

GRADE 8

Unit Three: Setting and Mood

25 - 30 days

In Unit 3, through analysis of the text within this unit, students investigate setting and its impact on the story and the reader. Focusing on the writer's careful choice of words, students explain how mood is created using evidence from the text.

Students read various genre--science fiction, historical fiction, non-fiction-- analyzing author's craft and determining the meaning of words, sentence structure and author's point of view. To deepen their understanding, students compare how authors achieve their purposes through writing. These strategies and techniques are used within the student's own writing--using precise vocabulary, narrative techniques, transition words and organization of ideas. Writing consists of a comparison-contrast essay and other teacher developed writing tasks which extend the reading. Grammar and punctuation is taught within the writing workshop--correct verb use for passive and active voice and uses of ellipses and dashes. Context clues help determine the meaning of a word, figures of speech are interpreted in context, and common Latin roots and affixes help to determine the meaning of a word.

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 use details from the text to determine the theme or message of a story. (RL.2)

I can give an unbiased summary of a story. (RL.2)

I can explain how characters, setting and plot interact to support and develop the theme. (RL.2)

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 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 apply all that I have learned in 8th grade reading to writing informational texts. (W.9b)

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 give examples of key portions in an informational text that support my thoughts and inferences about the text. (RI.1)

I can determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to other's opinions. (RI.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 use print and digital reference sources to help me find the pronunciations of words and to clarify the meanings and parts of speech for new words and phrases. (L.4c)

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)

Academic Vocabulary: circumstance, emergey, predominant, rely, technology

Content Vocabulary: author's purpose, homograph, imagery, modifier, mood, prefix, setting, subject-verb agreement

Literature

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details:</p> <p>CCSS.ELA-Literacy.RL.8.1</p> <p>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 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop (Setting & Mood) - Holt McDougal Hallucination/From Ellis Island & I/Science Wonder Stories - Holt McDougal

	<p><u>CCSS.ELA-Literacy.RL.8.2</u> 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.</p>	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Hallucination/From Ellis Island & I/Science Wonder Stories - Holt McDougal
	<p>Craft and Structure: <u>CCSS.ELA-Literacy.RL.8.4</u> 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 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop (Setting & Mood) - Holt McDougal The Monkey's Paw - Holt McDougal Mi Madre/Canyon de Chelly - Holt McDougal
	<p><u>CCSS.ELA-Literacy.RL.8.6</u> 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.</p>	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Mi Madre/Canyon de Chelly - Holt McDougal
	<p>Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RL.8.7</u> 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</p>	<ul style="list-style-type: none"> Discussion/Presentation 	<ul style="list-style-type: none"> Performance/Viewing of "The Monkey's Paw"

	made by the director or actors.		
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Informational Text

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.RI.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.	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Story of an Eyewitness/Letter from New Orleans: Leaving Desire - Holt/McDougal
	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Story of an Eyewitness/Letter from New Orleans: Leaving Desire - Holt/McDougal

Writing

	Common Core State Standard	Assessment	Resources
	<p>CCSS.ELA-Literacy.W.8.9.b Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Story of an Eyewitness/Letter from New Orleans: Leaving Desire - Holt/McDougal
	<p>Range of Writing: 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.</p>	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Story of an Eyewitness/Letter from New Orleans: Leaving Desire - Holt/McDougal

Language

	Common Core State Standard	Assessment	Resources
	<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 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Hallucination/From Ellis Island & I/Science Wonder Stories - Holt McDougal The Monkey's Paw - 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 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Monkey's Paw - Holt McDougal <ul style="list-style-type: none"> The Story of an Eyewitness/Letter from New Orleans: Leaving Desire - Holt/McDougal
	<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 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Hallucination/From Ellis Island & I/Science Wonder Stories - Holt McDougal
	<p>CCSS.ELA-Literacy.L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</p>	<ul style="list-style-type: none"> Unit 3 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Hallucination/From Ellis Island & I/Science Wonder Stories - Holt McDougal

	context or in a dictionary).		
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