

# GRADE 8

## Unit Four: Theme and Symbol

days

Through analysis of the text in Unit 4, students identify and interpret symbols, determine and analyze theme, and compare universal themes. These universal themes in the human experience spark the student's interest. Students investigate abstract concepts--honesty, pricelessness, and others inherent in the themes. Students read--myths, a drama, folk tales, poems--making inferences, drawing conclusions, synthesizing information, and make generalizations using the texts. In writing, students create a short story, use participles and participle phrases, active voice, and reference aids to find synonyms. Using media, students identify and analyze the elements of a documentary, evaluate the effectiveness of different mediums, create a visual timeline, and collaborate to produce a video.

### 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 the story. (RL.2)

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

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 analyze a fictional text and connects its themes, events or characters to a mythical, traditional or religious piece of writing. (RL.9)

I can analyze how a mythical, traditional or religious piece of writing is changed into a modern work. (RL.9)

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I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information. (W.2)

I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain and expand my topic. (W.2a)

I can use formatting (ex:headings), graphics (ex:charts and tables) and multimedia to add clarification to my writing. (W.2a)

I can develop a topic using appropriate facts, definitions, details, quotations and other information and examples. (W.2b)

I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)

I can gain the reader's attention by introducing ideas, a point of view, a narrator and/or characters. (W.3a)

I can organize events in a narrative in a natural and logical order. (W.3a)

I can use different techniques such a dialogue, pacing, descriptive words and reflection to help develop the characters and plots of my stories. (W.3b)

I can use different types of transition words to show the sequence of events, shifts in time or setting or to show how experiences are related in my stories. (W.3c)

I can use very specific words and phrases, descriptive details and sensory language to reveal the action and experiences of a story. (W.3d)

I can write conclusions by reflecting on experiences and events I have shared in my stories. (W.3e)

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 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 know how to write sentences accurately. (L.2)

I can spell correctly. (L.2c)

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. (L4.d)

**Academic Vocabulary: comment, perspective, community, technique, criteria**

**Content Vocabulary: capitalization, drama, reference aid, suffix, symbol, theme, universal theme**

## Literature

	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.8.1</a> 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"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Pandora's Box/Loo-Wit, the Fire Keeper - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RL.8.2</a> 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.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Theme and Symbol - Holt McDougal</li> <li>Pandora's Box/Loo-Wit, the Fire Keeper - Holt McDougal</li> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> <li>The Diary of Anne Frank - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RL.8.5</a> Compare and contrast the structure of	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt</li> </ul>

	two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		McDougal
	<a href="#">CCSS.ELA-Literacy.RL.8.9</a> 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.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Pandora's Box/Loo-Wit, the Fire Keeper - Holt McDougal</li> </ul>
	Range of Reading and Level of Text Complexity: <a href="#">CCSS.ELA-Literacy.RL.8.10</a> 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.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Diary of Anne Frank - Holt McDougal</li> </ul>

## Writing

	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.W.8.2</a> Write informative/explanatory texts to	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The</li> </ul>

	examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		Wise Old Woman - Holt McDougal
	<a href="#">CCSS.ELA-Literacy.W.8.2.a</a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.2.b</a> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.2.f</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.3.a</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	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

	that unfolds naturally and logically.		
	<a href="#">CCSS.ELA-Literacy.W.8.3.b</a> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.3.c</a> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.3.d</a> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.3.e</a> Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	Production and Distribution of Writing: <a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	<ul style="list-style-type: none"> <li>Unit 4 Assessment- Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
	<p><a href="#">CCSS.ELA-Literacy.W.8.5</a></p> <p>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 <a href="#">here</a>.)</p>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.W.8.9.a</a></p> <p>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"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<p>Range of Writing:</p> <p><a href="#">CCSS.ELA-Literacy.W.8.10</a></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</p>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

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	of discipline-specific tasks, purposes, and audiences.		
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Language
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	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Diary of Anne Frank - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.L.8.2.c</a> Spell correctly.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.L.8.4.b</a> 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> ).	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Little Grandson/The Wise Old Woman - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.L.8.4.c</a>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Pandora's Box/Loo-Wit, the Fire Keeper - Holt</li> </ul>



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	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.		McDougal
	<a href="#">CCSS.ELA-Literacy.L.8.4.d</a> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Pandora's Box/Loo-Wit, the Fire Keeper - Holt McDougal</li> </ul>