

GRADE 8

Unit One: Plot and Conflict

30 days

Throughout the course of this unit, students analyze how incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision. Students identify plot stages, conflicts and subplots, as well as analyze suspense. Through reading, students identify and analyze sequence of events and cause-effect relationships. They make inferences citing evidence to support these inferences. In writing, students demonstrate their understanding of literary elements by creating a personal narrative, presenting their narrative orally as they practice their speaking and listening skills.

Students use and understand perfect and progressive tense, maintain pronoun-antecedent agreement, and use coordinating conjunctions and semicolons correctly. Vocabulary will build and use word roots, base words and affixes to analyze word meaning. Students also use reference aids--dictionary, thesaurus and digital resources, and context clues-- to determine meaning. Students identify and analyze film elements and a director's choices in a media study in this unit.

Learning Targets:

I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. (RL.1)

I can explain how dialogue and actions in a story work together to develop the story. (RL. 3)

I can explain how dialogue and actions in a story work together to develop the story. (RL.3)

I can figure out the deeper meanings of words and phrases as they are used in a story. (RL.4)

I can identify several types of figurative language in a text. (RL.4)

I can identify how certain word choices influence the meaning and tone of a text. (RL.4)

I can identify how the author's analogies or allusions to other texts influence meaning and tone of an informational text. (RL.4)

I can compare and contrast two or more texts. (RL.5)

I can explain how the structural differences of two or more texts contribute to their meaning and style. (RL.5)
I can tell the points of view of each of the characters in a text. (RL.6)
I can identify the difference between the character's and the reader's point of view. (RL.6)
I can analyze how differences in the character's and the reader's points of view create suspense or humor. (RL.6)
I can discuss how a film or live production of a story or drama is similar to or different from the text. (RL.7)
I can evaluate how the director's choice to make changes to the text in a film or live production impacts the story. (RL.7)
I can gain the reader's attention by introducing ideas, a point of view, a narrator and/or characters. (W.3a)
I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)
I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)
I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information. (W.6)
I can use technology to interact and collaborate with others. (W.6)
I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience or topic. (W.10)
I can give a presentation that make claims using relevant evidence, details and reasons. (SL.4)
I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. (SL.6)
I can show that I understand standard English in my speech and in my writing. (L.1)
I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)
I can learn and use new vocabulary appropriate for 8th grade. (L.6)
I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression. (L.6)

Academic Vocabulary: affect, conclude, collaborate, evident, evaluate, imply

Content Vocabulary: climax, conflict, coordinating conjunction, external conflict, flashback, internal conflict, pacing, passage, relevant, reliability, subplot, transitions

Literature

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: 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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop - Holt McDougal Raymond's Run - Holt McDougal
	<p>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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop - Holt McDougal Raymond's Run - Holt McDougal The Ransom of Red Chief - Holt McDougal <ul style="list-style-type: none"> Clean Sweep - Holt McDougal
	<p>Craft and Structure: 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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Tell-Tale Heart - Holt McDougal
	<p>CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Clean Sweep - Holt McDougal

	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.	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Tell-Tale Heart - Holt McDougal
	Integration of Knowledge and Ideas: 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.	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Media Study: from <i>The Sisterhood of the Traveling Pants</i> - Holt McDougal

Writing

	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.	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
--	---	--	--

	<p>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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	<p>Production and Distribution of Writing: 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	<p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	<p>CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal

	and ideas efficiently as well as to interact and collaborate with others.		
	<p>Range of Writing:</p> <p>CCSS.ELA-Literacy.W.8.10</p> <p>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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal

Speaking and Listening

	<p>Presentation of Knowledge and Ideas:</p> <p>CCSS.ELA-Literacy.SL.8.4</p> <p>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</p>	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Presenting an Oral Narrative - Holt McDougal
	CCSS.ELA-Literacy.SL.8.5	<ul style="list-style-type: none"> Book Reviews 	<ul style="list-style-type: none"> Book Review on book of choice

	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. (See grade 8 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Presentation • Book Reviews 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Presenting an Oral Narrative - Holt McDougal

Language

	Conventions of Standard English: CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Unit 1 Assessment- Holt McDougal 	<ul style="list-style-type: none"> • Raymond's Run - Holt McDougal (sentence fragments) • The Ransom of Red Chief - Holt McDougal (avoid run-on sentences) <ul style="list-style-type: none"> • Clean Sweep - Holt McDougal (use progressive forms correctly)
	CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English	<ul style="list-style-type: none"> • Unit 1 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • The Ransom of Red Chief - Holt McDougal (avoid run-on sentences)

	capitalization, punctuation, and spelling when writing.		
	<p>Knowledge of Language: CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> Unit 1 Assessment- Holt McDougal 	<ul style="list-style-type: none"> Raymond's Run - Holt McDougal (sentence fragments)
	<p>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., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<ul style="list-style-type: none"> Unit 1 Assessment- Holt McDougal 	<ul style="list-style-type: none"> The Ransom of Red Chief - Holt McDougal (prefixes)
	<p>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.</p>	<ul style="list-style-type: none"> Unit 1 Assessment- Holt McDougal 	<ul style="list-style-type: none"> The Tell-Tale Heart - Holt McDougal (using reference aids)
	<p>CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academics and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important</p>	<ul style="list-style-type: none"> Unit 1 Assessment- Holt McDougal 	<ul style="list-style-type: none"> Raymond's Run - Holt McDougal (foreign words in English) Clean Sweep - Holt McDougal (suffixes that form nouns)

	to comprehension or expression.		
--	--	--	--