### Enduring Understandings:

A culture’s history and social realities and an individual’s experience and imagination can all contribute to one’s sense of fear.

### Essential Question:

What makes something frightening?

### Interdisciplinary Connections:

The student will integrate elements of effective writing to develop engaging and focused text.

### Targeted Standards, in addition to the constant standards

### Reading—Literary Text

- HI-2: Identify various genres of fiction based upon their characteristics.
- HI-3: Formulate and confirm predictions about text for accuracy.
- HI-5: Generate clarifying questions.
- HI-12: Determine the author’s point of view and/or state or implied purpose (i.e., to inform, to persuade, to entertain).
- HI-15: Analyze the motivations of the major and minor characters in a fictional text.
- HI-16: Describe the setting from a fictional text.
- HI-17: Describe the plot and its components. (e.g., main events, conflict, rising action, climax, falling action and resolution.)
- HI-18: Relate illustrations to fictional text.
- HI-20: Compare, contrast, and describe the connection between two settings within a fictional text.
- HI-35 Interpret figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection.

### Writing—Narrative Focus

- HI-1: Write one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.
- HI-5: Write a business document (e.g., letter, email, memo, and envelope) in a conventional form.
- HI-3 Use capitalization at the beginning of sentences, proper nouns, the pronoun “I”, proper adjectives, titles, and abbreviations.
- HI-11: Use transitions and paragraph breaks to indicate an organizational structure.
- HI-17: Use sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) construction forms.
- HI-20: Include a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.
- HI-2: Use quotation marks to punctuate dialogue, titles, and exact words from sources.
- HI-8: Use a variety of paragraph strategies. (e.g., topical, chronological, cause and effect)
- HI-9: Add transitional words and phrases to the draft in order to clarify meaning.
- HI-14: Use a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).
- HI-15: Use a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.
**Constant Standards – taught throughout the year**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>HI-1</td>
<td>Read and classify words in conceptual categories and provide rationale for classification.</td>
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<tr>
<td>HI-9</td>
<td>Analyze words based on a continuum of intensity.</td>
</tr>
<tr>
<td>HI-10</td>
<td>Analyze the relationship of a words pair. (i.e., analogy)</td>
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**Listening and Speaking** – Dramatic Reading

**V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.

HI-4: Sequence events from read-alouds, presentations and conversations.

HI-5: Summarize main ideas/concepts and key points/details of presentations.

HI-9: Request specific details, examples, and information to clarify ideas and concepts.

**V-LS-2:** Express orally his or her own thinking and ideas.

HI-2: Present dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression.

HI-6: Share a personal experience/story with descriptive language supported by details and examples in complete sentences.

**Language – Grammar**

**V-L-1:** Identify and apply conventions of standard English in his or her communications. (Modifiers, adjectives, adverbs)

- Produce a series of adjectives in the correct order (e.g., quantity/size/shade/color).
- Use sensory/personality adjectives.
- Use a noun as a modifier.
- Use demonstrative adjectives.
- Define and use proper adjectives with nouns.
- Use indefinite adjectives.

**V-L-2:** Acquire English language vocabulary and use it in relevant contexts.

HI-1: Read and classify words in conceptual categories and provide rationale for classification.

HI-9: Analyze words based on a continuum of intensity.

HI-10: Analyze the relationship of a words pair. (i.e., analogy)

**V-R-2:** Identify and manipulate the sounds of the English language and decode words.

HI-5: Apply knowledge of inflectional ending, to include regular and irregular forms, in context.

HI-8: Apply knowledge of basic syllabication rules when decoding unfamiliar words in content area text.

**V-R-3:** Read with fluency and accuracy.

HI-1: Read grade-level text aloud with 90% comprehension.

HI-2: Read grade-level text silently with 90% comprehension.

**V-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.

HI-1: Compare and contrast fiction and nonfiction.

HI-4: Answer literal, inferential, prediction, evaluation, and/or personal response questions about text.

HI-7: Summarize connections to text while reading. (e.g., text-to-text, text-to-self, and text-to-world)

HI-8: Summarize the main idea (explicit or implicit) and supporting details in text.

HI-14 Draw conclusions from information implied or inferred in a literary selection.

HI-23: Locate information in print and electronic reference sources. (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.)

**V-W-2:** Identify and apply conventions of standard English in his or her communications.

HI-3 Use capitalization at the beginning of sentences, proper nouns, the pronoun "I", proper adjectives, titles, and abbreviations.

HI-12: Use various subjects in sentences in a variety of writing applications.

HI-13: Use verb tenses (simple, progressive, and perfect) in a variety of writing applications.

HI-14: Use subject-verb agreement in sentences in a variety of writing applications.

**V-W-3:** Use the steps of the writing process as a writing piece moves toward completion.

HI-2: Use a variety of organizational strategies (e.g., outline, table, graph, Venn diagram, web, plot line) to plan writing.

HI-17: Present writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.

HI-18: Use time-management strategies, when appropriate, to produce a final draft within a specified period of time.

**V-W-4:** Integrate elements of effective writing to develop engaging and focused text.

HI-1: Include an identifiable main idea, topic sentence, and/or thesis statement.

HI-2: Provide reasons (primary supports) and examples (secondary support) to support main idea, topic sentence and/or thesis statement.

HI-10: Use language appropriate to purpose, topic, and audience.

**V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.

HI-2: Distinguish between the individual words of a sentence.

HI-7: Offer and justifying opinions and ideas in response to questions and statements in academic discourse.

HI-10: Recognize the language nuances of a speaker. (e.g., a subtle difference in tone, expression, meaning, etc.)

**V-LS-2:** Express orally his or her own thinking and ideas.

HI-1 Produce sentences with accurate pronunciation, intonation and stress.

HI-5: Ask and respond to academic questions. (i.e., agreeing/disagreeing, expressing probabilities, hypothetical questions, etc.)

**V-L-1:** Identify and apply conventions of standard English in his or her communications. (see “targeted standards”)

**V-L-2:** Acquire English language vocabulary and use it in relevant contexts.

HI-4: Explain the meaning and usage of grade-specific academic vocabulary and symbols.

HI-15: Determine the meaning of words through the use of multiple strategies in reading content area text.

HI-16: Use reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words.