

Eighth Grade English Overview

English

First Semester

COMPOSITION

Vocabulary development
Figurative language
Concise writing
Comparative essay
Persuasive writing
The writing process

LITERATURE

Plot and character development
Textual evidence
Story themes
Foreshadowing
Story structures
Poetry

Second Semester

COMPOSITION

Timed essay
Writing a book review
Timeline of biographical events
Interviewing skills
Writing in verse

LITERATURE

Story predictions
Literary comparisons
Summerizing a plot
Biography/autobiography
Differing character perspectives

Grade 8

English

Third Edition

Coursebook



Oak Meadow

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Introduction

Writers offer us a way to view the world from different perspectives. In this course, you will have many opportunities to strengthen your writing skills so that you, too, can express your unique view of the world. You will also be reading award-winning literature that explores human interactions and how societies govern themselves. By reading quality literature, your ability to express yourself clearly in writing will improve.

Course Materials

This course includes the following materials:

Oak Meadow Grade 8 English Coursebook

A Wrinkle in Time by Madeleine L'Engle

The Giver by Lois Lowry

The Magnolia Sword by Sherry Thomas

Echo by Pam Muñoz Ryan

Before the Ever After by Jaqueline Woodson

Baseball in April and Other Stories by Gary Soto

100 Ways to Improve Your Composition and Creative Writing

The Elements of Style by Strunk and White

blank journal

In addition, you will need to acquire a biography or autobiography of your choice for the second semester.

This coursebook is your primary resource for completing the course. It includes all the instructions for a full year of lessons. All the composition exercises are found in the accompanying *100 Ways to Improve Your Composition and Creative Writing*.

It is often helpful to seek out additional sources to help you better understand a topic. On the Oak Meadow website, you will find a Curriculum Resource Links page for this course at www.oakmeadow.com/curriculum-links/. If you have access to the internet, take a few minutes to look it over. and then bookmark the page for future reference.

How the Course Is Set Up

This course is divided into 36 lessons, and each lesson is designed to take about one week to complete. In the lessons, you will find the following sections (not every section will be found in every lesson):

An **Assignment Summary** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete each one. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Reading assignments outline what you will be reading in each lesson. Chapter numbers or titles are used instead of page numbers; this eliminates confusion as page numbers can vary from one edition to the next.

Reader's Journal prompts encourage you to write your thoughts about what you are reading. You can also use your journal to write down vocabulary words that are new to you.

Vocabulary exercises help you expand your vocabulary and become comfortable using unfamiliar words.

Grammar Tips help you refresh and increase your knowledge of the mechanics of writing. You will be expected to demonstrate your mastery of grammar topics by incorporating the principles into your writing as the course progresses.

Think About It: Reflection and **Talk About It: Discussion** provide ways to reflect on topics related to the lessons and discuss your ideas with others. You do not need to write anything down for these. These opportunities are optional.

Assignments are designed to help you understand key concepts and apply your knowledge.

Up for a Challenge? activities offer additional ways to explore the topics you are studying. You can choose any that interest you (all are optional).

Learning Checklists are included to help you keep track of your progress and the skills that still need work. These can be filled out by you or by an adult who is supervising your work.

For Enrolled Students provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher.

The **appendix** includes important information that you will be expected to know and apply to your work. Please take a few minutes to familiarize yourself with this information before you begin the first lesson.

This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. If you have a question about your work, please ask for help!

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments and amount of reading. Having a sense of the whole lesson before you begin will help you manage your time effectively.

For Students Enrolled in Oak Meadow School

If you are enrolled in Oak Meadow School, you will submit work to your Oak Meadow teacher on a regular basis. Continue working on your next lesson while you are waiting for your teacher to give you feedback. After you have submitted the first 18 lessons, you will receive a first semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Follow the instructions in your teacher's welcome letter about how and when to submit work. Your teacher may also provide information on alternate assignments and can help you adapt the lesson material or workload, if necessary. Students and parents or home teachers should look carefully at the week's assignments across all subjects and determine which assignments best fit the student's individual needs or the time constraints. Contact your Oak Meadow teacher whenever you have a question. Please notify your teacher if you are making any alterations to the assignments or workload.

You are expected to submit original work, writing in your own words. When you use other sources, cite them accurately following the guidelines in the appendix. Plagiarism, whether accidental or intentional, is a serious matter.

The appendix of this coursebook includes complete details on Oak Meadow's academic expectations and original work guidelines. It is your responsibility to make sure you understand these academic expectations and abide by them.

Please remember to stay in touch with your Oak Meadow teacher and share your comments, ideas, questions, and challenges. Your teacher is eager to help you!

Read, Read, Read, and Write, Write, Write!

Reading and writing remain the two best ways to gain a deeper understanding of the world and to express your own ideas. In this course, you will have many opportunities to do both. Give yourself the time and space you need for quality reading and writing, and your life will be enriched!



Unit I: Looking Ahead

*"The future belongs to those who believe
in their dreams."*

Eleanor Roosevelt

In Unit I of this course, you will be looking into the future worlds of *A Wrinkle in Time* by Madeleine L'Engle and *The Giver* by Lois Lowry. There are many similarities between the two books, as you will discover. Both describe a world where the attainment of perfection is desired, and where the pursuit of this goal comes at a great cost. Both books received the Newbery Medal, which is considered by many to be the highest honor for a children's book. *A Wrinkle in Time* won the Newbery Medal in 1963 and was made into a movie released in 2018; *The Giver* won almost three decades later, in 1994, and was made into a movie in 2014. If you haven't yet watched either movie, please wait until after reading the books—it will make both your reading and viewing more fulfilling.



(Image credit: NASA/Caltech/T. Pyle)

The semester begins and ends with a collection of short stories, *Baseball in April and Other Stories* by Gary Soto. All stories are set in working and middle class Hispanic neighborhoods in California, and Spanish words are mixed into the dialogue and defined in the back of the book. In these brief, simple stories, see if you can relate to the realistic scenarios about middle school and family life. Through reading about the lives of others—both fictional and real—we learn more about ourselves.

Lesson

1

Finding Your Voice

Learning Objectives

At the end of this lesson you will be able to:

- Summarize the plot of a short story.
- Identify the story's strengths and weaknesses.
- Reflect on the writing process.

Reading

Read Section I: Elementary Rules of Usage in *The Elements of Style*.

Choose three short stories to read from *Baseball in April* and *Other Stories* by Gary Soto. You can scan the story titles or the first sentence of each story to help you choose, or you might choose a story at random, or simply read the stories in order. Plan to read one story a day for three days rather than reading all three stories in one sitting. Here is a list of the stories:

- "Broken Chain"
- "Baseball in April"
- "Two Dreamers"
- "Barbie"
- "The No-Guitar Blues"
- "Seventh Grade"
- "Mother and Daughter"
- "The Karate Kid"
- "La Bamba"
- "The Marble Champ"
- "Growing Up"

ASSIGNMENT SUMMARY

- ☐ Read Section I in *The Elements of Style*.
- ☐ Read three short stories.
- ☐ Read the Grammar Tip.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Summarize the plot of a short story.
- ☐ Identify the story's strengths and weaknesses.
- ☐ Connect the story to your own life.
- ☐ Complete exercises #1 and #100 in *100 Ways*.



Reader's Journal

In this course, you will keep a journal about what you are reading. Many of the lessons will include journal suggestions that will help you reflect on and analyze the literature you are reading. You are also encouraged to use your journal for jotting down thoughts and questions, brainstorming ideas, and keeping track of plot twists and character relationships. Since this is a journal, the writing can be very informal. You don't have to use complete sentences or worry about grammar and style—just write!

This week, write down a phrase or sentence that caught your eye while reading one of the short stories. Copy it down in your journal, along with the book title and the page number. You'll always want to identify where a quote came from so you can find it again, and so you won't accidentally use it without giving credit.

Grammar Tip

Reading Is Fundamental

You probably know that it is essential to learn the rules and usage of grammar, but you might not realize that the best way to improve your writing skills is to *read*. Many writers have never studied formal grammar, but they use language correctly because they have seen it in action countless times.

Read, read, and read some more. Read everything. Magazines, news headlines on the internet, blogs, articles, and movie reviews. And most of all, read books of every kind: novels, biographies, history and historical fiction, short stories, memoirs, and nonfiction about any topic that interests you.

Why read? By reading, you absorb writing in the real world. Published books (as opposed to many online sources) contain very few errors, and most of those are simple typos. This means that you will read page after page of words spelled correctly, punctuation applied to increase clarity, and grammar used appropriately. The beauty of reading is that you don't have to pay attention to these conventions of writing; you'll be internalizing them without even trying. Over time, your ability to recognize errors and awkward phrases will improve, and so will your writing.

Perhaps best of all, good literature has the power to ignite your imagination. As you read the words on the page, your inventive mind will create the colors, sounds, characters, and dramatic moments that the author describes. A novel presents an entire world for you to explore and interpret in your own way.

Vocabulary

Each week, you will choose a “Word of the Week.” You can find your word of the week in your reading, a dictionary, or ask an adult to come up with a word you don’t know. The only requirement for the word of the week is that it is a word that is new to you. You will use your reader’s journal to keep a list of words throughout the year. Write “Word of the Week” at the top of a page in your journal; since you don’t know how many pages this will take up, you might want to put this in the back of the journal. If you turn the journal upside down, the last page of the journal can be the first page of your word-of-the-week list.

For each word of the week, you will write down the word and define it, either using your own words or writing the dictionary definition. Then throughout the week, see how many times you can use the word in a sentence while speaking. Do your best to get others to use the word, as well. For instance, if your word of the week is *recalcitrant*, you might comment that your recalcitrant dog won’t come when you call.

At the end of the week, write down one of the sentences you said or heard that used the word of the week. If the sentence was spoken by someone else, make sure to give that person credit!

Assignments

1. Choose your favorite of the three short stories you read. Write down the title and give a brief summary of the plot. A good summary includes a brief description of the main story conflict and key story events.
2. Identify one thing the author did well and one thing you think could have been improved. What did you like about the story? What didn’t you like? Explain your choices.
3. Write down one way the story reminded you of something in your own life. What aspect of the story could you relate to? Why?
4. In *100 Ways to Improve Your Composition and Creative Writing*, read the following sections and complete the exercises listed:
 - Before You Begin: Writing About Writing
 - Exercise #1
 - Writing a Memoir
 - Exercise #100

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time so you aren't expected to be able to do all of them yet. The main goal is to be aware of which skills you need to focus on.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Summarize a story plot			
Identify strengths or weaknesses of a story			
Make a connection between fiction and real life			
Reflect on the writing process			

FOR ENROLLED STUDENTS

When you have completed this lesson, continue to lesson 2. You will share your work with your Oak Meadow teacher at the end of lesson 2. If you have any questions in the meantime, please let your teacher know.

Lesson

2

Past, Present, Future

Learning Objectives

At the end of this lesson you will be able to:

- Identify the conflict, key scenes, climax, and resolution of a plot.
- Create a story map.
- Write an outline based on ideas generated through brainstorming.

Reading

Read Section II: Elementary Principles of Composition in *The Elements of Style*.

Choose three short stories to read from *Baseball in April*. Plan to read one story a day for three days rather than reading all three stories in one sitting.

ASSIGNMENT SUMMARY

- ☐ Read Section II in *The Elements of Style*.
- ☐ Read three short stories.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Create a story map.
- ☐ Complete exercises #24, #27, #34, #36, and #37 in *100 Ways*.



Reader's Journal

If a catchy phrase or great description catches your eye, write it down in your reader's journal, along with the book title and page number.

Vocabulary

Choose a "Word of the Week" and see how many times you can slip it into the conversation this week. Remember, it must be a word that is new to you. In your reader's journal, write down the word, making sure to spell it correctly, and then define it. At the end of the week, write down the best sentence using the word, crediting the person who came up with it.



Talk About It: Discussion

It can be helpful to discuss your ideas before writing them down. Try it for the short story assignment below. Before you begin writing, talk to someone about the character and what happened in the story. Discuss your ideas about how the character changed in the story.

Assignments

1. Choose one of the stories you read and create a story map that shows the shape of the plot in terms of rising and falling tension. First, identify the main conflict. This conflict can come from within a character, can unfold between characters, or can involve the outside world. Sometimes the conflict is presented as a goal the character is trying to achieve. Usually this conflict is introduced in the first scene.

Next, identify key scenes that show the conflict escalating (or the character facing new challenges or obstacles). Figure out where the story comes to a climax, when the character is most in danger of not accomplishing the goal or overcoming the challenge. And finally, describe how the conflict resolves as the story comes to an end. You can use a graphic, such as the one pictured below, or create your own graphic story map.

Story Map

Title: _____

Author: _____

Major Characters:

10. _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Climax:

Events Rising Action

Falling Action

11. _____

12. _____

13. _____

14. _____

Conflict:

Resolution:

Setting:

Underlying story theme:

2. In *100 Ways to Improve Your Composition and Creative Writing* (which we'll refer to as *100 Ways*), read the following sections and complete the exercises listed. This may seem like a lot of writing, but several of these exercises are quite short.

- Sentence Combining
 - Exercise #24
- Sentence Variety
 - Exercise #27
- Paragraphs: The Building Blocks of Composition
 - Exercise #34
- Brainstorming and Outlining
 - Exercise #36
 - Exercise #37



Up for a Challenge?

Short story writing is a unique format that requires the writer to focus on the essence of the story. With very few pages to develop plot, characters, and setting, the story must use concise language and imagery. If you'd like to expand your knowledge about short story writing, pick up a book of short stories at a library or bookstore. As you read, pay attention to how the author develops the story, introducing and resolving conflict with a limited number of words.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time so you aren't expected to be able to do all of them yet.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Identify the main conflict of a plot			
Identify key scenes in a story			
Identify the climax and resolution of a story			
Create a story map			
Recognize the main idea and supporting details of a paragraph			
Demonstrate brainstorming a topic			
Demonstrate outlining			

FOR ENROLLED STUDENTS

When you have completed this lesson, share your work from lessons 1 and 2 with your Oak Meadow teacher. If you have questions about how to submit your work, see the Parent Handbook and your teacher's welcome letter.

Lesson

6

The Power of Love

Learning Objectives

At the end of this lesson you will be able to:

- Brainstorm and organize ideas for a three-paragraph essay.
- Identify relevant story details to support ideas.
- Demonstrate skills in revising, editing, and proofreading.

ASSIGNMENT SUMMARY

- ☐ Read the Grammar Tip.
- ☐ Write a three-paragraph essay on how love and the intellect are portrayed in the story.
- ☐ Choose a creative project to complete.

Grammar Tip

Troubling Affects and Effects

Effect and *affect* are two very troublesome words in English, and both are often used incorrectly. Why is this? Is it because one is a verb and the other is a noun, and we get them mixed up? In fact, the situation is worse than that: *Either* word can be used as a noun *or* a verb. In a way, then, this gives us *four* meanings to disentangle.

Look up these words in your dictionary. You will find that *effect* is more common as a noun, while *affect* is almost always used as a verb. The other meanings, however, are just as valid and they have a hand in causing the confusion. Here are some sample sentences to help you keep them clear:

***affect* (verb)**

Let's go inside; the cold is starting to affect me.

His gift was generous and affected her in a peculiar way.

***affect* (noun)**

His face was unfamiliar and showed a peculiar affect.

This affect of his, of pretending to be blind, was tiresome.

effect (verb)

By lowering prices, the company hopes to effect an increase in sales.

A great many positive changes have been effected by the efforts of science.

effect (noun)

Let's go inside; the cold is having an effect on me.

The effects of this calamity are still being felt.

Overall, the distinction to remember is that *affect* is the doing, and *effect* is the result of the doing. You *affect* a soccer ball when you kick it, but you *effect* a goal because the goal is the result of the kicking.

**Talk About It: Discussion**

If you saw the movie version of this book, think about how the book and movie differed and which parts were the same. Did any of the characters look or act differently than you expected? What were your feelings about that? What scenes were changed? Why do you think the director made changes from the book? What changes would you have made?

Assignments

1. In this story, the concept of love is central to the plot. Think about all the ways that love is represented in the book, and how love is contrasted with the intellect. It isn't a coincidence that IT is a brain. As we see in the story, intellect can be good or bad, depending on how it is used. In a three-paragraph essay, explore the topic of love and intellect, and how they work for and against one another in *A Wrinkle in Time*. Your writing should exhibit clear organization and sound reasoning, and include specific examples from the story to support your ideas. Brainstorm the ideas you'd like to include first, and then organize them in an outline or graphic organizer before you write your rough draft. Revise and polish your paper so it is an excellent example of your best work.
2. Choose one of the following creative projects.
 - a. Illustrate a scene from the story. Include a brief caption that explains what is going on in the illustration. Your drawings should include specific story details.
 - b. Write yourself into a scene. Imagine yourself in this story. Choose a scene and then rewrite it with yourself as an additional character. How would you act? What would you say? Try to stay within the style of the story, and remain true to the story plot, characters, and setting.

- c. Build a three-dimensional model that expresses the different dimensions the characters experience in the book. Alternately, you can create a collage that uses both words and visuals to express the story's themes.
- d. Create a poem or song about the story. You can choose a specific scene or character to focus on or you can write about the story as a whole. Make sure to reference at least one specific aspect of the story in your poem or song.
- e. Design a new book cover. Think about the most prominent themes in the book or some key aspect of the story that gives a sense of the story as a whole. You can draw original graphics, or use photographs and graphics that you cut and paste on paper or on the computer. Make sure to include the title and author's name.



Up for a Challenge?

If you are looking for more ways to work with the lesson material, whenever you have a choice of assignments, do more than one.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Demonstrate organization of ideas in a three-paragraph essay			
Identify relevant details or examples to support an argument			
Demonstrate revision and editing skills			
Demonstrate proofreading skills			

FOR ENROLLED STUDENTS

When you have completed this lesson, please submit lessons 5 and 6 to your Oak Meadow teacher. If you have any questions about the assignments, contact your teacher or include a note when you share your work.

Lesson 17/ 18

Short Story Writing

Learning Objectives

At the end of this lesson you will be able to:

- Develop a plot, setting, and characters for a short story.
- Write a rough draft of a short story.
- Demonstrate skills in revising, editing, and proofreading.

ASSIGNMENT SUMMARY

- ☐ Read the Grammar Tip.
- ☐ Complete exercises #56, #57, #61, #62, #63, and #64 in *100 Ways*.
- ☐ Write a short story.

Grammar Tip

Writing a Short Story

There are many things to think about when creating a story. Here are the basic elements of a story:

Characters: the people (or animals) in the story

Plot: the series of events in the story

Setting: when and where the story takes place

The plot describes the story problem, climax, and resolution:

Story problem: the problem or goal the characters have

Climax: when the problem reaches a crisis and the outcome is uncertain

Resolution: when the obstacles are overcome and the goal is attained

Many authors begin a story by thinking of the plot first, while others start with a character and develop a story from there.

When developing your characters, first consider who will be in your story. Who is your main character? How old is this character? What is this person like? What are your main character's likes and dislikes? What makes this person unique or interesting?

Next, think about the plot of your story. What is happening to your character that is worth telling? There must be a good reason to tell a story, something important that is going on. What is the main

problem or goal of the main character? What obstacles are put in the way of the character achieving this goal or solving the problem? The obstacles are important—that's what makes a story a page-turner (a book where you can't stop turning the pages because you want to see what happens next). If it was easy for the main character to solve the problem, the story wouldn't be very exciting. How does the main problem get resolved? How and when does the story end?

Finally, picture the setting, both the time period and the place. Where does the story take place? In Boston? On a spaceship or another planet? On a farm? Think about when the story happens. Is it long ago or modern day? Does your story take place in one day or one night, or maybe over the course of a week or longer?

Spend some time thinking about characters, plot, and setting. It can be very helpful to discuss your story with others as you work on the plot—talking about it can help you find weak spots and brainstorm ways to fix them.

Writing an outline of the plot can help you keep all the parts of your story in order. It's fine for you to change the order of the story if it works better for you some other way, but it's helpful to have an idea of where your story is going before you begin. As you plot your story, you will need to consider how you plan to flesh out each of the elements of your story. Take notes on your ideas so you don't forget them.

Once you have given a lot of thought to your plot, setting, and characters, you are ready to begin writing your story. Make sure to add lots of good descriptions in your story, using adjectives and adverbs. Use dialogue or conversation to let your characters tell important details. When writing dialogue, you punctuate it using quotation marks, just like a direct quotation. Give your characters interesting and important things to do—show lots of action! Having your characters do things is just as important as having them say things. Dialogue and action in a story need to have a purpose; they need to advance the plot in some way. If your characters are doing and saying things that aren't relevant to the plot, or don't reveal the character's thoughts or motivation in some way, those sections probably need work.

One of the tricky parts of writing a short story is to keep it short. It's easy for a story to get too long, especially if you have a lot of things happening in your plot. As you begin to write, you might decide you need to cut out a few events to keep the story to a manageable length. Keep in mind how your story will end, and make sure your characters are moving toward that point with purpose.

Assignments

1. In *100 Ways*, read the following sections and complete the exercises listed:

- Dialogue
 - Exercise #56 and #57
- Point of View
 - Exercise #61, #62, and #63
- Powerful First Sentences
 - Exercise #64
- Writing a Short Story (you will write a short story in assignment #2)

This may seem like a lot of exercises, but you will find they will help you write the short story in the next assignment. Each exercise will be used in the short story.

2. Write a short story. Your short story can be just two pages or much longer. The main goal is to have a well-planned plot that has a clear beginning (where the character, setting, and story problem or goal are introduced), middle (where the main character encounters obstacles and challenges), and ending (where the events of the story come to a logical conclusion). You will want to write your rough draft in the first week, and then in the second week, work on revising, editing, and finalizing your story. You may want to review the learning checklist for a list of skills that you will be using in this assignment.

If you would like feedback on your rough draft before you begin revising, editing, and proofreading, let your teacher know.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Develop a plot with a definite beginning, middle, and end			
Develop characters that have believable or realistic characteristics			
Describe a detailed setting			
Introduce a story problem or goal			
Develop obstacles or challenges for the main character to overcome			
Maintain consistency in perspective (first-person or third-person)			
Use correct punctuation in dialogue			
Demonstrate skills in revising, editing, and proofreading			

FOR ENROLLED STUDENTS

When you have completed your assignments, share them with your Oak Meadow teacher.

Congratulations on completing the first semester of this course! Your teacher will review your work and write a semester evaluation. This will be posted on the Oak Meadow Gateway when it is complete. In the meantime, please continue to lesson 19.

Lesson

23

Inseparable

Learning Objectives

At the end of this lesson you will be able to:

- Relate story elements to another book or real life.
- Express ideas clearly in text and images.
- Recognize and correct run-on sentences.

Reading

Continue reading *Echo*. In the next two weeks, read the following section:

- Part Two: June 1935, Pennsylvania (chapters 1–24)



Reader's Journal

In your journal, make a prediction about how you think the story will end.

ASSIGNMENT SUMMARY

- ☐ Continue reading *Echo*.
- ☐ Choose and use a vocabulary word of the week.
- ☐ Choose an assignment to complete.
- ☐ Complete exercise #17 in *100 Ways*.

Vocabulary

This week, choose the word of the week from something you are reading, or from something someone you know is reading. Try to figure out what the word means from how it is used in context before you look it up in a dictionary. Write the word and the correct definition in your reader's journal. Use the word each day, and then write down one sentence using the word correctly in context.

Assignments

1. Choose one of the following assignments:
- a. Do you see similarities between this book and another book you have read, either in this course or on your own? What connections can you make between this book and other books you’ve read? Be specific! Organize your thoughts carefully and write at least one page and include at least one relevant image.

b. Explain how the book relates to you in some way. You might discuss the book’s affect on your life or how your own personal experiences are similar or related to events or themes in the book. Use both words and images in your response. Images might include drawings, cartoon images, photographs, or other graphics.
2. In *100 Ways*, read the following section and complete the exercise:
- Fragments and Run-Ons

➤ Exercise #17

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Competent	Exceeds Expectations
Use a new word in conversation and writing			
Relate story elements to another book or real life			
Express ideas clearly in text and images			
Recognize and correct run-on sentences			



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