

## Unit 1/Concept 1

Grade 8 ELA      Grade 8 ELA

Start Date: August 26, 2013

End Date : September 27, 2013

<p>Unit Overview Understanding the elements of literature from a reader's perspective.</p>	<p>Content Elaborations Reading Literature: Readers analyze how the elements of setting and plot affect characters. They are able to support their understandings with specific details from the text. This analysis enables readers to infer (draw a conclusion arrived at from logical reasoning) the overall theme of the text. Students will analyze how the author's use of point of view can create different effects. Readers will also extend meaning by analyzing figurative and connotative meanings of words. This topic also focuses on text structure but does so by comparing and contrasting different text structures and analyzing the differences between the two.</p> <p>Writing: The focus is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence and detail. Evidence can be in the form of facts, examples, details and/or statistics and should be presented logically so that the writers can clarify relationships.</p>	<p>Unit Resources Suggested Texts:</p> <p>Lesson 1: "Raymond's Run IS: Character Map/Wheel Lesson 2: "The Treasure of Lemon Brown" IS: Jigsaw Strategy Lesson 3: "the lesson of the moth" IS: T-Chart Lesson 4: James Frey controversy video or "the lesson of the moth" extension Lesson 5: "The Treasure of Lemon Brown" IS: T-Chart Lesson 6: "Pandora's Box" Lesson 7: "The Hitchhiker"</p>
<p>Unit Vocabulary See vocabulary associated with each story.</p>	<p>Enduring Understandings (Big Ideas) Lesson 1: How do the elements (e.g. plot, setting, dialogue, events, etc.) in a story reveal aspects of a character, propel action or provoke a decision?</p>	<p>Connections Add topics specific to your instruction.</p>

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Lesson 2: How do readers analyze and evaluate the elements (characters, setting, events, plot, etc.) of a story to determine and trace the development of a theme or central idea over the course of a text?

Lesson 3: How do the differences in the points of view of characters create such effects as suspense and/or humor?

Lesson 4: How does the point of view/perspective presented in a text impact its meaning and reader understanding of the theme or central idea?

Lesson 5: How do readers distinguish between a character's point of view and that of an audience or reader?

Lesson 6: How can an author's word choice (language) and use of literary devices (figurative language, sensory details, imagery, connotations, symbolism, flashback, foreshadowing, suspense, allusions, analogies, etc.) impact meaning in a text?

Lesson 7: How does the structure of literary texts (stories, drama, poetry) contribute to meaning and reveal an author's theme?

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## Standards

### CC\_ Common Core State Standards - English Language Arts/Literacy (2010) - Grade 8 English Language Arts

Strand CCSS.ELA-Literacy.R.8 Reading

CCSS.ELA-Literacy.RL.8 Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RL.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Level Standard 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.

Grade Level Standard 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.

Grade Level Standard 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.

Craft and Structure

Anchor Standard RL.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard 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.

Strand CCSS.ELA-Literacy.W.8 Writing

Text Types and Purposes

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard 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.

Grade Level Standard 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.

Research to Build and Present Knowledge

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Assessment NWEA Map: September Benchmark 1 STAR/AR Testing End of selection tests	Unit Reflection
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## Quarter1/Concept 1

Content	Skills	Assessment
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<p>A. "Raymond's Run" B. "The Treasure of Lemon Brown" C. "the lesson of the moth" D. "Pandora's Box" E. "The Hitchhiker"</p>	<p>A. "Raymond's Run" 1. Cite textual evidence that supports an analysis of what the text says/inferencing. RL8.1 2. Determine a theme or central idea of a text and analyze its development over the course of the text. RL8.2 3. Analyze how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL8.3 4. Draw evidence from literary or informational text to support analysis, reflection, and research. W8.9 B. "The Treasure of Lemon Brown" 1. Cite textual evidence that supports an analysis of what the text says/inferencing. RL8.1 2. Determine a theme or central idea of a text and analyze its development over the course of the text. RL8.2 3. Analyze how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL8.3 4. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RL8.6 5. Write narratives to develop real or imagined experiences or events. W8.3 C. "the lesson of the moth" 1. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RL8.6 2. Draw evidence from literary or informational text to support analysis, reflection, and research. W8.9 3. Write informative/explanatory texts to examine a topic, and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W8.2 D. "Pandora's Box" 1. Determine the meaning of words and phrases as they are used in a text. RL8.4 E. "The Hitchhiker" 1. 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. RL8.5</p>	
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