

Second 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 show what is happening as opposed to tell what is happening?
- How do people/characters respond to personal challenges?
- How do you plan a speculative essay?
- How does an author develop theme?
- What are logos, ethos, and pathos and how do these apply to persuasive writing?
- What are the essential components of a speculative essay?
- What are the essential parts of a persuasive essay?
- What are universal themes?
- What elements make writing interesting?
- What is the importance of vocabulary in reading and writing?
- Where are times you would use persuasion?

Content

Reading

SW recognize, analyze, and understand the following terms:

- plot/theme
- subplot
- parallel episodes
- literary devices (allusion, dialect)
- writer's style
- universal themes
- idioms

“The Wise Old Woman” by Y. Ulchida

“Flowers or Algernon” by D. Keyes

“Raymond’s Run” by T. Bambara

From “I Have a Dream” by MLK Jr.

“The Medicine Bag” by V. Sneve

“The Treasure of Lemon Brown” by W.D. Myers

“A Smart Cookie” by S. Cisneros

Jimi and Me by J. Adoff

Various novels (Student choice for Independent Reading)

Journal topics

Writing

Various prompts (allowing for student choice)

Discuss elements needed in a story including:

- Hook
- Problem
- Solution
- Action
- Beginning
- Middle
- End

Graphic organizers for prewriting (providing various models allowing for student choice, including 4-square and persuasion map)

Revision and editing skills to include the following:

- Punctuation
- Capitalization
- Agreement
- Elaboration

Hook

Transitions

Voice

Include any 3:

- Simile
- Metaphor
- Hyperbole
- Personification
- Onomatopoeia

- Irony
- Dialogue

Persuasive topics (from a bank of brainstormed ideas and debates)

Thesis statement

Elements of an opening including:

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

Elements of a closing including:

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

Elements needed in body paragraphs including:

- Reason
- Supporting details
- Examples
- Facts/statistics

6+1 Traits

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

Vocabulary

Soldier Vocabulary for Success (Level C)

21 lessons consisting of 10 words used in context

Skills

- Analyze author's style
- Analyze story elements (ie. character, setting)
- Clarify pronunciations
- Construct a thesis statement
- Determine word meanings
- Develop a personal writing style
- Draft, revise, edit, and publish a persuasive essay
- Draft, revise, edit, and publish a speculative essay
- Examine the influence of author's background
- Explore universal themes
- Generate, plan, and organize ideas (prewriting)
- Identify and analyze text structure, subplots, and parallel episodes
- Identify and explain the author's use of literary devices (allusion, dialect, idiom)
- Incorporate support and elaboration of details
- Incorporate transitions
- Interpret words and phrases as they are used in text
- Make judgements
- Open with a hook/close with a punch
- Reflect on writing for strengths and areas needing improvement
- Retell and analyze plot
- Review the content and structure of a persuasive essay
- Understand NJ Holistic Scoring Rubric
- Understand the content and structure of writing an essay
- Understand word relationships
- Use compositional risks (ie. simile, metaphor)
- Use proper punctuation, capitalization, and subject verb agreement
- Use specific, vivid vocabulary
- Utilize word-solving strategies
- Vary sentence structure
- Write dialogue

Assessments

Guided class discussions

Comprehension questions and Cornell notes

Observation of group work

Written responses to reading including open-ended response

Quizzes

Oral and silent reading fluency

Writing a personal narrative

Individual work habits

Small group participation

Graphic organizer

Use of thesis statement

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

Rough draft

Essay has a beginning, middle, and end

Peer conferencing skills

Use of transition words for clarity

Work habits while using computers (word processing)

Final draft scoring using the NJ Holistic Writing Rubric

Oral sharing of writing

Observation of students (time on task)

Reading log

Journal responses

Completion of lesson and unit exercises

Lesson/Unit quizzes and tests

Use of words in writing

Open-ended response

Quick writes

Dialogue cartoon

Lessons/Learning Scenarios

Discuss the difference between plot and theme

Examine universal themes

Retell and summarize plot

Complete plot diagram/story map

Discuss text structure focusing on the following:

- plot/theme
- subplot
- parallel episode

Practice making judgments about characters

Discuss author's use of literary devices and how these enhance the writing

- allusion
- dialect
- idiom

Discuss author's background and a biographical approach to literary criticism

Review writing process

Review prewriting strategies of use of graphic organizers

Review the content and structure of writing a speculative essay

Review the content and structure of a persuasive essay

Work on components of a speculative essay

Discuss need for beginning, middle, and end to a story

Discuss parts of an opening

- Hook
- Introduction to problem
- Setting

Focus on sentence fluency and variation in writing

Model and practice using support and elaboration of details

Work on crafting a thesis statement

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

- Hook
- Introduction
- Thesis
- Opinion
- Problem

Work on use of punctuation, capitalization, and agreement

Discuss revision and editing

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

Emphasis on the importance of using compositional risks

Instruction on crafting a closing paragraph that reviews the main points

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 words and meanings

Pronounce words together

Practice using the words in original sentences

Discuss the etymology of words

Work with root words

Examples of voice in writing

Full-circle ending

Rules for writing dialogue

Review NJ Holistic Writing 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.8.9	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.8.4	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.8.6	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

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