

First Trimester

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

Unit Overview

Essential Questions

- How can reading on a regular basis help you?
- How can you develop voice in writing?
- How does an author create mystery in writing?
- How does figurative language enhance narrative writing?
- What are logos, ethos, and pathos and how do these apply to persuasive writing?
- What are the elements of narrative writing?
- What are the essential parts of a persuasive essay?
- What is the importance of vocabulary in reading and writing?
- What makes writing interesting?
- What techniques do authors use to forewarn the reader of what is to come?
- Where are times you would use persuasion?
- Why do people enjoy reading mystery stories?

Content

Reading

Student selected novels (Independent Reading book)

Journal topics

Read and discuss the following stories to:

- Analyze plot
- Make inferences & predictions
- Examine irony and foreshadowing

“The Landlady” by R. Dahl

“The Monkey’s Paw” by W.W. Jacobs

“The Third Wish” by J. Aiken

“There Will Come Soft Rains” by R. Bradbury

“Destination Mars” by A. Newman

“The Tell-Tale Heart” by E. Poe

“Rain, Rain, Go Away” by I. Asimov

“The Black Cat” by E. Poe

“The Raven” by E. Poe

“The Hitchhiker” by L. Fletcher

The Trial by J. Bryant

Writing

Student selected topics from a bank of brainstormed topics

Graphic organizers used for prewriting (model various organizers)

- 4 square
- Story map
- Persuasion map

Hooks including:

- Question
- Quote
- Definition

Revision and editing skills including:

- Punctuation
- Capitalization
- Elaboration
- Agreement

Dialogue

Using a poignant closing

Transitions

Voice

Figurative language to include:

- Simile
- Metaphor
- Hyperbole

- Personification
- Onomatopoeia
- Irony

Thesis statement

Elements of an opening (persuasive essay)

- Hook
- Introduction of self
- Thesis statement
- Opinion
- Problem

Elements of a closing (persuasive essay)

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

Elements needed in body paragraphs (persuasive essay)

- Reason
- Supporting details
- Examples
- Facts/statistics

6+1 traits of writing

- Ideas
- Organization
- Voice
- Sentence Fluency
- Word Choice
- Conventions
- Presentation

Paragraphing

Vocabulary

Sadlier Vocabulary for Success (Level C)

21 lessons consisting of 10 words used in context

Skills

- Analyze story elements (ie. characters, setting)
- Analyze subplots and parallel episodes
- Clarify pronunciations
- Compare and contrast story motifs
- Construct a thesis statement
- Construct open-ended responses using information from the text as support
- Determine word meanings
- Develop a personal writing style
- Differentiate between plot and theme
- Draft, revise, edit, and publish a narrative essay
- Draft, revise, edit, and publish a persuasive essay
- Generate, plan, and organize ideas by prewriting
- Identify conflict
- Incorporate support and elaboration of details
- Incorporate transitions
- Infuse voice into writing
- Interpret words and phrases as they are used in text
- Make predictions
- Open with a hook, close with a punch
- Recognize story motifs
- Recognize use of foreshadowing and how this builds suspense
- Reflect on writing identifying strengths and areas needing improvement
- Review the content and structure of a narrative essay
- Review the structure and content of a persuasive essay
- Understand plot structure
- Understand various types of writing
- Understand word relationships
- Use dialogue
- Use of compositional risks (ie. simile, magic 3)
- Use proper punctuation, capitalization, and subject verb agreement
- Use specific, vivid vocabulary
- Utilize word-solving strategies
- Vary sentence structure

Assessments

Plot analysis charts

Foreshadowing T-chart

Discussion

Student interaction

Teacher observation

Comprehension questions and Cornell notes

Quizzes/tests

Open-ended response

Small group participation

Individual work habits

Graphic organizer

Rough draft

Work habits while using the computer (word processing)

Use of hook and poignant closing

Use of transitions

Final draft scoring using the NJ Holistic Writing Rubric

Oral sharing of essay

Use of thesis statement

Use of details, examples, and statistics as support for reasons

Quick writes

Dialogue cartoon

Reading log

Journal responses

Completion of lesson and unit exercises

Lesson/Unit quizzes and tests

Use of words in sentences

Use of words in writing

Introduce plot and subplot

Discuss events in stories that lead to the climax and resolution

Discuss elements of plot including setting and narrator

Discuss mystery

Discuss common motifs including:

- Metamorphosis
- Number 3
- Magic
- Villains

Discuss foreshadowing and how it is used in the stories

Practice making predictions and inferences

Introduce open ended response and model how to construct

Discuss story element terminology

Distribute list of journal prompts and review areas to be covered:

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

Review scoring rubric for journal responses

Discuss ways to determine readability level and how to decide if novel is appropriate

Review words and meanings

Pronounce words together

Practice using the words in original sentences

Discuss etymology of words

Work with root words

Review writing process

Review and model prewriting strategies and graphic organizers

Model and practice using support and elaboration of details

Work on use of correct punctuation, capitalization, and agreement

Work on hooks including:

- Question
- Quote
- Definition

Discuss revision and editing

Full-circle ending

Work on crafting a thesis statement

Discuss elements of an opening using HITOPS as a reminder to include:

- Hook
- Introduction
- Thesis
- Opinion
- Problem

Focus on sentence fluency and variation

Emphasize the importance of incorporating figurative language to ‘show’ the narrative (simile, metaphor, hyperbole, etc.)

Emphasize the importance of taking compositional risks

Rules for writing dialogue

Review the content and structure of narrative writing

Review the content and structure of persuasive writing

Instruct on writing a closing that sums up the main points

Review writing that uses voice effectively

Review NJ Holistic Scoring Rubric

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.8.2	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.8.8	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.8.10	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.8.5	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.8.9	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

Student-selected novels (Independent Reading)

Journal prompts

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

The Trial

Sadlier Vocabulary for Success (Level C)

Teacher-created resources