

Unit 4

Content Area: **English Language Arts**
Course(s): **English Language Arts 8**
Time Period: **Marking Period 4**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Essential Questions

Why study vocabulary?

What are analogies?

What are synonyms and antonyms?

What are word origins / etymology?

What is the definition of a word?

In multi-meaning words how do you determine what definition to use?

What is personal Choice Reading?

Why is it important to read?

What is a journal?

How can reading on a regular basis help you in other subjects?

How can you determine if a book is on your reading level?

Why would you write a letter?

What type of letters would you write?

What is a situational letter?

When would you need to write about a business proposal?

What is a diary or journal? Why do people keep them?

When is it necessary to expand your sentences?

What is round robin writing?

What are rules for paragraphing?

What is propaganda?

How do you plan a persuasive essay?

Why is planning an important part of the writing process?

Why is it important to do a rough draft?

What are the essential parts of a persuasive essay?

When are times you would use persuasion?

Why do we use hooks when we write?

What is the difference between a personal narrative and a persuasive piece of writing??

Why are support details necessary when writing a persuasive essay?

Why is it important to use figurative language when we write?

What is a road map sentence? How does it help you to map out your writing?

What details are needed in an opening paragraph of a persuasive work?

What details are needed in the closing of a persuasive work?

How is transition used? Why is it needed?

What is the Holocaust?

When was the Holocaust?

Why did the Holocaust occur?

What would it be like to live in a concentration camp?

What is discrimination?

What does it mean to be selected?

How does setting affect a story?

What is the theme of the story?

How is Elie's life different from yours?

Content

(Level B) Sadlier –Oxford Vocabulary Workshop

14 Units consisting of 20 words used to increase the working vocabulary of students

Study etymology of words

Review synonyms and antonyms of words

Review and use words in sentences

Read various novels of your choice throughout the year

Select 8 journal topics each marking period from list provided

Construct book project based on the novel you are reading or have completed. Type of project to be assigned

Present book project at the end of each marking period

Writing comparative paragraphs (ex. What is happier a lawn mower or a refrigerator?)

Writing thought out advice letters and responses to “situational” letters written by other students

Dream up a business that will be totally funded by someone. Write a letter outlining your business proposal and develop and advertising campaign

Writing expanded sentences using a given group of words.

Write based on reverse wishes that will affect their lives

Round Robin story writing

Journal entries

Paragraph Writing

Locating propaganda techniques in printed work as well as viewed.

Students select a topic that they can connect to from the bank of topics brainstormed.

Use of graphic organizers as prewriting activity

- Model use of various organizers for students to select

Practice writing a road map or thesis statement

Discuss elements needed in an opening including:

- Hook
- Introduce self
- Thesis statement
- Opinion

- Problem

Discuss elements needed in an closing including:

- Sum it up
- Acknowledge others opinions
- Thank reader
- Review important reasons

Discuss elements needed in a detail paragraph:

- Reason
- Support details
- Example
- Fact/statistic

Revision and editing skills include the following:

- Punctuation
- Capitalization
- Making sentences grow
- Agreement
- Good opening
- Writing conversation

Transition in writing

Using voice in writing

Include any (3) :

- Simile
- Metaphor
- Hyperbole
- Personification
- Onomatopoeia
- Irony

Read and discuss the novel Night by Elie Wiesel and The Boy in the Striped Pajamas by J. Boyne to:

- Analyze plot
- Identify Conflict
- Make Inferences
- Make Predictions
- Make Connection
- Understand Theme
- Analyze characters
- Point of View

Open Ended Questions

Select book to read for follow up book report project Holocaust related)

Compare point of view of characters

Skills

Understand word origins

Analyze root words

Use context clues for meaning

Use multiple meaning words

Identify synonyms and antonyms

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing a persuasive essay

Incorporate support and elaboration of details in paragraphs

Vary sentence structure in writing

Incorporate transition words

Construction of thesis (road map) sentence

Open with a hook / close with a punch

Use of figurative language:

- Simile
- Metaphor
- Magic three
- Dialogue
- Hyperbole
- Onomatopoeia
- Irony

Draft, revise, edit and publish a persuasive piece .

Use proper punctuation, capitalization, subject verb agreement

Reflect on writing for strengths and weaknesses

Understand the history of words (etymology)

Identify word origins and clarify pronunciations

Students will be able to describe the following elements in the novel they are reading.

- Characters
- Setting
- Plot
- Theme
- Main idea
- Conflict
- Resolution
- New vocabulary

Students will be able to organize information into a book project

Understand types of letter writing

Create a business proposal and do advertising campaign

Understand types of propaganda and how it is used

Determine important information to include in each paragraph

Write to a prompt

Expand sentences

Writing a story in parts... Students start writing and after 10 minutes switch papers and continue story of peer. After 10 more minutes papers are exchanged once again and completed.

Describe a character based upon the thoughts, words, & actions of the character, the narrator's description, & other characters' viewpoints

Determine the meaning of figurative language, including similes, metaphors, personification & idioms

Determine the intended meaning of an unfamiliar word in context

Analyze the ways characters change or interact with others over time.

Analyze elements of setting, plot and characterization

Identify and analyze imagery and figurative language

Identify and analyze elements of drama used by author in the novel

Make book to self connections

Determine and analyze story themes

Assessments

Unit tests

Multi- Unit test reviews

Completion of unit exercises

Use of words in sentences

Use of words in short writings

Extended use of words

Draw picture to illustrate word meaning

Completed journal entries (reading and writing grade assigned)

Completed book project

Presentation of book project

Observation of time spent on task

Small group participation

Individual work habits

Completion of organizer

Completion of rough draft

Oral sharing of work

Short write samples

Final draft based on holistic scoring rubric used on NJASK

Use of thesis statement

Use of details /examples /statistics as support for reasons

Use of transition words in final product

Oral sharing of essay

Comprehension questions

Chapter quizzes / tests

Class discussion

Write a personal journal letter which includes a personal reaction to the reading

Teacher observation

Project which meets rubric requirements based on a Holocaust related novel or topic

Students will work on answering open ended questions looking back into story for supportive information

Student participation

Students will randomly select a topic dealing with the Holocaust and perform the following activities:

- Research topic
- Written Report
- Create a slide show presentation
- Present slide how to class
- Critique each others work

Students will create a multi media project and present to class

Lessons/Learning Scenarios

Review all words with students

Pronounce words together

Work with synonyms, antonyms

Review definitions of words

Practice using the words in original sentences

Discuss the etymology of words

Root words

Model drawing of picture to illustrate word meaning

Distribute list of journal prompts and review areas to be covered in writings

- Main idea
- Characters
- Leads
- Conclusion
- Conflict
- Resolution
- Plot
- Setting
- Foreshadowing
- Flashback
- Narration
- Vocabulary

Distribute and discuss book project for the marking period

Write a letter to an advice columnist “Dear Edna” (real or imaginary situation)

Answer letters of other students

Review letter writing format

Short writes “What Is”

Develop a new business and a proposal for starting it

Develop sentences using given list of words

Work on fairy tales based on reverse wishes

Compile journals based on assigned writing prompts

Complete round robin writing assignment

Review writing process

Review and model pre-writing strategies and use of graphic organizers

Work on support and elaboration of details in writing

Work on use of correct punctuation, capitalization and agreement

Work on writing a thesis statement

Discuss parts of an opening paragraph using acronym **HITOP** as a reminder to include

- Hook
- Introduction
- Thesis
- Opinion
- problem

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

Review holistic scoring rubric

Emphasis the importance of using figurative language (similes, metaphors and hyperboles, etc)

Review the content and structure of writing a persuasive paragraph

Teach how to write a closing paragraph that sums up the main points.

Intro. of vocabulary

Discuss plot and setting and importance to story

Discuss use of technical language and importance to text

Discuss point of view including:

- First person
- Third person omniscient
- Third person limited

Review use of figurative language

Making connections from book to self

Make inferences and predictions about the story

Discuss research reports

Discuss making a slide show on power point

Work on good presentation skills

Work on skills needed to be a good audience

Examine information presented based on character point of view

Standards

CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.b	Use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2.c	Spell correctly.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3.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).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5.a	Interpret figures of speech (e.g., verbal irony, puns) in context.
CCSS.ELA-Literacy.L.8.5.b	Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy.L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CCSS.ELA-Literacy.W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).
CCSS.ELA-Literacy.W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCSS.ELA-Literacy.RL.8.9	Analyze 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.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Resources
