical Teams Guide for English</i> , p. 109, or <i>Pre-AP: Interdisciplinary Strategies with English and Social Studies</i> , pp. 2.3-2.5 1-2 days	“ <i>The Cutting of My Long Hair</i> ” by Zitkala-Sa <i>LTF</i> “ <i>This We Know</i> ” by Chief Seattle <i>PHL</i> pp. 196-197	Any essay or speech can be used Levels of questions can be used with any text during discussion, annotation, or response	Dialectical Journal, graded discussion	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Archetype Character (Flat, Round) Literary Techniques Symbolism Multiple Mode Expressive Imaginative Style/Voice Figures of Speech Vocabulary	Personal Archetype (Mandala) Project <i>LTF</i> pp. 408-413 1-2 days	Student-selected text for literature connection	The requirements for the mandala may be cumbersome, but are more manageable with a decrease in number of images or sentences required in the <i>LTF</i> lesson. The connection between flat and round characters, character development and the project may need to be more directly guided than noted in the lesson.	Project includes grading guidelines. Manadala could be for any character in a text.	

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2nd Six Weeks

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Generalization Literary Elements Detail Composition Types (modes) Expository (Compare/Contrast) Process-Prewriting (Generating Ideas, Organization)	Comparison/Contrast <i>LTF</i> pp. 104-105 Foundation Lesson 1-4 days	Three passages from one genre or style, teacher- or student-selected. (Choices would be more helpful if thematically linked or linked through archetypes or by genre/period to anchor text.)	This activity would best be done in small groups, then whole group comparison/contrast graphic to show more general similarities/differences among texts and ideas. Model writing essay for students.	Completed graphic organizer <i>and</i> essay (See Essay Choices A and B) <i>LTF</i> pp. 510-511	
Parts of Speech Phrases Absolute/Prepositional Clauses Dependent/Independent Sentences Structure Sentence Variety Beginnings/Combining Process Revision/Editing Structural Elements Body Organization Patterns/Transitions Style/Voice Sentence Manipulation Coordination/ Subordination	Writing Workshop <i>LTF</i> pp. 392-394 Foundation Lesson 1 day	Student draft	Not all suggestions need occur on each essay. Choose revision suggestions as needed and studied in class. Split up numbers among students for more varied feedback and practice.	Evidence of revision in final draft Suggested changes by peers	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Reading Strategies</p> <ul style="list-style-type: none"> Main Idea Generalization Inference Seminar/Discussion <p>Literary Elements</p> <ul style="list-style-type: none"> Archetype Character Plot Setting Theme <p>Literary Techniques</p> <ul style="list-style-type: none"> Symbolism 	<p>Stories from World Religions and the Archetypes <i>LTF</i> pp. 456-463</p> <p>Grade 8 Lesson 3-5 days</p>	<p><i>The Giver</i> by Lois Lowry or chosen alternative text</p>	<p>Discuss the archetypal journey of the hero and other archetypes students noticed in the text, using <i>LTF</i> pp. 460-461 as a resource.</p> <p>Also discuss themes that emerge from the text and how they are connected to the archetypes of the text.</p>	<p>Essay discussing the ways that archetypal elements advance the theme of the text. (In this case, refer to Writing Workshop Foundation Lesson <i>LTF</i> p. 388)</p> <p>Graphic of archetypal devilmint, character development, plot line, and theme across the text of section of the text.</p>	

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3rd Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Paraphrase Literary Elements Detail Diction Tone Character	Annotate passages from <i>The House on Mango Street</i> Ongoing	<i>The House on Mango Street</i> by Sandra Cisneros <i>Laying the Foundation (LTF)</i>	Students can use a variety of annotation styles or keep dialectical journals focusing on characterization, tone, and theme.	Dialectical journals, graded discussion, annotation of passages	
Close Reading Inference Literary Elements Character Figures of Speech Simile Metaphor Literary Techniques Allusion	Character Analysis “ <i>Edna’s Ruthie</i> ” from <i>The House on Mango Street LTF</i> pp. 194-196 1-1½ days	“ <i>Edna’s Ruthie</i> ” from <i>The House on Mango Street</i> by Sandra Cisneros <i>LTF</i> Can be used with any text	Worksheets pp. 195-196 are designed for individual students, which is an assessment rather than a lesson. Before using the worksheet, take another vignette from the book “ <i>A Rice Sandwich</i> ,” or focus on Marin with “ <i>Louie, His Cousin & His Other Cousin</i> ” and “ <i>Marin</i> ” and use it to model making assertions and finding evidence to support them.	Worksheets <i>LTF</i> pp. 195-196 Students can make an assertion about a character in their independent reading and use the same format as the worksheet to prove that assertion. Using p. 196 as a model, students find metaphors/similes in their independent reading and explain their purpose.	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Annotation Inference Literary Elements Character Detail Diction Tone Analysis of Text Meaning and Effect of Syntax	Text Analysis “ <i>Geraldo No Last Name</i> ” pp. 198-200. Whole Group—1 day Small Group—1 day In-Class Writing—1-2 days	“ <i>Geraldo No Last Name</i> ” from <i>The House on Mango Street</i> by Sandra Cisneros <i>LTF</i>	Students can add assertions to #5 of the Small Group Practice for independent practice. The In-Class Writing assignment could be shortened by giving students a choice between questions 1 and 2.	Writing Assignment, assertions and evidence from small group practice	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Paraphrase Literary Elements Detail Diction Tone Character	Levels of Questioning <i>LTF</i> pp. 206-211 Grade 8 Lesson 2 days	<i>The House on Mango Street</i> by Sandra Cisneros <i>LTF</i>	Review the levels of questions using <i>LTF</i> pp. 206-211 as a resource and review. Construct sample questions with class using these levels and model responding.	Refer to <i>LTF</i> p. 513. Half of students ask and discuss the ideas in the book while the other half of class responds to the questions in graded discussion. On the second day, students reverse roles.	
	Research Neighborhood Project		In small groups, students write and produce a documentary film on the history, inhabitants, art, and other cultural elements of your own neighborhood or an interesting neighborhood nearby. Interview residents, film interesting buildings, create a sense of its atmosphere. As there are only 3 days allotted for this project, the depth of the project may suffer, therefore not justifying the time spent to produce the product. It may be a better use of time and resources to have students mimic a vignette in <i>The House on Mango Street</i> that describes a place that holds importance for the student.	Completed project	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
	Review literary devices and techniques discussed in class ½ day	Strategies for Interpreting Poetry <i>LTF</i> pp. 140-147 Peeling Back the Layers “ <i>Blueflag</i> ”- <i>LTF</i> pp. 178-192 (from 2 nd Six Weeks)			
Reading Strategies Annotation Literary Elements Mood Tone Sound Devices Multiple Mode Style/Voice	Sound Devices <i>LTF</i> pp. 108-113 Foundation Lesson- 1-3 days	Any poem, poetry excerpts, or children’s books. The text’s difficulty should not interfere with identifying and explaining the use of sound devices.	This lesson does not make a clear connection to the names of the sound devices used in the examples, nor are they included in the sample explanations, leaving the teacher to name if the students cannot. This same lesson can be done with poetry examples outside <i>LTF</i> , like children’s books or anthologies. Asking the student to write an example of each type of poem after finding the sound device may become cumbersome and rather boring.	Completed sound device identification and explanation of effect and evidence.	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Reading Strategies Author's Purpose Main Idea Inference Literary Elements Detail Diction Imagery Mood Point of View Style Theme Tone Figures of Speech Sound Devices Literary Techniques Literary Forms Verse Phrases Clauses	Charting the Direction of a Poem <i>LTF</i> pp. 212-215 1-4 days	Any poetry	Depending upon the instruction given concerning poetry, the assignment may be easy or difficult. Model each activity with a poem before asking students to do the same independently. Students should practice this strategy with several poems.	Completed Activity Charts, Graded Discussion	
Reading Strategies Annotation Literary Elements Detail Diction Imagery Style Tone	Review TWIST Process: Tone Word Choice Imagery Style Theme 1-2 days	<i>The AP Vertical Teams Guide for English</i> pp. 167-174 Any passage, but poetry may be the best choice	Review with students each part of the TWIST process. Model and practice in whole and small groups with selected passages. Be sure to weave in concepts from Sound Devices and Charting Direction lessons to add depth to TWIST process.	Annotated passage. Group written paragraphs dealing with each part of TWIST about a given passage.	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types (modes) Descriptive Expressive Imaginative Style/Voice Imitation of Stylistic Models Literary Elements Literary Techniques	Writing Poetry about a Memory 1 day (mostly done outside of class)	Poetry used for study previously in class for use as mentor texts	Students should decide upon a memory about which to write, then select a mentor text that matches the tone they would want to express in their own poems. They may also pull other patterns and structures from other poems. After students write the poem, students could also write what structures and patterns they borrow from which poems and why they chose to borrow those structures.	Poem and/or personal process writing. A rubric should be set up with students to determine grading procedures for this assignment.	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Literary Elements Detail Imagery Diction Tone Use of Technology</p>	<p>Week 4 or 3rd Six Weeks Syllabus-<i>LTF</i> p. 514 3-5 days</p>	<p><i>My Girl, Rocket Boys</i> <i>LTF</i> Alternatives: <i>Truman Capote's A Christmas Memory</i> (1966 version with Geraldine Page) <i>Curly Sue</i> (1991)</p>	<p>Using clips from the movie, discuss images, detail, and diction that create the tone of these scenes. Discuss the effect of music and lighting on the tone. What do the experiences of the characters teach you about life? Because <i>A Christmas Memory</i> runs less than 1 hour, it may provide more material for students to discuss these questions with more depth than if clips are used.</p>	<p>Graded discussion. Letters written to the director on how to better communicate tone with suggestions about images, detail, diction, lighting, and music. With a partner or small group, make a short videotape depicting a vivid childhood memory using lighting, music, images, detail, and diction to create a certain tone, or us a still camera to take a sequence of pictures that represent the memory, presenting them with music and narration to create tone.</p>	

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3rd Six Weeks

Weeks 5 & 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Composition Types (modes) Descriptive Narrative</p> <p>The Process of Composition Revision of Multiple Drafts</p> <p>Style/Voice Sentence Variety Imitation of Stylistic Models Selection of Detail Vocabulary Literary Elements Literary Techniques</p>	<p>Multi-draft descriptive essay— A memory that haunts or inspires you <i>LTF</i> p. 514</p> <p>Foundation Lesson 5-9 days</p>	<p>Sentence Structure and Variety: Sentence Structure Basics <i>LTF</i> pp. 246-251 3-5 days/Ongoing (<i>continued</i>)</p>	<p>Students might use the models of poetry and film, as well as their own movie/pictures to develop the descriptive essay about the memory, but it isn't necessary to use the same memory for the essay. Students should also refer to vignettes from <i>House on Mango Street</i> as mentor texts.</p> <p>Revision for this essay should focus on sentence structure, complexity, and variety.</p> <p>All four sentence lessons are not required; students' needs should be the paramount concern in choosing which lessons to implement. (<i>continued</i>)</p>	<p>Depending upon the lessons used to help students revise their essays, grading rubrics should emphasize the use of the information in those selected sentence lessons in the final draft of the essay, as well as evidence of revision due to "Filling in the Blanks" and "Style and Voice Workshop."</p> <p>Rubrics can also include elements of the PAMDISS Strategy, but is not necessary. Students might also be graded on their responses to the elements in relation to the essay.</p>	

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Weeks 5 & 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>		<p>Sentence Variations <i>LTF</i> pp. 256-263 Ongoing</p> <p>The Poetry of Phrases <i>LTF</i> pp. 274-281 Ongoing</p> <p>Creating Metaphors with Predicate Nominatives <i>LTF</i> pp. 308-310 1-3 days</p> <p>Detail and Style Revision:</p> <p>Filling in the Blanks— Using Modifiers to Provide Detail <i>LTF</i> pp. 364-366 1-2 days</p> <p>Style and Voice Workshop <i>LTF</i> pp. 396-399 1-2 days</p> <p>Self-Evaluation:</p> <p>PAMDISS <i>LTF</i> pp. 402-403</p>	<p>“Sentence Variations” and “The Poetry of Phrases” are designed to be done in small amounts throughout the year, while “Creating Metaphors with Predicate Nominatives” is designed as a traditional lesson.</p> <p>“Sentence Structure Basics” can easily be used either way.</p> <p>“Filling in the Blanks” and “Style and Voice Workshop” should both be used early in the process to first expand and add depth, and later to revise drafts. These lessons can also be taken back to the mentor text as a tool for identification and analysis of the mentor text.</p> <p>If PAMDISS is used, students should review and discuss each element then apply it to their own writing. Model using PAMDISS on your own writing for students before asking them to use the strategy in small groups or independently.</p>		

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4th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Reading Strategies Annotation Generalization Inference Paraphrase</p> <p>Literary Elements Character Diction Imagery Setting Plot</p>	<p>Dialectical Journals <i>Laying the Foundation (LTF)</i> pp. 334-339 (as reference) Foundation Lesson 5-10 days</p>	<p><i>My Brother Sam is Dead</i> by James and Christopher Collier-LTF</p> <p>Alternate Texts: <i>Johnny Tremain</i> by Esther Forbes <i>The Year of the Hangman</i> by Gary Blackwood <i>Sarah Bishop</i> by Scott O'Dell <i>Cast Two Shadows</i> by Ann Rinaldi</p>	<p>Model what entries dealing with the topics of the lesson would look and sound like.</p> <p>While <i>LTF</i> assumes that students will be able to annotate their own books, dialectical journals dealing with the same topics can be an equitable solution for students or classes where writing in the book is not an option.</p>	<p>Graded discussion based on dialectical journals and text</p> <p>Annotation or dialectical journal entries</p>	
<p>Elements of Research Evaluation of Sources Print Resources Internet</p>	<p>none 2-5 days</p>	<p>SBISD Social Studies Unit 8.3 The American Revolution American History Texts</p>	<p>Use the Content section of the Social Studies curriculum unit to gather topics for research.</p> <p>Use Prentice Hall Writing & Grammar (PH W&G) or other handbook to model and as a resource to student in using MLA format</p>	<p>Source list: quality, variety, quantity of sources should be emphasized</p> <p>Short story based on one aspect of the American Revolution that includes 15-20 accurate facts from the research and bibliography/works cited</p>	

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4th Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Diction Imagery Mood Point of View, Style Tone Figures of Speech* Sound Devices* Syntax Techniques* Composition Types (modes) Descriptive Style/Voice Imitation of Stylistic Models Use of Figures of Speech Sound Devices Literary Elements	Poetry Project <i>LTF</i> p. 516 1-3 days	Poems used in Week 1 Based on historical event during American Revolution	Students choose a recent news event (within the last 10 year), and, using student selected poem from Week 1, write a poem about this event using the same style and linguistic choices of the selected poem. *Skills involving figures of speech, sound devices, and syntax techniques will be determined by the selection of poem.	Compare mentor poem and student poem. Have students indicated in what ways style and linguistic choices are similar between their poems and the mentor poem, taking care to use correct literary terms where appropriate.	
Reading Strategies Inference Mechanics Punctuation Composition Types Expository Persuasive Structural Elements Body (Incorporation of Quotes, Use of Commentary, Use of Evidence)	Using Quotations Effectively <i>LTF</i> pp. 352-356 Foundation Lesson 1-2 days	Lesson—none Application—novel from Week 1	After using the lesson, model and practice in large or small groups using the pattern delineated on pp. 353-354 and challenge students to incorporate elements from pp. 354-355	Student Exercise (Literary Analysis) p. 356 with novel. Students should choose three quotes that are significant to the theme of the text and write a 1-2 page essay explaining how these quotes reveal theme (p. 517).	

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4th Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Author's Purpose Fact and Opinion Generalization Inference Summary Literary Elements Detail Diction Metaphor Tone Sound Devices Alliteration Argumentation Literary Techniques Allusion Elements of Research Use of Internet	Interpreting Appeals <i>LTF</i> pp. 226-231 Grade 8 Close Reading Lesson 1-2 days	"Letter from Birmingham Jail" by Martin Luther King, Jr. <i>LTF</i>	Teacher should go through each exercise as a class or in groups depending on students' need for support rather than asking students to complete these exercises independently. While some parts of the exercises require Internet access, the lesson can be done without these parts, or they can be completed outside of class or as a connecting activity.	Ask students to independently find examples of appeal and analyze them in another text, such as an editorial or opinion piece, or another famous oration.	
Reading Strategies Inference Paraphrase Literary Elements Tone Literary Techniques Argumentation (logical appeals)	Analyzing an Argument <i>LTF</i> pp. 232-238 Grade 8 Close Reading Lesson 1-2 days	Abraham Lincoln's First Inaugural Address <i>LTF</i>	Teacher should go through each exercise as a class or in groups depending on students' need for support rather than asking students to complete these exercises independently from the onset. <i>(continued)</i>	Answers to exercise questions. Graded Discussions Dialectical journal entries Identification and explanation of similar appeals and structures in another text	

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4th Six Weeks

Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>			Students may also use questions in the exercises as prompts for dialectical journal entries or graded discussion/fishbowl prompts Not only should the literary terminology be emphasized, but also the effects of the use of these literary techniques.		
Reading Strategies Annotation Literary Elements Detail Style Theme Tone Literary Techniques Allusion Antithesis	Analysis of Rhetoric— Persuasion and Argumentation <i>LTF</i> pp. 156-160 Foundation Lesson	<i>“I Have a Dream”</i> by Martin Luther King, Jr. LTF	Teachers should support students as needed through whole class or small group instruction as needed, questions 3-7 especially. Not only should the literary terminology be emphasized, but also the effects of the use of these literary techniques.	Completed exercises Identification and explanation of similar appeals and structures in another text	

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4th Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Author's Purpose Fact and Opinion Inference	Fact or Opinion and Author's Purpose <i>LTF</i> pp. 148-149 Foundation Lesson 1 day	Any nonfiction text-magazine or daily newspaper articles, or essays suggested	Special attention should be brought to the connection of the author's use of facts and opinions and the author's purpose.	Fact/Opinion T-chart	
Reading Strategies Inference Paraphrase Literary Elements Tone Clauses Sentences Structure (periodic) Syntax Techniques Antithesis Juxtaposition Parallelism Repetition Analysis of Text Meaning and Effect Rhetorical Analysis	Finding Patterns and Contrasts <i>LTF</i> pp. 134-138 Foundation Lesson 1 day	<i>"Speech to the Virginia Convention"</i> by Patrick Henry <i>LTF</i> <i>"Some Keep the Sabbath"</i> by Emily Dickinson <i>LTF</i>	Understanding of dependent clauses must be a part of students' repertoires for the lesson to be successful. Deconstruction of the sentence will demand teacher support. Not only should the literary terminology be emphasized, but also the effects of the use of these literary techniques. A connection between contrasts and theme in the Dickinson piece may need clarification.	Answers to exercise questions Identification and explanation of similar structures in another text	
Reading Strategies Audience Author's Purpose Generalization Inference Literary Techniques Argumentation (emotional, ethical, and logical appeals)	Persuasive Appeals <i>LTF</i> pp. 154-155 Foundation Lesson 1 day (more if scaffolding is necessary)	Any persuasive text	This lesson is really more of a graphic organizer. For it to be used successfully, students must understand the meaning of ethos, pathos, and logos, as well as how to recognize these appeals. <i>(continued)</i>	Completed exercises Identification and explanation of similar appeals and structures in another text	

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4th Six Weeks

Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>(continued)</i>			Modeling how to identify each appeal, as well as the desire commentary is necessary. Special attention should be brought to the connection of the author's use of certain appeals and the author's purpose.		
Sentence Variety Syntax Techniques Antithesis Juxtaposition Omission Parallelism Polysyndeton Repetition Reversal Fragment Rhetorical Question Style/Voice Manipulation of Sentence Patterns Experimentation with original forms	Learning Advanced Syntax Techniques <i>LTF</i> pp. 300-303 Grammar Foundation Lesson 1-3 days depending upon number of activities utilized	Magazines, newspapers, advertisement circulars, direct mailers	Students should have access to definitions of syntax terms and examples of each, and have some understand of each technical structure before attempting the activities.	Activity products Identification of literary elements in previously used texts from the 4 th Six Weeks	

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4th Six Weeks

Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Literary Techniques Irony (verbal, situational)	Irony Close Reading Lesson <i>LTF</i> pp.130-133 1 day	Video clips demonstrating verbal and situational irony may be useful	Discussion and detailed explanation, as well as brainstorming examples of each type of irony must occur before independently completing activity on pp. 132-133	PowerPoint presentation of types of irony with different examples Have students illustrate situational or verbal irony in cartoon form Have students collect examples of verbal and situational irony from cartoons	

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4th Six Weeks

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Reading Strategies Determining Main Idea Generalization Inference Paraphrase Summary Literary Elements Diction Theme Tone Composition Types Expository Structural Elements Body (incorporation of quotes, commentary, evidence)	Dialectical Journals <i>LTF</i> pp. 334-337 Ongoing throughout reading of “ <i>Man Without a Country</i> ” or alternative text Foundation Lesson 1-2 days	<i>“Man without a Country”</i> by Edward Everett Hale <i>LTF (PHL)</i> <i>“Give me liberty or give me death!”</i> —Patrick Henry	A focus on thematic ideas will be helpful to students who must complete a writing assignment in which they must agree/disagree with the author’s position. <i>LTF</i> p. 338	Dialectical Journal Graded Discussion challenging or defending author’s position using journals as resource Essay in agreement or disagreement with author’s position	
Reading Strategies Determining Importance Main Idea Generalization Inference Structural Elements Introduction (thesis) Process Generation of Ideas Selection of Topic	Creating Effective Thesis Statements <i>LTF</i> pp. 340-345 Foundation Lesson 1 day	<i>“Man without a Country”</i> by Edward Everett Hale <i>LTF (PHL)</i> <i>“Give me liberty or give me death!”</i> —Patrick Henry	Using the process for developing a thesis is one way to begin finding topics for a persuasive (argumentative) essay dealing with a theme from a text in either a literary or non-literary stance. Using the process is one way to narrow arguments and focus for the essay.	<i>LTF</i> pp. 344-345	

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4th Six Weeks

Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types Persuasive Process Drafting Revision Structural Elements Introduction Body Conclusion	Challenge or Defend <i>LTF</i> pp. 376-378 Foundation Lesson 1 day (more if scaffolding is necessary)	Any text	Use to help students plan or shape their essays. Model using the structure suggested in the book, as well as how the structure could be changed emphasis or variety. Show students how this structure can be used for introductions, body paragraphs, or concluding paragraphs with manipulation of the structure.	Evidence of using model in planning, revision, and/or final essay	

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4th Six Weeks

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types Persuasive Process Prewriting Drafting Revision Structural Elements Introduction Body Conclusion Style/Voice Selection of Detail Vocabulary	Using Logical, Emotional, and Ethical Appeals <i>LTF</i> pp. 468-471 1 day	Student draft	The lesson can be used to shape the essay using one of the appeals, or as a tool for revision by adding or substituting suggested techniques and structures in the essay. The information in this lesson can also be used as a resource to better inform students of the characteristics of logos, pathos, and ethos, and in identifying the type of appeal authors use in text (4 th Six Weeks—Week 3).	Evidence of revision to add or substitute an appeal or structure in final essay	
Composition Types Persuasive	Using Concession and Counterargument	Student draft	Students should experiment with the suggested structure, then make decisions as to the appropriateness of incorporating this rhetorical strategy in their own essay. The advantages and disadvantages of this structure should be discussed, as well as situations in which the structure would best be used.	Activity <i>LTF</i> p. 382 Evidence of revision to add, delete, or substitute relevant techniques and structures in final essay	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types Persuasive Process Revision Style/Voice Selection of Detail	Writing the Argumentative Essay <i>LTF</i> pp. 372-375 Foundation Lesson	Student draft	<p>This checklist should be used for students to evaluate and revise drafts of their essays, as well as a means of peer reviewing essays and giving feedback in a workshop setting. It may also be helpful in developing a grading rubric for this essay with the class.</p> <p>This list should not be used as a structure for the essay, nor for a list of mandatory components of student essays.</p>	Evidence of revision to add, delete, or substitute relevant techniques and structures in final essay	

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5th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Parts of Speech Types of Phrases Reading	Review 1 Day 1 week (on-going)	Review <i>Prentice Hall Writing & Grammar (PHW&G)</i> Poems by Frost and Dickinson <i>Prentice Hall Literature (PHL)</i>	Poetry will be read throughout the lesson.	On-going	
Literary Elements Diction Mood Theme Parts of Speech Phrases Infinitive Prepositional Analysis Meaning and Effect	Diction Analysis through Grammar Study “ <i>The Witch</i> ” <i>Laying the Foundation (LTF)</i> pp. 264-272 Foundation Lesson 3 days	“ <i>The Witch</i> ” <i>LTF</i>	Consider close reading lesson “Uncovering Layers of Meaning”	Informally through teacher observation Formally through handouts <i>LTF</i> pp. 270-272	
Imitation of Stylistic Models Dickinson or Frost	1-2 days	No text		Student-produced poems	

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5th Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Levels of Questions	“Quaker Reading” or “fishbowl” discussion 3-4 days	<i>The October Country</i>	Teacher Guide for Questioning Techniques: <i>AP Vertical Teams Guide for English</i>	Formally: Dialectical Journals (if required). Informally: Teacher Observation.	
Literary Elements Archetype Character Detail Imagery Mood Plot Point of View Setting Theme	So You Want To Be an Author?: A Lesson in Oral Interpretation <i>LTF</i> pp. 404-407 Foundation Lesson 3 days	“ <i>Little Red Riding Hood</i> ” or any fairy tale from <i>PHL</i>	Allow as an in-class writing assignment	Polished draft	
	Continue reading and discussing the short stories	<i>The October Country</i>	On-going reading assignment from last week		

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5th Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Timed Writing	<i>View Something Wicked This Way Comes</i> 1 day	No text	Timed Writing Assignment: Analyze the way in which the relationship between reality and illusion is explored in the film and in one of the short stories you have read.	Writing Rubric Timed Writings	
	Discuss the prompt in class. 1 day				
	Write the thesis statement and gather evidence. 1 day				
	Write the paper. 1 day				

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5th Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Determining Author's Purpose Inference Paraphrase	Understanding Shakespeare—"When icicles hang by the wall" <i>LTF</i> pp. 216-221 2 days	<i>Tales of Shakespeare</i> "When icicles hang by the wall" <i>LTF</i> Shakespeare <i>PHL</i>	If using <i>PHL</i> , some of the lesson questions need to be revised. Consider having students draw what they see in their mind before giving them the imagery chart.	Written or oral explanation of effect structure adds to the poem Imagery chart	
Analytical writing Annotation	Read and analyze the witches' speech from <i>Macbeth</i> (title of film derived from) 1 day Essay Assignment: analyze the ways in which the speech and the film are related through the allusion 2 days	<i>Macbeth LTF</i>	Have students work in pairs to: Brainstorm ideas; Refine thesis statement; Find quotations from film and speech to use as evidence. Have class create a rubric based on successful AP writing.	Writing Rubric Final draft	

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5th Six Weeks

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Revision of Draft	Choose one strategy suggested in “Introductions and Conclusions” <i>LTF</i> pp. 358-363 1 day	Children’s non-fiction books and newspapers	Consider on-line encyclopedia	Intro/Conclusion models Writing Rubric 2 nd Draft	
Thesis Statement	“Creating Effective Thesis Statement” <i>LTF</i> pp. 340-345 1 day (Review)		Check activities for less experienced or more experienced accordingly	Handouts pp. 344-345	
Topic Sentence	“Creating Effective Topic Sentence” <i>LTF</i> pp. 346-351 1 day (Review)			Handouts pp. 350-351	
Composition Gerund Participial	“Filling in the Blanks—Using Modifiers to Provide Detail” <i>LTF</i> pp. 364-366 1 day (Review)		Review Foundation Lesson “Phrase Toolbox” and/or “Sentence Structure Basics” You can also replace lesson with “Writing Workshop” or “Revision and Editing Strategies”	Final Draft Writing Rubric	

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5th Six Weeks

Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading	Read additional short stories from <i>The October Country</i> On-going	<i>The October Country</i>	Students started reading the text in Week 2 and should complete it by the end of Week 5	Dialectical Journal	
Phrases Gerund Prepositional Appositive Participial Infinitive	Have students choose several sentences that are carefully or beautifully crafted by the author. Identify gerund, prepositional, appositive, participial and infinitive phrases. 1 day	<i>The October Country</i>	Using the overhead, lead your classmates through an exercise in which they imitate the style of the sentences	Observation	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Revision of Multiple Drafts	<p>Have students finalize the draft on allusion.</p> <p>Have students type the essay.</p> <p>Have students create a rubric with which to score the paper. Have them take home their papers and allow one or both parents to score the paper using the class rubric.</p> <p>2-3 days</p>		Have students work in groups or pairs instead of having parents score the paper	<p>Writing Rubric</p> <p>Final draft on Allusion</p>	
Pronoun/Antecedent Agreement	<p>“Pronoun/Antecedent Agreement”</p> <p><i>LTF</i> pp. 304-306</p> <p>1 day</p>		Consider having students put together a “Pronoun Book”	<p>Writing Assignment p. 306</p> <p>Pronoun Book</p>	
<p>Close Reading Questions</p> <p>Figurative Language</p> <p>Characterization</p> <p>Levels of Thinking</p> <p>Parts of Speech</p> <p>Analysis of a Text</p>	<p>“Putting It All Together—‘A Mother in Mannville’”</p> <p><i>LTF</i> pp. 58-67</p> <p>5 days</p>	<p>“A Mother in Mannville”</p> <p><i>Webster’s Ninth New Collegiate Dictionary</i></p>	<p>Review Composition</p> <p>Foundation Lesson</p> <p>“Dialectical Journals”</p>	Dialectical Journal	

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Main Idea Generalization Inference Paraphrase Prediction Summary Literary Elements Character Imagery Theme Literary Techniques Symbolism	A Moment in Time— Analyzing a Visual Text <i>Laying the Foundation (LTF)</i> p. 333 1-3 days, depending on how much share time is given for students to show class their picture	Teacher will need to have suggestions of websites, books, etc. for students to find these pictures and will need to ensure beforehand that photos are appropriate	Point of View Foundation Lesson LTF p. 120 should be completed before this lesson so students understand concept of perspective/point of view of the photograph—those IN the photo and the person taking the photo Could be done in less time if students were in partners or groups in order to cut down on sharing time	Writing Rubric and Oral Presentation Rubric Written analysis could account for 50%; oral presentation could account for 50%— assess general writing skills or focus on 2-3 pre-determined facets that students have learned recently	
Reading Comprehension Reading Variety of Texts Understanding Text	****Begin reading <i>Night</i>		Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night's reading	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Comprehension Reading Variety of Texts Understanding Text	Finish reading <i>Night</i> Take final test over <i>Night</i>		Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night's reading	
Reading Strategies Main Idea Generalization Inference Paraphrase Summary Literary Techniques Allusion Elements of Research	Philosophy Cards Grade 8 Lesson <i>LTF</i> pp. 452-455 (1-2 weeks) and Philosopher Research Assignment as described on <i>LTF</i> p. 523 (ongoing for first two weeks, additional outside time for students)		Cards can be used from year-to-year as basis of comparison for all literature read OR, after cards are completed in 6 th Six Weeks, students could then do an analysis of all major texts read in previous Six Weeks. Research paper on specific philosopher can be done after cards are completed.	Writing Rubric for Paper Rubric created for cards Major grade for research, presentation and comparison to literature paper	
Literary Elements Tone Parts of Speech Clauses Independent/Dependent Phrases Absolute/Appositive Gerund/Infinitive Participial/Prepositional Sentences Structure Analysis of Text	Parts of Speech, Phrases, Clauses and Sentences <i>LTF</i> pp. 286-290 Foundation Lesson 2-6 days		Students' ability to complete this lesson is largely based on prior knowledge of the multiple grammar terms listed. If students do not know the terms, additional teaching will be required and this could be a lesson that is extended for weeks, possibly 1-2 questions per day as a "warm-up." If students already know the terms, lesson can probably be completed in 2-3 days.	Depending on how many days are devoted to the lesson, this could account for numerous daily grades, 1-2 quiz grades, or 1 major grade for entire assignment	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Comprehension Reading Variety of Texts Understanding Text	Begin reading <i>The Diary of Anne Frank</i> Prentice Hall Literature (PHL) dramatic version	Begin reading <i>The Diary of Anne Frank PHL</i>	Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night's reading	
Phrases Appositives Participles Absolutes Clauses Subordinate Dependent	Subordination Techniques LTF pp. 292-264 Foundation Lesson 3-4 days to introduce, reinforced throughout the year		Number of days depends on background knowledge of terms introduced Text in lesson is from <i>Where the Red Fern Grows</i> ...teacher could probably find similar sample in a text more relevant to the topics being studied		
Connect/Compare Ideas and Texts Inquiry/Research Writing for a Purpose	Continue Philosophy Cards LTF p. 452 (1-2 weeks) and Philosopher Research Assignment as described on p. 523 ongoing for first 2 weeks, additional outside time for students		Cards can be used from year-to-year as basis of comparison for all literature read OR, after cards are completed in 6 th Six Weeks, students could then do an analysis of all major texts read in previous Six Weeks. Research paper on specific philosopher can be done after cards are completed.	Writing Rubric for Paper Rubric created for cards Major grade for research, presentation and comparison to literature paper	

(continued)

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Writing/Grammar/ Usage of Multiple Parts of Speech Phrases Clauses	Continue (if needed) Parts of Speech, Phrases, Clauses and Sentences <i>LTF</i> p. 286 2 days up to 2 weeks		Students' ability to complete this lesson is largely based on prior knowledge of the multiple grammar terms listed. If students do not know the terms, additional teaching will be required and this could be a lesson that is extended for weeks, possibly 1-2 questions per day as a "warm-up." If students already know the terms, lesson can probably be completed in 2-3 days.	Depending on how many days are devoted to the lesson, this could account for numerous daily grades, 1-2 quiz grades, or 1 major grade for entire assignment	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Writing/Grammar/ Usage Dependent Clauses Appositives Participles Absolutes	Continue Subordination Techniques <i>LTF</i> p. 292 3-4 days to introduce, reinforced throughout the year		Number of days depends on background knowledge of terms introduced Text in lesson is from <i>Where the Red Fern Grows</i> —teacher could probably find similar sample in a text more relevant to the topics being studied		
Reading Comprehension Reading Variety of Texts Understanding Text	Continue reading <i>The Diary of Anne Frank</i>		Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night's reading	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Editing/Revision	Revision and Editing Strategies <i>LTF</i> p. 388 Foundation Lesson 1-2 days, depending on number of focus activities desired and turn in final draft of research project		Using student research papers—either the Holocaust research topic suggested (p. 523) or the Philosopher’s Research Project—students can revise papers using suggestions found on pp. 388-391	Teacher could take grade on specific revision tasks by comparing first draft and revised draft and/or a major grade for entire project	
Reading Comprehension Reading Variety of Texts Understanding Text	Finish reading <i>The Diary of Anne Frank</i>		Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night’s reading	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Editing/Revision	Finish Revision and Editing Strategies <i>LTF</i> p. 388 3-4 days, depending on number of focus activities desired Edit for grammar/mechanics Turn in/share final papers		Using student research papers—either the Holocaust research topic suggested (p. 523) or the Philosopher’s Research Project—students can revise papers using suggestions found on pp. 388-391	Teacher could take grade on specific revision tasks by comparing first draft and revised draft and/or a major grade for entire project	
Reading Comprehension Reading Variety of Texts Understanding Text	Finish reading <i>The Diary of Anne Frank</i>		Reading will continue for 2-3 weeks in addition to other activities taking place. Novel can be read/discussed in class and/or students can read independently at home each night.	Class discussions to check for understanding, content quizzes every few days, journal entries relating to previous night’s reading Final test over play	