

# 03\_Insights

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks (40 Days)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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In *The Insights Unit*, students will read novels and short stories that develop insights into character motivations and behaviors. Characters in the novels and short stories will gain insight into relationships and learn lessons about themselves as the stories progress. Students will be held accountable for examining literary elements, character analysis, and reading and writing critically. Students will also take a deep look at vocabulary, vocabulary in context and grammar. Students will also complete many different writing genres such as literary and character analysis and short writing responses.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Essential Question: What can be revealed about our own lives, while analyzing the behaviors of characters?

Students will understand that:

- Themes of novels and short stories are used to teach the reader lessons about life.
- Literary devices are used to enrich the author's purpose for writing a story while also bringing the story and its characters alive to the reader.
- A knowledge of the elements of fiction are necessary in order to appreciate and enjoy any work of fiction be it humorous, sad, fanciful, suspenseful, or other.
- Novels and short stories inspire readers to become more inclusive global citizens.
- Good writing requires a process.
- Understanding vocabulary in context is important to understanding the plot of a story.

## **CONTENT AREA STANDARDS**

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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.

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.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. 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.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.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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.8.6	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.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.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
SOC.6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
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.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.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.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.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.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.

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## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.  An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

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## **STUDENT LEARNING TARGETS**

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

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### **Declarative Knowledge**

Students will understand that:

- Believable characters are based on relatable characteristics.
- Themes must be specific enough that evidence of their existence can be found in the story while also being universal to the human condition and relatable to all readers in any day and time.

- Authors use a variety of techniques in developing characters.
- Novels, although fictitious, have the ability to teach truths about people of all walks of life for all corners of the world.

## **Procedural Knowledge**

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Students will be able to:

- Recognize that generational themes transcend time.
- Compare literature from different generations.
- Make relevant connections to support analysis of what the text says explicitly.
- Make relevant connections to support analysis of what the text says inferentially.
- Read, analyze, and discuss the novel related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a novel.
- Identify what the theme of a novel is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the themes of a novel.
- Identify, analyze, and explain the different forms of literary elements in the story.
- Discuss how literary elements contribute to the novel and theme.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessment**

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- Interview Projects
- Group Projects on Inspirational Current Events
- Portfolio Assessments
- Modified Rubrics
- Individual Teacher/Student Conferences

## **Formative Assessments**

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- Class discussion
- Reading quizzes
- Notes
- Homework
- Class discussion
- Group work

## **Summative Assessments**

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- Tests
- Projects
- Quizzes
- Long writes
- Essays

## **Benchmark Assessments:**

IXL

Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Resources utilized but not limited to:

\* indicates Accelerated ELA Resources

- **To Kill a Mockingbird-Core Text**
- "A Mother in Manville"\*
- "Stop the Sun"\*
- "Everything That Rises Must Converge"
- To Kill a Mockingbird-movie
- Stories within The Language of Literature textbook
- Stories within The Hero Next Door
- [Common Lit](#)

- [IXL](#)

## **INTERDISCIPLINARY CONNECTIONS**

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### Social Studies

- Students will learn about Jim Crow Laws and the history of segregation in the United States. This background will be used to understand character motivations in *To Kill a Mockingbird*.
- Current Events
- Ethics
- Social Justice
- Social relationships among people

### Technology/Multimedia

- Google
- Media Literacy
- Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.