

# Third Trimester

Content Area: **English Language Arts**  
Course(s): **English Language Arts 8**  
Time Period: **Undefined**  
Length: **12-14 weeks**  
Status: **Published**

## Unit Overview

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## Essential Questions

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- How can reading on a regular basis help you?
- How do you plan an essay based on a quote?
- What elements make writing interesting?
- What is discrimination?
- What is the importance of vocabulary in reading and writing?
- What is the meaning of a given quote?
- What would it have been like to have lived during the Holocaust?
- Why did the Holocaust occur?

## Content

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### Reading

Read and discuss “The Diary of Anne Frank” (play) and Night by E. Wiesel to:

- Analyze plot
- Identify conflict
- Make inferences
- Make predictions
- Make connections (text to text, text to self)
- Understand theme
- Analyze character
- Examine point of view

Open-ended response

Compare and contrast characters’ experiences

Various novels (Student choice for independent reading)

Journal topics

## **Writing**

Bank of selected quotes allowing for student choice

Graphic organizers for prewriting (ie. 3 column organizer)

Revision and editing skills to include the following:

- Punctuation
- Capitalization
- Agreement
- Sentence length
- Elaboration
- Word choice
- Figurative language

6+1 Traits

- Ideas
- Organization
- Voice
- Sentence fluency
- Word choice
- Conventions
- Presentation

Journal responses

Dialogue

## **Vocabulary**

Sadlier Vocabulary for Success (Level C)

21 lessons consisting of 10 words used in text

## **Skills**

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- Analyze story elements (ie. character, setting)
- Analyze the elements of setting, plot, and characterization
- Analyze the ways characters change or interact with others over time
- Clarify pronunciations
- Describe a character based upon thoughts, words & actions of the character, narrator's description, and other characters' viewpoints
- Determine and analyze story themes

- Determine the meaning of an unfamiliar word in context
- Determine the meaning of figurative language
- Determine word meanings
- Develop a personal writing style
- Draft, revise, edit, and publish a quote adage essay
- Generate, plan, and organize ideas by prewriting
- Identify and analyze imagery
- Incorporate support and elaboration of details in writing
- Infuse voice into writing
- Interpret words and phrases as they are used in a text
- Make text-to-self connections
- Open with a hook
- Reflect on writing for strengths and areas needing improvement
- Review the content and structure of writing to a quote
- Take compositional risks
- Understand word relationships
- Use MULL- meaning, connect to self, lesson learned
- Use proper punctuation, capitalization, and subject very agreement
- Use specific, vivid vocabulary
- Utilize word-solving strategies
- Vary sentence structure
- Write dialogue

## **Assessments**

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Comprehension questions/Cornell notes

Chapters quizzes/tests

Class discussion

Personal journal letter with reaction to the reading

Teacher observation

Project on a Holocaust related topic/novel

Open-ended response included textual support

Student participation

Holocaust topic activities to include:

- Research
- Written report
- PowerPoint presentation

- Presentation of information to class
- Critique of peer presentations

Individual work habits

Small group participation

Graphic organizer(s)

Rough draft

Use of hook

Work habits while using computer (Internet and word processing)

Final draft graded using NJ Holistic Scoring Rubric

Reading logs

Journal responses

Completion of lesson and unit exercises

Lesson/Unit quizzes and tests

Use of words in writing

Quick writes

Dialogue cartoon

## **Lessons/Learning Scenarios**

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Introduction of vocabulary

Discuss plot and setting and their importance to the story

Discuss use of technical language and importance to text

Discuss point of view including:

- First person
- Third person omniscient
- Third person limited

Review of figurative language

Making connections between text and self

Making inferences and predictions about the story

Discuss research reports

Discuss making a PowerPoint presentation

Work on presentation skills

Work on skills needed to be a good audience

Examine information presented based on character point of view

Review writing process

Review and model prewriting strategies and use of graphic organizers

Review the content and structure of writing to a prompt

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 hooks in opening

- Quote
- Question
- Single word

Discuss revision and editing

Emphasis on the importance of including figurative language (simile, metaphor, hyperbole, etc.)

Focus on sentence fluency and variation in writing

Examples of voice in writing

Rules for writing dialogue

Teach how to write a full circle ending

Review holistic scoring rubric

Distribute and review list of journal prompts:

- Main idea
- Characters
- Setting
- Conflict
- Plot
- Resolution
- Foreshadowing
- Flashback

- Leads
- Conclusion
- Narrator
- Vocabulary

Review words and meanings

Pronounce words together

Practice using words in original sentences

Discuss the etymology of words

Work with root words

## Standards

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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.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.8.6	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.8.2	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.8.3	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.8.4	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.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.8.10	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.
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.8.2

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

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Student-selected novels (Independent Reading)

Journal prompts

Literature Textbook- Holt, Rineheart, and Winston: Elements of Literature (Second Course)

Sadlier Vocabulary for Success (Level C)

Teacher-created resources

Night by E. Wiesel