

Unit 2

Content Area: **English Language Arts**
Course(s): **English Language Arts 8**
Time Period: **Marking Period 2**
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 biographical sketch?

Who is Harriet Tubman?

What is the Underground Railroad?

What is an informational article?

What is text structure?

How do you compare text?

What is the setting of the story?

How is plot different from theme?

What is the difference between comparing and contrasting forms of media?

How is chronology used in a story?

What is the mood of a story and what clues does it give the reader?

Who is Ray Bradbury? What types of literature did he write?

How do you plan a speculative 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 speculative essay?

What does speculate mean?

Why do we use hooks when we write?

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

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

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

How is transition used? Why is it needed?

Why are friends important?

What characteristics describe a good friend?

What makes a character static or dynamic?

How do friends grow up and grow apart?

What would you do if you found out your best friend was doing something illegal?

How does doing drugs change a persons life?

What is a static character vs. a dynamic one?

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 will recognize, analyze and understand the following terms:

- characterization
- motivation

- inferences
- context clues
- main idea
- making predictions

Suggested stories for use stories in Collection 2 of Literature book:

Harriet Tubman: Conductor of the Underground Railroad By Ann Petry

Field Work By Rose D C Guilbault

Too Soon a Woman By Dorothy Johnson

Comparing Text

- Union Pacific Railroad Poster
- Home Sweet Soddie

Text used for learning about text structure:

Fugitive Slave Act of 1793 and 1850 By Flo Ota DeLange

Thanksgiving, A Meal Without Forks Author Unknown

Drumbeats and Bullets By JimMurphy

The Drummer Boy of Shiloh By Ray Bradbury

Students will recognize, analyze and understand the following terms:

- visualize setting
- conflict
- tone
- mood
- plot / theme
- cause / effect
- compare / contrast
- generalizations

Following suggested stories for use in Collection 3 of Literature text:

The Green Mamba by Roald Dahl

In Trouble by Gary Paulsen

There Will Come Soft Rain , The Flying Machine, The Fog Horn by Ray Bradbury

Students brainstorm solutions for a model situation.

Discuss elements needed in a story including:

- Hook
- Problem

- Solution to problem
- Action
- Beginning
- Middle
- End

Use of graphic organizers as prewriting activity

- Model use of organizers

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
- Dialogue

Read and discuss the novel That Was Then This Is Now by SE Hinton to:

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

Determine importance of point of view

Analyze use of dialogue to depict character traits

Compare / contrast 2 works by same author

View That Was Then This Is Now Video

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.

Understand characterization

Analyze characterization

Analyze character motivation

Identify main idea

Make inferences

Make predictions

Compare and contrast text

Use context clues for meaning

Analyze historical fiction

Paraphrase a poem

Understand text structure with a focus on:

- Enumeration
- Sequence
- Chronology
- Compare / contrast
- Cause / effect

Analyze materials based on treatment of subject

- Bias/objective
- Broad or limited scope

understand visualization of setting

Analyze conflict / cause effect situations

Identify the theme / plot

Make generalizations

Use context to determine mood

Understand text structure

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing a speculative essay

Incorporate elaboration of details in paragraphs

Vary sentence structure in writing

Incorporate transition words

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 NJASK scoring rubric

Describe a character based upon the thoughts, words, & actions of the character

Determine the intended meaning of an unfamiliar word in context

Analyze the ways characters change or interact with others over time and give supporting evidence.

Analyze elements of setting, plot and characterization

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

Complete a Venn Diagram comparing and contrasting two media forms

Using text to find information to support answers

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 rough draft

Short write samples

Guided class discussions

Observation of group work

Writings with responses to reading

Tests and quizzes on story content

Use of Venn diagrams and charts to compare and contrast stories

Plot analysis charts

Vocabulary reviews

Class participation

Small group participation

Individual work habits

Completion of graphic organizer

Work habits while in computer lab using word processors

Final draft based on holistic scoring rubric used on NJASK

Story has a beginning, middle and end

Peer conferencing skills

Use of transition words for clarity in final product

Oral sharing of work

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

Comprehension questions

Chapter quizzes / tests

Class discussion

Teacher observation

Student participation

Open ended questions

Compare / contrast novel to video using Venn Diagram.

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

Introduce biographical sketch

Discuss elements of plot including events, conflict, climax and resolution

Discuss suspense

Practice making predictions / inferences

Practice making connections between story and self, world, and other stories

Introduce visualization of settings

Discuss difference between plot and theme

Discuss and identify conflict

Practice making generalizations based on text information

Compare and contrast various forms of literature

Discuss text structure

Discuss mood and how to identify it in the story

Review writing process

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

Work on components of a speculative writing.

Work on use of correct punctuation, capitalization and agreement

Review holistic scoring rubric

Discuss parts of an opening

- Hook
- Introduction to problem
- Setting

Discuss Editing/revision

Focus on sentence fluency and variation in writing.

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

Review the content and structure of writing a speculative story

Discuss need for beginning, middle and end to a story

Introduction of vocabulary

Character analysis and completion of character trait chart

Discuss plot and setting and importance to story

Discuss use of informal language and importance to text

Discuss static and dynamic characters

Compare the structure of 2 texts written by the same author

Discuss the use of dialogue to reveal character

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.8.2	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.8.9	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.8.10	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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Resources
