

P.Cert.SW. Gr.8 Read.Fiction Copied from: Grade 8, Copied on: 09/14/21

Content Area: **English**
Course(s): **Language Arts**
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the most familiar to students. These are the stories they remember hearing when they were younger—often told and retold from generation to generation and from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Enduring Understandings

Students will: ■ Understand that there are subgenres of fiction that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story; ■ Understand that fiction texts have particular elements and chronological structures; ■ Understand that there are different types of conflicts and resolutions present in fiction; ■ Recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development; ■ Explore and evaluate characters' points of view and the effects differing points of view or perspectives have on a story; ■ Understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text; ■ Question what they read with the goal of developing a deep understanding of the text and the author's purpose; ■ Actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers; ■ Recognize that fictional stories contain dialogue that propels the action, reveals aspects of characters, and/or provokes a decision; ■ Interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone; ■ Expect comprehension challenges when reading fiction and apply self-monitoring skills and strategies to construct meaning; ■ Critically read texts to identify who is telling the story and from what point of view, as well as how these reliable or unreliable points of view contribute to the author's purpose across the text; ■ Recognize how particular themes are illustrated by motifs or repetition of images and phrases, which shed light on the theme; ■ Compare and contrast the structure of texts and analyze how the different structures contribute to the meaning and style; ■ Identify and compare modern-day literature that draws on the themes, characters, and patterns of traditional tales;

Essential Questions

How do good readers read and interpret Fictional texts.

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: The World of Fiction uses all mentor texts from the unit, specifically *Patrol: An American Soldier in Vietnam* by Walter Dean Myers. Rationale: Readers understand that there are subgenres of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will expand their understanding of fiction by asking questions and gathering information about fiction subgenres. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Story Elements and Structure uses all mentor texts from the unit, specifically “What’s the Worst That Could Happen?” by Bruce Coville in *13* by James Howe (Ed.), and “Life Changing” by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers understand that fiction texts have particular elements and chronological structures. Students will explore a realistic fiction text, paying particular attention to the story elements, as well as how scenes or chapters fit together to create an overall narrative structure. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Exploring Conflicts and Resolutions uses “The Fog Horn” in *A Sound of Thunder & Other Stories* by Ray Bradbury. Rationale: Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they move the stories along and reveal aspects of the characters. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 4: The Power of Settings in a Historical Fantasy Text uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah. Rationale: Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationship among historical settings, characters, and plot development. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 5: Exploring Characters and Their Points of View uses *Along the River: A Chinese Cinderella Novel*

by Adeline Yen Mah and “Invincible” by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers of fiction explore and evaluate characters’ points of view and the effects differing points of view or perspectives have on a story. Students will explore, evaluate, and analyze characters and their points of view, citing implicit and explicit textual evidence. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.6, L.8.4, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Identifying the Theme or Central Idea of a Fiction Text uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah. Rationale: Readers of fiction understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text. Students will determine the theme or the central idea of a text and analyze its development and relationship to the characters, setting, and plot over the course of the story. Common Core State Standards: RL.8.3, RL.8.5, RL.8.6, RL.8.9, SL.8.1, SL.8.2, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Asking Critical Questions uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah. Rationale: Readers question what they read with the goal of developing a deep understanding of the text and the author’s purpose. Students will analyze what they read to identify the critical questions that emerge from characters’ actions. Common Core State Standards: RL.8.1, RL.8.2, RI.8.1, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Active Reading uses “A Sound of Thunder” in *A Sound of Thunder & Other Stories* by Ray Bradbury. Rationale: Readers actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers. Students will focus on reading actively and critically, paying attention to what they are thinking as they read and annotate a text. Common Core State Standards: RL.8.1, RL.8.4, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Dialogue Develops Characters and Propels the Action uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe and “Sarah’s Triumph” by Lisa Trow from the Fiction Shared Texts. Rationale: Readers recognize that fictional stories contain dialogue that propels the action, reveals aspects of the characters, and/or provokes a decision. Students will analyze the dialogue in a drama and how it builds characterization and moves the story forward. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.2, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in

Discussion/Collaborating

Mini-Lessons

Lesson 1: Tone, Mood, and Meaning uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe. Rationale: Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone. Students will analyze the impact of specific word choices on meaning and tone by exploring how an author uses literary language and devices across a text. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Monitoring Comprehension uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe. Rationale: Effective readers expect comprehension challenges when reading fiction texts. Students will identify textual challenges and flexibly use a range of strategies in order to determine meaning and enhance their comprehension. Common Core State Standards: RL.8.1, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate

Lesson 3: Examining Points of View uses “A Sound of Thunder” in *A Sound of Thunder & Other Stories* by Ray Bradbury, “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe, and “Sarah’s Triumph” by Lisa Trow from the Fiction Shared Texts. Rationale: Readers of fiction consider who is telling the story and from what perspective it is being told as they read critically. Students will analyze how writers develop reliable and unreliable points of view over the course of a text, which leads the readers to begin to infer the writers’ message or purpose. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Motif and Theme uses “Life Changing” by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers of fiction recognize that stories have particular themes illustrated by motifs or the repetition of images and phrases. Students will identify the repetition of images, words, and/or phrases that illustrate the motif, which sheds light on the theme. Common Core State Standards: RL.8.1, RL.8.2, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 5: Analyzing Structure and Meaning uses *Patrol: An American Soldier in Vietnam* by Walter Dean Myers and “The Fog Horn” in *A Sound of Thunder & Other Stories* by Ray Bradbury. Rationale: Readers of fiction compare and contrast the structure of texts and analyze how the different structures contribute to the texts’ meaning and style. Students will compare and contrast two texts and analyze how the differing structures contribute to their meaning and style. Common Core State Standards: RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: A Modern Take on a Traditional Tale uses “Cinderella” by Charles Perrault and *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah. Rationale: Readers take notice of modern-day literature that draws on the themes, characters, and patterns of traditional tales. Students will reflect on, analyze, and discuss how archetypal elements can be found in both traditional and modern-day fiction. Common Core State Standards: RL.8.1, RL.8.4, RL.8.6, RL.8.9, SL.8.1, SL.8.4, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Reflect, Write, Discuss uses 13 by James Howe (Ed.). Rationale: Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions, record their ideas, and participate in conversations with peers, building on others’ ideas and expressing their own clearly. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, SL.8.1, SL.8.4, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 8: Comparing Fiction Texts to Other Media Versions uses “The Tell-Tale Heart” from *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe and a video of “The TellTale Heart.” Rationale: Readers of fiction compare and contrast texts with movie, stage, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, SL.8.1, SL.8.2, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Synthesizing – An Extended Written Response uses *Patrol: An American Soldier in Vietnam* by Walter Dean Myers and “A Sound of Thunder” in *A Sound of Thunder & Other Stories* by Ray Bradbury. Rationale: Readers use writing as a tool to reflect upon, synthesize, and communicate ideas they have drawn from analyzing and making connections across texts. Students will interpret, analyze, and make connections across two mentor texts and synthesize the new information in a written response. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.7, SL.8.1, SL.8.2, SL.8.4, SL.8.5, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

Technology Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Writing Samples

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Unit assessments

Summative Assessment Students will read the stories “The End of an Era” by Lisa Trow and “Apartment 4B” by Lisa Trow in order to answer selected and constructed response questions.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen by James Howe (Ed.)
Along the River: A Chinese Cinderella Novel by Adeline Yen Mah
Patrol: An American Soldier in Vietnam by Walter Dean Myers
A Sound of Thunder & Other Stories by Ray Bradbury
The Tell-Tale Heart and Other Stories by Edgar Allan Poe
Fiction Shared Texts “Invincible” by Mark Hamilton “Life Changing” by Mark Hamilton
“Sarah’s Triumph” by Lisa Trow

Standards

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- LA.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- LA.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- LA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- LA.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- LA.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- LA.W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- LA.RL.8.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.