

Unit 3

Content Area: **English Language Arts**
Course(s): **English Language Arts 8**
Time Period: **Marking Period 3**
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 narrative 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?

What is risk taking in writing?

Why do we use hooks when we write?

What is the difference between formal and informal writing?

What is voice in writing?

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

What is the theme of a story?

How is plot different from theme?

What is the difference between comparing and contrasting literature and 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 Anne Frank?

What is a diary? How is a diary used?

What do you know about the Holocaust?

What is hatred? Why do people hate? How did hatred affect the Holocaust?

How can dialogue give detail about a character?

What is a warranty?

What are workplace documents?

What are public documents?

What is an informational article?

What is text structure?

What is a consumer document?

Why is it important to be able to read product information?

What is a contract?

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

Students will recognize, analyze and understand the following terms:

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

Select from the following stories in Collection 4 of Literature book:

The People Could Fly By Virginia Hamilton

The Diary of Anne Frank (play version) By Francis Goodrich and Albert Hackett

A Tragedy Revealed By Ernst Schnabel

Walking With Living Feet By Unknown author

from The Diary of Anne Frank By Anne Frank

Camp Harmony By Nisei Daughter and Monica Sone

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 use of opening hooks:

- Question
- Quote
- Definition

Revision and editing skills include the following:

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

Using a poignant ending

Transition in writing

Using voice in writing

Inclusion of :

- Simile
- Metaphor
- Hyperbole

Students will use documents to solve a problem

Students will analyze consumer materials

Students will explain how to use technical devices

Select from the following selections in Collection 8 of Literature book:

Documents for Life By Sherri Henderson

Tools of the Trade From Newspaper Designer Handbook

Text used for learning about informational text structure:

Understanding Consumer Materials

- Understanding Technical Directions

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.

Generate, plan and organize ideas by pre-writing

Review the content and structure of writing a narrative essay

Incorporate support and elaboration of details in writing

Vary sentence structure in writing

Use dialogue in writing

Incorporate transition words

Open with a hook / close with a punch

Use of figurative language:

- Simile
- Metaphor
- Magic three
- Dialogue
- Hyperbole

Draft, revise, edit and publish a personal narrative essay.

Use proper punctuation, capitalization, subject verb agreement

Reflect on writing for strengths and weaknesses

Understand visualization of setting

Analyze cause and effect situations

Identify theme, plot and conflict

Make generalizations

Understand chronology and how it is used

Compare and contrast text / play version of story

Use context clues for determining the mood

Analyze information about the Holocaust

Understand text structure

Use resources to understand the historical background of a play.

Use prior knowledge to understand factual reporting.

Analyze how dialogue reveals character traits

Understand narrative vs. informational text

Analyze documents to solve problems

Analyze consumer materials

Understand various types of documents

Identify informational text

Make inferences

Analyze directions and structure

Understand warranties and contracts

Understand the use of bold face (italics) type and numbered steps

Evaluate information for sound evidence of support

Analyze how information is presented in different media forms

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

Individual work habits

Oral sharing of work

Short write samples

Small group participation

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

Use of hook (quote, definition or question) and poignant closing

Use of transition words in final product

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

Oral reading skills

Journal writing

Reading parts in a play

Written assessments based on stories

Tests and quizzes on content

Vocabulary reviews

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 use of 3 hooks in opening:

- Question
- Quote
- Definition

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 personal narrative

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

Review pieces that use voice effectively

Introduce visualization of setting

Discuss difference between plot and theme

Discuss and identify conflict

Practice making generalizations based on information

Practice identifying use of chronological order by time and by event

Discuss text structure focusing on:

- visualize setting
- conflict
- tone / mood
- plot / theme
- cause/effect
- chronology

Discuss mood ... How to identify it and what it tells about the story

Identify recurring themes In literature

Discuss hatred the Holocaust and outcomes

Introduce informational text

Discuss types of documents

Practice making connections between informational text and life experiences

Discuss contracts

Discuss warranties and terms

Introduce technical vocabulary and terms

Practice reading instructional and technical manuals as well as train schedules

Discuss how presentation of information is structured

Compare the same information presented in various formats

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	Informational Text
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.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.8.8	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.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
