

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Eighth

LENGTH OF COURSE: Seventy minutes per day for ninety days

FREQUENCY OF INSTRUCTION:

Shared reading – daily
Writing – Two to four times per week
Independent Reading – daily
Word Study/Vocabulary – daily
Read Aloud – daily
Independent Reading – daily

TEXT:

High School Handbook (Holt, Rinehart and Winston), 1995
Literature Timeless Voice Timeless Themes (Prentice Hall), 2001
Pursuits (Scott, Foresman and Company), 1984
Warriner's English Grammar and Composition (Harcourt Brace Jovanovich), 1986
Writing and Grammar Communication in Action (Prentice Hall), 2001
Supplemental readings – See Appendix A

COURSE DESCRIPTION:

The eighth grade communications curriculum is designed to equip students with the skills needed for successful written and verbal communication. It encompasses two classes: English and reading, which are held daily for one semester. The English curriculum focuses on writing and grammar and gives the students a taste of a wide variety of literature. The reading curriculum focuses on the application of reading skills and literary terms to specific literary pieces. The classroom environment supports students at their instructional level and provides opportunities for continued development.

PHILOSOPHY:

The eighth grade communications curriculum provides all students with meaningful, authentic experiences in reading, writing, speaking, and listening. In order to ensure students' proficiency, utilizing the Pennsylvania Standards in Reading, Writing, Speaking and Listening, the following divisions have been established to assist the students in this process:

READING: *Through a balanced approach to literature, students develop an understanding and appreciation of genres, authors, literary elements in various types of texts, and the relationship of all literature to the students' heritage in a rapidly changing, multi-cultural society.*

WRITING: *Through a process approach, students will learn basic writing skills with an emphasis upon effective sentence writing, paragraph construction, and multi-paragraph essay development. Grammatical terminology is taught as a vehicle for good writing.*

SPEAKING: *The development of confidence and competence in addressing individuals and small and large groups is utilized in the classroom.*

LISTENING: *The development of active listening skills which heighten the students' ability to appreciate literature and presentations and to respond to directions is addressed in the classroom.*

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DATE OF REVISION:

2006

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Course: Communications

Grade Level: Grade 8

Unit: Reading independently

PA Standards 1.1.A
 1.1.B
 1.1.C
 1.1.D
 1.1.E
 1.1.F
 1.1.G
 1.1.H

Topics:	Skills:
<p>Learning to read independently</p>	<ul style="list-style-type: none"> A. Before reading locate appropriate texts (narrative, information, documents) for an assigned purpose B. Identify and use common organizational structures and graphic features to comprehend information C. Use root words, context clues and glossaries to understand specialized vocabulary during reading, speaking and writing D. Identify the basic ideas and facts in text using specific strategies (see Strategies) E. Identify and correctly use idioms and words with literal and figurative meanings by using reference material F. Apply key vocabulary and utilize across curriculums G. Differentiate between fiction and nonfiction texts, including public documents <ul style="list-style-type: none"> • Make assertions with support from the text • Compare and contrast text using themes, settings, characters, and ideas • Relate ideas, topics, or information to personal experience • Describe the context of a document • Understand and interpret positions, arguments, and evidence in public documents H. Demonstrate fluency and comprehension in reading <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy • Self-correct during reading • Use appropriate rhythm, flow, meter, and pronunciation • Read a variety of genres and types of text • Demonstrate comprehension

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Activities:	Performance Assessments:
<p>Choral reading Echo reading Graphic organizers Independent reading Informational text Internet searches Narrative text, both fiction and non-fiction Note-taking Outlining Paired reading Prediction Reciprocal teaching Repeated reading Response journals Shared reading Summarizing Think aloud/along Vocabulary (etymology, word wall) Vocabulary (etymology, word wall)</p>	<p>Teacher observations Teacher-made assessment Written response to questions Comprehension rubrics Cloze procedures Journal writing Book projects or reports Portfolios Logs Monitoring comprehension strategies Word Wall Project Computer lesson Character Collage End of year assessment</p>

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Course: Communications

Grade Level: Grade 8

Unit: Reading Critically in all Content Areas

PA Standard 1.2.A
1.2.B
1.2.C

<p>Topics:</p> <p>Reading critically in all content areas</p>	<p>Skills:</p> <p>A. Read and understand essential content of informational texts and documents in all academic areas</p> <ul style="list-style-type: none"> • Differentiate fact from opinion across texts, including non-traditional texts • Distinguish between essential and nonessential information across a variety of texts, including a variety of media, identifying bias and propaganda where present • Draw inferences based on a variety of information sources • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's thesis, accuracy, and thoroughness <p>B. Use and understand a variety of media and evaluate the quality of material produced</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented • Analyze the techniques of particular media messages and their effect on a targeted audience • Use, design, and develop media project that expands understanding (e.g., authors and works from a particular historical period) <p>C. Produce work in at least one literary genre that follows the conventions of that genre</p>
<p>Activities:</p> <p>Active listening strategies Drawing inferences Following directions Idioms Informational text Internet searches KWL charts Narrative text both fiction and non-fiction Outlining Poetry PSSA Review Workbook Question generating Reciprocal teaching</p>	<p>Performance Assessments:</p> <p>Teacher observations Teacher-made assessments Written response to questions Rubrics Journal writing Book projects or reports Portfolios Logs Written Outlines KWL charts Essays</p>

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Activities: (continued)	
Response journals Restrictive and nonrestrictive clauses SQ3R Summarizing Vocabulary (etymology, word wall)	

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Course: Communications

Grade Level: Grade 8

Unit: Reading, Analyzing and Interpreting Literature

PA Unit: 1.3.A
1.3.B
1.3.C
1.3.D
1.3.E
1.3.F

<p>Topics:</p> <p>Reading analyzing and interpreting literature</p>	<p>Skills:</p> <p>A. Read and understand works of literature</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, theme, plot, and point of view, tone, style</p> <p>C. Analyze the effect of literary devices</p> <ul style="list-style-type: none"> • Sound technique (e.g., rhyme, rhythm, meter, alliteration) • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion) <p>D. Identify poetic forms (e.g., ballad, sonnet, couplet)</p> <p>E. Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama</p>
<p>Activities:</p> <p>Character comparison</p> <p>Character connection</p> <p>Informational text</p> <p>Internet searches</p> <p>Letter-writing, friendly</p> <p>Narrative text, fiction and non-fiction</p> <p>Perform dramas</p> <p>Poetry mini lessons</p> <p>Poetry read aloud</p> <p>Problem/solution outline</p> <p>Question generating</p> <p>Readers' theater</p> <p>Role playing</p> <p>Shared reading</p> <p>Venn diagram</p>	<p>Performance Assessments:</p> <p>Teacher observations</p> <p>Teacher-made assessments</p> <p>Written response to questions</p> <p>Rubrics</p> <p>Cloze procedures</p> <p>Journal writing</p> <p>Book projects or reports</p> <p>Portfolios</p> <p>Logs</p> <p>Essays</p> <p>End of year assessment</p>

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Course: Communications

Grade Level: Grade 8

Unit: Writing

PA Standards: 1.4.A
1.4.B
1.4.C

Topics:	Skills:
Types of writing	<ul style="list-style-type: none"> A. Write poems, plays, and short stories <ul style="list-style-type: none"> • Apply varying organizational methods • Use relevant illustrations • Utilize dialogue • Apply literary conflict • Include literary elements (Standard 1.3.8B) • Use literary devices (Standard 1.3.8C) B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports and instructions, articles, interviews) <ul style="list-style-type: none"> • Include cause and effect • Develop a problem and solution when appropriate to the topic • Use relevant graphics such as maps, charts, graphs, tables, illustrations, and photographs • Use primary and secondary sources C. Write persuasive pieces <ul style="list-style-type: none"> • Include a clearly stated opinion or position • Include convincing, elaborated and properly cited evidence • Develop reader interest • Anticipate and counter reader concerns and arguments D. Maintain a written record of activities, course work, experience, honors, and interests
Activities:	Performance Assessments:
Alphabet poems Analytical writing Book reports Book reviews Creative writing Descriptions Graphic organizers Informational writing Interviews Journals (double entry, response, personal) Mirror writing Narrative writing Newsletters Paragraphs Persuasive writing	Teacher observations Teacher-made assessments Written response to questions Rubrics Journal writing Book projects or reports Portfolios Logs Essays John Collins

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Activities: (continued)	
Quick writes Reflective writing Reports Scripts for Readers' Theater Story prompts Venn diagrams Writer's workshop	

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Course: Communications

Grade Level: Grade 8

Unit: Writing

PA Standards: 1.5.A
1.5.B
1.5.C
1.5.D
1.5.E
1.5.F
1.5.G

Topics:	Skills:
Quality of writing	<ul style="list-style-type: none"> A. Write with a sharp, distinct focus <ul style="list-style-type: none"> • Identify topic, task, and audience • Establish a single point of view B. Write using well-developed content appropriate for the topic <ul style="list-style-type: none"> • Gather, determine validity and reliability of, and organize information • Employ the most effective format for purpose and audience • Write paragraphs that have details and information specific to the topic and relevant to the focus C. Write with controlled and/or subtle organization <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions • Establish topic and purpose in the introduction • Reiterate the topic and purpose in the conclusion D. Write with an understanding of the stylistic aspects of composition <ul style="list-style-type: none"> • Use different types and lengths of sentences • Use tone and voice through the use of precise language E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice F. Edit writing using the conventions of language <ul style="list-style-type: none"> • Spell common, frequently used words correctly • Use capital letters correctly • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses)

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	<p>Skills: (continued)</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative) <p>G. Present and/or defend written work for publication when appropriate</p>
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Book reviews Composition Descriptions Graphic organizers Interviews Journals (double entry, response, personal) Mirror writing Newsletters Outlining Paragraphs Poetry Quick writes Readers' Theater Rewrite Story prompts Stream of consciousness writing Structurally sound multi-paragraph Well-developed paragraph Well-developed sentences, utilizing the four sentence structure of the English language Writer's workshop</p>	<p>Teacher observations Teacher-made assessments Written response to questions Rubrics Response journals Book projects or reports Portfolios John Collins Logs Essays End of year assessment</p>

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Course: Communications

Grade Level: Grade 8

Unit: Speaking and Listening

PA Standards: 1.6.A
1.6.B
1.6.C
1.6.D
1.6.E
1.6.F

Topics:	Skills:
Speaking and listening	<ul style="list-style-type: none">A. Listen to others<ul style="list-style-type: none">• Ask probing questions• Analyze information, ideas, and opinions to determine relevance• Take notes when neededB. Listen to selections of literature (fiction and/or nonfiction)<ul style="list-style-type: none">• Relate them to previous knowledge• Predict contents/events• Summarize events and identify the significant points• Identify and define new words and concepts• Analyze the selectionsC. Speak using skills appropriate to formal speech situation<ul style="list-style-type: none">• Use complete sentences• Pronounce words correctly• Adjust volume to purpose and audience• Adjust pace to convey meaning• Add stress (emphasis) and inflection to enhance meaningD. Contribute to discussions<ul style="list-style-type: none">• Ask relevant, probing questions• Respond with relevant information, ideas, or reasons in support of opinions expressed• Listen to and acknowledge the contributions of others• Adjust tone and involvement to encourage equitable participation• Clarify, illustrate, or expand on a response when asked• Present support for opinions• Paraphrase and summarize when promptedE. Participate in small and large group discussions and presentations<ul style="list-style-type: none">• Initiate everyday conversation

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	<p>Skills: (continued)</p> <ul style="list-style-type: none"> • Select a topic and present an oral reading • Conduct interviews as part of the research process • Organize and participate in informal debates <p>F. Use media for learning purposes</p> <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate or sometimes biased • Analyze the role of advertising in the media • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Debates Discuss writing Effective communication skills Effective listening skills Effective use and understanding of informal debate techniques Following oral directions Graphic organizers Improvisational role playing Interviews Literature circles Oral book reports Performing plays Readers' Theater</p>	<p>Teacher observations Teacher-made assessments Written response to questions Rubrics Book projects or reports Oral presentations</p>

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Course: Communications

Grade Level: Grade 8

Unit: Characteristics and Functions of
the English Language

PA Unit: 1.7.A
1.7.B
1.7.C

Topics:	Skills:
Characteristics and functions of the English language	<ul style="list-style-type: none"> A. Describe the origins and meanings of common, learned, and foreign words used frequently in the English language (e.g., <i>carte blanche</i>, <i>faux pas</i>). B. Analyze the role and place of standard American English in speech, writing, and literature C. Identify new words that have been added to the English language over time
Activities:	Performance Assessments:
<ul style="list-style-type: none"> Etymology Dictionary skills Semantic mapping Vocabulary building Vocabulary in context 	<ul style="list-style-type: none"> Teacher observations Teacher-made assessments Written response to questions Cloze procedures End of year assessment Word wall project

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Course: Communications

Grade Level: Grade 8

Unit: Research

PA Standards: 1.8

<p>Topics:</p> <p>Research</p>	<p>Skills:</p> <p>A. Select and refine a topic for research</p> <p>B. Locate information using appropriate sources and strategies</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources • Evaluate the importance and quality of the sources • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases) • Use table of contents, indices, key words, cross-references, and appendices • Use traditional and electronic search tools <p>C. Organize, summarize, and present the main ideas from the research</p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project • Take relevant notes from sources • Develop a thesis statement based on research • Give precise, formal credit for the ideas, images or information of others using a standard method of documentation • Use formatting techniques to create an understandable presentation for a designated audience
<p>Activities:</p> <p>(Refer to Library Curriculum for additional activities)</p> <p>Bibliographies</p> <p>Development and analysis of information to support a premise or thesis statement</p> <p>Development of a thesis statement</p> <p>Graphic organizers</p> <p>Internet search skills</p> <p>Interviews</p> <p>Library resources</p> <p>Note-taking</p> <p>Outlines</p>	<p>Performance Assessments:</p> <p>Teacher observations</p> <p>Outlines</p> <p>Reports</p> <p>Teacher-made assessments</p> <p>Written response to questions</p> <p>Rubrics</p> <p>Journal writing</p> <p>Book projects or reports</p> <p>Portfolios</p> <p>Bibliography</p> <p>Research reports</p> <p>Thesis Statement</p>

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APPENDIX A

Supplemental Reading List for Eighth Grade:

<u>AUTHOR</u>	<u>TITLE</u>
Avi	<i>The Adventures of Charlotte Doyle</i>
Baroness Orczy	<i>The Scarlett Pimpernel</i>
Brickhill, Paul	<i>The Great Escape</i>
Christie, Agatha	<i>And Then There Were None</i>
Conan Doyle, Sir Arthur	<i>The Adventures of Sherlock Holmes</i>
Cooney, Caroline B.	<i>The Face on the Milk Carton</i>
Crichton, Michael	<i>Jurassic Park</i>
du Maurier, Daphne	<i>Rebecca</i>
Halse Anderson, Laure	<i>Fever 1793</i>
Hamilton, Edith	<i>Hamilton's Mythology</i>
Hiassen, Carol	<i>Hoot</i>
Hinton, S.E.	<i>That Was Then, This is Now</i>
Homer	<i>Homer's Odyssey</i>
Knowles, John	<i>A Separate Peace</i>
Lipstyle, Robert	<i>Summer Rules</i>
Louis Stevenson, Robert	<i>Dr. Jekyll and Mr. Hyde</i>
Lowry, Lois	<i>The Giver</i>
Magorian, Michelle	<i>Good Night Mr. Tom</i>
Mazer, Harry	<i>Snowbound</i>
O'Dell, Scott	<i>Sara Bishop</i>
Raskin, Ellen	<i>The Wrestling Game</i>
Reilly Ciff, Patricia	<i>Pictures of Hollis Woods</i>
Shelly, Mary	<i>Frankenstein</i>
Tolan, Stephanie S.	<i>Surviving the Applewhites</i>
Tolkien. J.R.	<i>The Hobbit</i>
Various	<i>Fifteen One Act Plays</i>
Various	<i>O'Henry Award Plays</i>
Various	<i>Point of Departure</i>
Various	<i>Stepping Stones</i>
Various	<i>Twenty-four One Act Plays</i>
Voigt, Cynthia	<i>Izzy, Wily Nilly</i>
Wells, H. G.	<i>The Invisible Man</i>
White, Robb	<i>Deathwatch</i>
Zindel, Paul	<i>The Pigman</i>
Zindel, Paul	<i>The Pigman Legacy</i>

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APPENDIX B READING ASSESSMENT ANCHOR GLOSSARY

Accuracy:	Correctness or precision.
Affix:	One or more letters occurring as a bound form attached to the beginning or end of a word or base and serving to produce a derivative word or an inflection form (e.g., a prefix or suffix).
Alliteration:	The repetition of initial consonant sounds in neighboring words.
Allusion:	An implied or indirect reference in literature to a familiar person, place or event.
Analysis:	The process or result of identifying the parts of a whole and their relationships to one another.
Antonym:	A word that is the opposite of another word (e.g., hot-cold, night-day).
Appositive:	Also called apposition; a grammatical construction in which two usually adjacent nouns having the same referent stand next to one another; often separated by commas (e.g., "My father, Ned, worked for NASA.").
Assertion:	A declaration, statement, allegation or claim.
Author's Purpose:	The author's intent either to inform or teach someone about something, to entertain people, or to persuade or convince their audience to do or not do something.
Author's Thesis:	The topic and a specific feeling or idea associated with it. The thesis can be directly stated or implied in the examples and illustrations used by the author.
Autobiography:	The story of a person's life written by himself or herself.
Bias:	A judgment based on a personal point of view.
Biography:	The story of a person's life written by someone other than the subject of the work.
Cause and Effect:	Cause statements stem from actions and events, and effects are what happen as a result of the action or event.
Characterization:	The method an author uses to reveal his characters and their various personalities.
Climax:	The turning point in a narrative, the moment when the conflict is at its most intense. Typically, the structure of stories, novels and plays is one of rising action, in which tension builds to the climax.
Compare:	Place together characters, situations or ideas to show common or differing features in literacy selections.

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Compound Word:	A word composed of two or more smaller words, the definition of which is a combination of the definitions of the smaller words (e.g., wallpaper).
Conclusion:	The ending of the story or the summarization of ideas or closing argument in nonfictional texts.
Conflict/Problem:	A struggle or clash between opposing characters, forces, or emotions.
Content Specific Words:	Core vocabulary that is peculiar to an academic discipline or subject. For example the word precipitation is related to the discipline of a science as it relates to weather.
Context clues	Information from the reading that identifies a word or group of words.
Contrast:	To compare or appraise differences.
Conventions of Language:	Mechanics, usage and sentence completeness.
Descriptive Text:	Descriptive writing is intended to allow a reader to picture the scene or setting in which the action of a story takes place.
Dialogue:	In its widest sense, dialogue is simply conversation between people in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.
Differentiate:	Distinguish, tell apart and recognize differences between two or more items.
Editorials:	A newspaper or magazine article that gives the opinions of the editors or publishers; an expression of opinion that resembles such an article.
Epic:	A long narrative poem about the adventures of a hero of great historic or legendary importance.
Evaluate:	To examine and to judge carefully.
Exaggeration:	To make an overstatement or to stretch the truth.
Explanatory Sentence:	A sentence that explains something (i.e. passage, paragraph, word).
Explicit:	Referring to a specific text that is included in the reading passage or in the directions.
Expository Text:	Text written to explain and convey information about a specific topic. Contrasts with narrative text.
Fable:	Narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables.
Fairy Tale:	Short narratives featuring mythical beings such as fairies, elves and sprites. These tales originally belonged to the folklore of a particular nation or region, such as those collected in Germany by Jacob and Wilhelm Grimm.
Fallacies of Logic:	See propaganda techniques.

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Fiction:	Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author.
Figurative language:	Language that cannot be taken literally since it was written to create a special effect or feeling.
First Person:	The "first person" or "personal" point of view relates events as they are perceived by a single character. The main character "tells" the story and may offer opinions about the action and characters that differ from those of the author.
Flashback:	A device used in literature to present action that occurred before the beginning of the story. Flashbacks are often introduced as the dreams or recollections of one or more characters.
Fluency:	The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.
Focus:	The center of interest or attention.
Folktales:	A story originating in oral tradition. Folktales fall into a variety of categories, including legends, ghost stories, fairy tales, fables and anecdotes based on historical figures and events.
Foreshadowing:	A device used in literature to create expectation or to set up an explanation of later developments.
Free Verse:	Poetry that lacks regular metrical and rhyme patterns but that tries to capture the cadences of everyday speech. The form allows a poet to exploit a variety of rhythmical effects within a single poem.
Generalization:	A conclusion, drawn from specific information, that is used to make a broad statement about a topic or person.
Genre:	A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
Graphic organizer:	A diagram or pictorial device that shows relationships.
Headings, Graphics and Charts:	Any visual cues on a page of text that offer additional information to guide the reader's comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.
Homophone:	One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare).

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Hyperbole:	An exaggeration or overstatement (e.g., <i>I was so embarrassed I could have died</i>).
Idiomatic Language:	An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., <i>Let's get on the ball</i>).
Imagery:	A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing and smell; figurative language. The use of images serves to intensify the impact of the work.
Implicit:	Meaning which, though unexpressed in the literal text, may be understood by the reader; implied.
Inference:	A judgment based on reasoning rather than on direct or explicit statement. A conclusion based on facts of circumstances; understandings gained by "reading between the lines".
Inflectional Ending:	A form, suffix or element added to the end of a word that changes the form of the word to mark such distinctions as those of case, gender, number, tense, person, mood or voice.
Informational Text:	It is nonfiction, written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals, etc.).
Irony:	The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.
Legends:	A story about mythical or supernatural beings or events, or a story coming down from the past, especially one popularly regarded as historical although not verifiable.
Limerick:	A light or humorous verse form of five lines, of which lines 1, 2 and 5 rhymes and lines 3 and 4 rhyme.
Limited view:	In literature, a speaker is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker. If the speaker is unable to know what is in any character's mind but his or her own, this is called limited view.
Literary conflict:	The struggle that grows out of the interplay of the two opposing forces in the plot.
Literary devices:	Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
Literary elements:	The essential techniques used in literature (e.g., characterization, setting, plot, theme).
Literary Nonfiction:	Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel writing, biography, memoir, and the essay.

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Main Idea:	The main idea is the author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph.
Metaphor:	A figure of speech that expresses an idea through the image of another object. Metaphors suggest the essence of the first object by identifying it with certain qualities of the second object. An example is "But soft, what light through yonder window breaks? It is the east, and Juliet is the sun" in William Shakespeare's <i>Romeo and Juliet</i> . Here, Juliet, the first object, is identified with qualities of the second object, the sun.
Meter:	The repetition of stressed and unstressed syllables in a line of poetry.
Mood:	The prevailing emotions of a work or of the author in his or her creation of the work. The mood of a work is not always what might be expected on its subject matter.
Multiple-meanings words:	Words that have several meanings depending upon how they are used in a sentence.
Narrative:	Text which conveys a story or which relates events or dialogue; contrast with expository text.
Nonfiction:	Prose writing that is not fictional; designed primarily to explain, argue, instruct, or describe rather than entertain. For the most part, its emphasis is factual.
Omniscient:	The narrative perspective from which a literary work is presented to the reader from a "godlike" perspective, unrestricted by time or place, from which to see actions and look into the minds of characters. This allows the author to comment openly on characters and events in the work.
Onomatopoeia:	The use of words whose sounds express or suggest their meaning. In its simplest sense, onomatopoeia may be represented by words that mimic the sounds they denote such as "hiss" or "meow".
Paraphrase:	Restate text or passage in other words, often to clarify meaning or show understanding.
Pattern book:	A book with a predictable language structure and often written with predictable text; also known as predictable book.
Personification:	An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>).
Phonics:	The relationship between letters and sounds fundamental in beginning reading.
Plot:	The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.
Poetic Purpose:	Text with literary devices and language peculiar to poetry (e.g., stanza, rhyme, meter, etc.).

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Poetry:	In its broadest sense, writing that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery, connotative and concrete words. Some poetry has a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning (figurative language). It may also make use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery.
Point of view:	The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
Possessive:	A form of a noun or pronoun that indicates possession. In English the possessive of singular nouns is usually formed by the addition of an apostrophe and "s".
Prefix:	A Prefixes are groups of letters that can be placed before a word to alter its meaning.
Print Media:	Print media include such forms as newspapers, periodicals, magazines, books, newsletters, advertising, memos, business forms, etc.
Problem/Solution:	An organizational structure in nonfiction texts, where the author typically presents a problem and possible solutions to it.
Propaganda Techniques and Persuasive Tactics:	<p>Propaganda techniques and persuasive tactics are used to influence people to believe, buy, or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.</p> <ol style="list-style-type: none">1. Name-calling is an attack on a person instead of an issue.2. A bandwagon appeal tries to persuade the reader to do, think or buy something because it is popular or because "everyone" is doing it.3. A red herring is an attempt to distract the reader with details not relevant to the argument.4. An emotional appeal tries to persuade the reader by using words that appeal to the reader's emotions instead of to logic or reason.5. A testimonial attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement).6. Repetition attempts to persuade the reader by repeating a message over and over again.7. A sweeping generalization (stereotyping) makes an oversimplified statement about a group based on limited information.8. A circular argument states a conclusion as part of the proof of the argument.9. An appeal to numbers, facts, or statistics attempts to persuade the reader by showing how many people think something is true.
Public Document:	A document that focuses on civic issues or matters of public policy at the community level and beyond.
Reading Critically:	Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity, or worth of what is read, based on sound criteria.
Reading Rate:	The speed at which a person read, usually silently.

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Research:	A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
Resolution:	The portion of a story following the climax, in which the conflict is resolved. The resolution of Jane Austen's <i>Northanger Abbey</i> is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."
Retell:	A child is asked to recount in her/his own words a story or article that has just been read. The exercise encourages the youngster to think conceptually and look at the bigger picture, but also include details of character, plot, setting, conflict and resolution or main ideas and important supporting details.
Rhyme:	Identical or very similar recurring final sounds in words usually at the end of line of a poem.
Rising Action:	The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.
Root Word:	A root word is one to which prefixes and suffixes can be added to form different words. These new words are derived from the root word and are called derivatives or derivations. The root word <i>help</i> , for example, can be built up into the derivatives <i>helpful</i> , <i>unhelpful</i> , <i>helpless</i> , <i>helper</i> and more.
Satire:	A literary tone used to ridicule or make fun of human vice or weakness.
Self-monitor:	A comprehension strategy: knowing or recognizing when what one is reading or writing is not making sense.
Semantics:	The study of meaning for language.
Setting:	The time and place in which a story unfolds.
Simile:	A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats likes a bird.</i>).
Sonnet:	A lyric poem of fourteen lines whose rhyme scheme is fixed. The rhyme scheme in the Italian sonnets of Petrarch is <i>abbaabba cadecde</i> . The Petrarchian sonnet has two divisions: the first is of eight line (the octave), and second is of six line (the sestet). The rhyme scheme of the English, or Shakespearean sonnet is <i>abab cdcd efef gg</i> .
Sources:	Primary Source: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching (e.g., letters, journals). Secondary Source: Text and/or artifacts used when researching that are derived from something original (e.g., biographies, magazine articles, research papers).
Story Maps:	A visual representation of a story that provides an overview including characters, setting, the problem, and resolution or ending.

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Subject Area:	An organized body of knowledge; a discipline; a content area.
Suffix:	Suffixes are groups of letters placed after a word to modify its meaning or change it into a different word group, from an adjective to an adverb, etc.
Summarize:	To capture all the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and - as much as possible – in the readers own words.
Style:	How an author writes; an author’s use of language; its effects and appropriateness to the author’s intent and theme.
Symbolism:	A device in literature where an object represents an idea.
Synonym:	One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).
Syntax:	The pattern of structure of word order in sentences, clauses and phrases.
Target Words:	Words that students are expected to know. Often students are asked to identify other words that are antonyms and synonyms of target words. Sometimes students are asked to identify the meaning of a target words given in context.
Text Structure:	The author’s method of organizing a text. Literary Structure: An organizational structure found in fiction or literary nonfiction (e.g., foreshadowing, flashback). Nonfiction Structure: An organizational structure found in nonfiction (e.g., sequence, question-answer, cause-effect, problem-solution, etc.).
Theme:	A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.
Thesis:	The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
Third Person:	A perspective in literature, the “third person” point of view presents the events of the story from outside of any single character’s perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters’ minds or motivations.
Tone:	The attitude of the author toward the audience and characters (e.g., serious or humorous).
Validity:	Refers to statements that have the appearance of truth or reality.
Venn Diagrams:	The Venn diagram is made up of two or more overlapping circles. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, events, processes and major ideas between two texts etc.
Voice:	The fluency, rhythm and liveliness in writing that make it unique to the writer.