

GRADE 8

Unit Two: Character and Point of View

20 days

In Unit 2, students explore characters by analyzing perspective in first person and third person point-of-view. Character analysis is a focus as students analyze dialogue and incidents in a story explaining what they reveal about the characters. Specifically, they ask and answer the question: What brings the character to life? Using textual evidence, student must make claims and support their reasons with quotes and passages from the text. Through reading, students infer character motivations predicting future thoughts, feeling and actions of the character. Students analyze a film production, evaluating choices made by the director and actors based on the knowledge learned earlier in this unit.

Students write a critical review of a text using clear reasons and relevant evidence. Aligned with grade 8 CCS standards, students produce and publish writing with guidance from peers and with teacher feedback.

Students identify and use comparative and superlative verb forms correctly, and recognize correct and inappropriate shifts in verb voice and mood. Students use speaking and listening skills to: engage in discussion with peers, building on their own knowledge as they share. Debating is introduced requiring students to present claims in an organized and focused manner, clearly presenting facts and ideas and delivering information orally with clarity, appropriate eye contact and volume. Context clues and knowledge of base words and affixes are used to decipher word meaning.

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 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 write a claim and distinguish it from opposing views. (W.1a)

I can logically organize reasons and evidence to support a claim. (W.1a)

I can support my claims with logical reasoning and relevant evidence to show that I understand the topic. (W.1b)

I can support my claims using appropriate sources that show that I understand the topic. (W.1b)

I can use words, phrases and clauses to clearly show how claims, opposing claims, reasons and evidence fit together. (W.1c)

I can establish and maintain a formal style in presenting my written arguments. (W.1d)

I can write a conclusion that follows from and supports the arguments I presented. (W.1e)

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 gather evidence from fiction or informational texts to support my investigation, thinking and research. (W.9)

I can apply all that I have learned in 8th grade reading to writing literature. (W.9a)

I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.10)

I can show that I understand standard English in my speech and in my writing. (L.1)

I can understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive. (L.1c)

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: appropriate, intelligence, motive, assess, role

Content Vocabulary: analogy, central character, conclusion, description, infer, motivation, prefix, point of view, simile, verb tense

Literature

| | Common Core State Standard | Assessment | Resources |
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| | <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 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> Test Analysis Workshop (Character & Point of View) - Holt McDougal The Treasure of Lemon Brown - Holt McDougal The Rules of the Game - Holt McDougal The Medicine Bag/Who Are You Today, Maria? - Holt McDougal Writing Workshop: Critical Review - 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 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> Text Analysis Workshop (Character & Point of View) - Holt McDougal The Treasure of Lemon Brown - Holt McDougal The Medicine Bag/Who Are You Today, Maria? - Holt McDougal |

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| | 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 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> Text Analysis Workshop (Character & Point of View) - Holt McDougal The Treasure of Lemon Brown - Holt McDougal The Rules of the Game - 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"> Critical Review Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |

Writing

| | Common Core State Standard | Assessment | Resources |
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| | CCSS.ELA-Literacy.W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |

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| | or opposing claims, and organize the reasons and evidence logically. | | |
| | CCSS.ELA-Literacy.W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |
| | CCSS.ELA-Literacy.W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |
| | CCSS.ELA-Literacy.W.8.1.d Establish and maintain a formal style. | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |
| | CCSS.ELA-Literacy.W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented. | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |
| | 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.) | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |

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| | <p><u>CCSS.ELA-Literacy.W.8.5</u> 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 <u>here</u>.)</p> | <ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (can be assessed separately) | <ul style="list-style-type: none"> Writing Workshop: Critical Review - Holt McDougal |
| | <p><u>CCSS.ELA-Literacy.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Medicine Bag/Who Are You Today, Maria? - Holt McDougal |
| | <p><u>CCSS.ELA-Literacy.W.8.9.a</u> Apply <i>grade 8 Reading standards</i> to literature (e.g., "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").</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Medicine Bag/Who Are You Today, Maria? - Holt McDougal Writing Workshop: Critical Review - Holt McDougal |

Language

| | Common Core State Standard | Assessment | Resources |
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| | <p>Conventions of Standard English:</p> <p>CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Treasure of Lemon Brown - Holt McDougal |
| | <p>CCSS.ELA-Literacy.L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Rules of the Game - Holt McDougal |
| | <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 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Rules of the Game - Holt McDougal |
| | <p>CCSS.ELA-Literacy.L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Treasure of Lemon Brown - Holt McDougal |
| | <p>CCSS.ELA-Literacy.L.8.5.b Use the relationship between particular words to better understand each of the</p> | <ul style="list-style-type: none"> Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> The Medicine Bag/Who Are You Today, Maria? - Holt McDougal |

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| | words. | | |
| | <u>CCSS.ELA-Literacy.8.6</u> 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 | <ul style="list-style-type: none"> • Unit 2 Assessment- Holt McDougal | <ul style="list-style-type: none"> • The Treasure of Lemon Brown - Holt McDougal <ul style="list-style-type: none"> • Rules of the Game • The Medicine Bag/Who Are You Today, Maria? - Holt McDougal |