

Unit 1

Content Area: **English Language Arts**
Course(s): **English Language Arts 8**
Time Period: **Marking Period 1**
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?

What is a gang?

Why are friends important?

What characteristics describe a good friend?

What is the difference between a gang and a group of friends? (connotation and denotation)

What makes a character static or dynamic?

How do you plan a quote adage essay?

Why is planning an important part of the process?

Why is it important to do a rough draft?

What are the essential parts?

What is risk taking in writing?

What is a full circle ending?

Why do we use hooks when we write?

What is the difference between formal and informal writing?

What are plot / subplot?

What are story motifs and how are they used?

What is foreshadowing?

How do you recognize conflict in a story?

What is the difference between plot and theme?

How is foreshadowing used in a story?

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.

Read and discuss the novel *The Outsiders* by SE Hinton to:

- Analyze plot
- Identify Conflict
- Make Inferences
- Make Predictions
- Make Connections

View [The Outsiders](#) Video and compare / contrast media

Use dialogue to analyze character traits

Students are given a quote that they can connect to from those provided.

Use of graphic organizers as prewriting activity

- Model use of three column organizer

Revision and editing skills include the following:

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

Students will recognize, analyze and understand the following terms:

- Plot

- Subplot
- Theme
- Motifs
- Foreshadowing
- Conflict
- Making predictions

Through the use of a few the following suggested stories in Collection 1 of Literature book:

The Wise Old Woman by Kylene Beers

Broken Chain By Gary Soto

The Landlady By Roald Dahl

The Monkey's Paw By W.W. Jacobs

The Third Wish By Joan Aiken

The Open Window By Saki

Skills

Understand word origins

Analyze root words

Use context clues for meaning

Use multiple meaning words

Identify synonyms and antonyms

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

Determine the intended meaning of an unfamiliar word in context

Determine the meaning of figurative language

Analyze the ways characters change or interact with others over time give support

Analyze elements of setting, plot and characterization

Interpret mood in a text and give supporting evidence

Identify how an author's use of words creates mood

Identify and analyze imagery and figurative language

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

Distinguish between static and dynamic characters

Write an essay comparing and contrasting two media forms

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing to a quote

Incorporate support and elaboration of details in writing

Vary sentence structure in writing

Use MULL

- Mean
- Connect to self
- Lesson Learned

Open with a hook

Draft, revise, edit and publish a quote essay.

Use proper punctuation, capitalization, subject verb agreement

Reflect on writing for strengths and weaknesses

Understand plot structure

Analyze subplots and parallel episodes

Recognize Story Motifs

Understand multiple meaning words

Identify conflict

Recognize use of foreshadowing

Retell / summarize a story's plot

Use context clues

Make predictions

Compare and contrast stories

Complete open ended questions using information from text as support

Difference between plot and theme

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

Oral sharing of work

Short write samples

Accurately identify the point of view from which each chapter is written

Accurately make a timeline of events

Comprehension questions

Chapter quizzes / tests

Class discussion

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

Teacher observation

Student participation

Compare / contrast novel to video.

Open ended responses

Individual work habits

Completion of graphic organizer

Completion of rough draft

Work habits while in computer lab using word processors

Final draft based on holistic scoring rubric used on NJASK

Oral sharing of essay

Guided class discussions

Observation of group work

Writings with responses to reading

Tests and quizzes story on content

Plot analysis charts

Vocabulary reviews

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

Introduction of vocabulary

Character analysis and completion of chart

Discuss plot and setting and importance to story

Discuss use of informal language and importance to text

Discuss static and dynamic characters

Review writing process

Review pre-writing strategies and use of graphic organizers

Model use of graph for analyzing quote

Work on support and elaboration of details in writing

Work on use of correct punctuation, capitalization and agreement

Work on use of 5 hooks in opening:

- Quote
- Definition
- Sarcasm

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

Review holistic scoring rubric

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

Review the content and structure of writing to a prompt

Teach how to write a full circle ending

Introduce plot and subplot

Discuss events in stories that lead to the climax and resolution

Discuss common motifs including:

- Metamorphosis
- Number 3
- Magic
- Villains

- Impossible tasks
- Perilous journeys
- Wicked stepmothers
- Maidens in danger

Discuss foreshadowing and how it is used in the stories.

Practice making predictions / inferences

Introduce open ended questions and model how to answer

Discuss story element terminology

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.8.4.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.
CCSS.ELA-Literacy.L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.4.c	Consult general and specialized 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.
CCSS.ELA-Literacy.L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.8.3	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.8.9	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.8.4	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.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.8.7	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
