# Grade: 8

## Units of Study

### Quarter 1

**English Language Arts**

| Literary Elements - Plot, Theme, Characterization, Point of View |
| Number of Instructional days: 30 Days (1 Day = 60 minutes) |

## Overview

The main concept to be taught is Literary Elements in different genres of readings. Students analyze how characters, setting, and events within the plot move the story along. Students will be able to summarize the narrative using proper convention and textual evidence to back up their claims. Students use appropriate text structure to create a narrative that contains logical sequence, dialogue, organization, precise word choice, and a well-structured conclusion. Students decipher different contextual meanings within the related text.

Prior knowledge should be assessed through a plot diagram, graphic organizer or classroom discussion. Text-to-self connections or associations should be made about the elements of the story. Apply whole group discussion by modeling the usage of a familiar story and utilizing all literary elements. Allow students the opportunity to create their own children’s story or other narratives that incorporates all elements taught. To demonstrate the relationships between word choices, have students edit and revise. Students must use formal language to share publicly their revised final product.

This unit is taught at the very beginning of the year. It is designed as a refresher lesson after summer break and to cancel out lost retention. The unit should create a foundation to scaffold the upcoming analysis and synthesis of more complex materials. Students will be expected to delve deeply into character motivation, theme, point of view and author’s purpose using the elements of literature as a basis for upcoming skills.

As with all units aligned to the Common Core State Standards, students will read texts within the appropriate range of complexity. (See Appendix A; Text Complexity Model: Qualitative, Quantitative, Reader and Task). Throughout the year, students will read texts of increasing complexity with understanding and fluency. Support is provided by the instructor as necessary. Additionally, students will focus on close reading, supporting their analyses in reading and writing with evidence from the texts they read.

## Reading Anchor Standard

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Writing Anchor Standard

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

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

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Language Anchor Standard

CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Concepts to Be Learned and Skills to Be Used

- DETERMINE a theme or central idea
- ANALYZE development of theme or central idea over course of the text
- ANALYZE relationship of theme or central idea to characters, setting and plot
- PROVIDE an objective summary of the text
- WRITE narratives to DEVELOP experiences or events USING technique, descriptive details, and well-structured event sequence
- ENGAGE the reader by
  - ESTABLISHING a context and point of view,
  - INTRODUCING a narrator and/or characters, and
  - ORGANIZING an event sequence that unfolds naturally and logically
- USE narrative techniques, dialogue, pacing, description, and reflection to DEVELOP
  - experiences
  - events
  - characters
- USE a variety of transition words, phrases, clauses to
  - CONVEY sequence,
  - SIGNAL shifts from one time frame or setting to another
  - SHOW the relationships among experiences and events.
- USE precise
  - words and phrases
  - relevant descriptive details
  - sensory language to CAPTURE the action and CONVEY experiences and events
- PROVIDE a conclusion that FOLLOWS from and REFLECTS on the narrated experiences or events.
- DRAW evidence from literary or informational texts to SUPPORT
  - analysis
  - reflection
  - research
- APPLY grade 8 Reading standards to literature
- ENGAGE effectively in collaborative discussions
- BUILD on others’ ideas
- EXPRESS own ideas clearly
  - COME to discussions PREPARED, HAVING READ material, HAVING RESEARCHED material, DRAW on evidence from the text, topic, issue, PROBE/REFLECT on ideas
- DEMONSTRATE understanding of figurative language, word relationships,
and nuances in word meanings
- USE the relationship between particular words to better UNDERSTAND each of the words

### Essential Questions

- **How does an author use characters, setting and/or events within a plot to move a story along?**
- **What literary elements must be considered when writing a narrative summary?**
- **How do character, motivation, theme and point of view reveal an author’s purpose?**
- **When creating a narrative what literary elements are essential for a well-written story?**
- **What impact does word choice have when reading or creating a story?**

### Assessment

**Task Name:** Two Brothers

### Written Curriculum

**Standards that are the Focus in the Unit of Study:**

**Reading Standards: Literature**

**Key Ideas and Details**

**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.

**Reading Standards: Informational Text**

There are no focus standards identified in this unit.

**Writing Standards**

**Text Types and Purposes**

**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or...
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>W.8.9</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Apply grade 8 Reading standards 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”).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SL.8.1</th>
<th>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b.</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td>d.</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
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<table>
<thead>
<tr>
<th>L.8.5</th>
<th>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Use the relationship between particular words to better understand each of the words.</td>
</tr>
</tbody>
</table>

Standards that Reinforce/Support the Unit of Study Focus Standards:

| 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. |
| 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. |

Reading Standards: Informational Text

Albuquerque Public Schools – May 2013

ELA Grade8 Unit1

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There are no support standards identified in this unit.

Writing Standards
Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.4</td>
<td>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.)</td>
</tr>
<tr>
<td>W.8.5</td>
<td>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 on page 52.)</td>
</tr>
</tbody>
</table>

Speaking and Listening Standards
Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SL.8.6</td>
<td>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 on page 52 for specific expectations.)</td>
</tr>
</tbody>
</table>

Language Standards
Knowledge of Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>L.8.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
<td></td>
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</tbody>
</table>

Standards that Recur in the Unit of Study:

Reading Standards: Literature
Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.8.10</td>
<td>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.</td>
</tr>
</tbody>
</table>

Reading Standards: Informational Text
There are no recurring standards identified in this unit.

Writing Standards
Range of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.10</td>
<td>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.</td>
</tr>
</tbody>
</table>

Speaking and Listening Standards
There are no recurring standards identified in this unit.

Language Standards
Conventions of Standard English

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.8.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
<td></td>
</tr>
</tbody>
</table>
b. Use an ellipsis to indicate an omission.
c. Spell correctly.

Knowledge of Language
L.8.6 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.

Clariﬁying the Standards

<table>
<thead>
<tr>
<th>Key</th>
<th>RL</th>
<th>Reading Standards for Literature</th>
<th>W</th>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI</td>
<td>Reading Standards for</td>
<td>SL</td>
<td>Speaking &amp; Listening Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informational Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RF</td>
<td>Foundational Skills</td>
<td>L</td>
<td>Language Standards</td>
</tr>
</tbody>
</table>

RL  In grade 7, students must determine the theme/central idea of a text
and analyze its development over the course of the text. The skill builds in
grade 8 so that the student not only has to analyze the
theme/central idea’s development over the course of the text, but
also includes discussion of the theme/central idea’s relationship to
the elements of character, setting and plot. In grades 9-10, the student
engages in an in-depth analysis of the development of the theme/central
idea by analyzing how the theme emerges and is reﬁned through speciﬁc
details in the text.

RI  There are no focus standards identiﬁed in this unit.

RF  These standards only apply to grades K-5.

W  In grade 7, students write narratives, real or imagined, that include logical
sequence, narrative techniques, transitions, descriptive words and phrases, and a
natural conclusion based on the events in the narrative. In grade 8, students
build on narrative techniques by adding author or character reﬂection to
develop experiences, events and/or characters. They also demonstrate how
relationships among experiences and events are indicated by transitions or
signal shifts. In grades 9-10, students use narrative techniques to craft more
complex narratives that include a problem/situation, multiple perspectives and plot
lines, and sensory language to form a coherent conclusion.
In grade 7, students compare and contrast works of ﬁction and historical accounts to
understand how authors of ﬁction use or alter history. In grade 8, students
analyze how modern works of ﬁction draw on theme, events, and characters
from traditional works to become new and relevant for today. In grades 9-
10, students further their analysis of modern and traditional texts by examining how
an author draws on and transforms an original text into a contemporary work.

SL  Students at all grade levels come to discussions prepared, having read or
researched the material under study. In grade 7, students engage in various
collaborative groupings to discuss seventh grade topics, texts, and issues with the
goal of exchanging ideas and clearly expressing their own. Students build on this
skill in grade 8 by discussing more sophisticated, grade-level appropriate
topics, texts and issues. In grades 9-10, students improve their ability to express
their ideas clearly and persuasively using textual evidence to stimulate a well-
reasoned exchange of ideas.

L  In grade 7, students focus on understanding the relationships between synonyms,
antonyms, analogies, etc. In grade 8, students continue to study the
relationships between particular words to better understand each of the
words. Students in grades 9-10 use their understanding of word relationships to
analyze the nuances in the meanings of words with similar denotations.

### Resources:
#### References to Appendices A, B, and C and Other Resources

**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

From Appendix A, pages 23-24

**Narrative Writing**

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

**Appendix B: Text Exemplars and Sample Performance Task**

Grade 6-8 Text Exemplars

**Stories**

Alcott, Louisa May. *Little Women*, pg. 77
Twain, Mark. *The Adventures of Tom Sawyer*, pg. 77
L’Engle, Madeleine. *A Wrinkle in Time*, pg. 79
Cooper, Susan. *The Dark Is Rising*, pg. 79
Yep, Laurence. *Dragonwings*, pg. 80
Taylor, Mildred D. *Roll of Thunder, Hear My Cry*, pg. 80
Paterson, Katherine. *The Tale of the Mandarin Ducks*, pg. 81
Cisneros, Sandra. “Eleven.”, pg. 81

**Drama**

Fletcher, Louise. *Sorry, Wrong Number*, pg. 82
Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*, pg. 83

**Poetry**

Longfellow, Henry Wadsworth. “Paul Revere’s Ride.”, pg. 83
Whitman, Walt. “O Captain! My Captain!”, pg. 85
Carroll, Lewis. “Jabberwocky.”, pg. 85
Navajo tradition. “Twelfth Song of Thunder.”, pg. 86
Dickinson, Emily. “The Railway Train.”, pg. 86
Yeats, William Butler. “The Song of Wandering Aengus.”, pg. 87
Frost, Robert. “The Road Not Taken.”, pg. 87
Sandburg, Carl. “Chicago.”, pg. 87
Hughes, Langston. “I, Too, Sing America.”, pg. 88
Neruda, Pablo. “The Book of Questions.”, pg. 88
Soto, Gary. “Oranges.”, pg. 88
Giovanni, Nikki. “A Poem for My Librarian, Mrs. Long.”, pg. 88

Appendix C: Samples of Student Writing
From Appendix C, Pages 52-56
Student Sample: Grade 8, Narrative

This narrative was written to fulfill an assignment in which students were asked to introduce a special person to readers who did not know the person. The students were advised to reveal the personal quality of their relationship with the person presented. The student who wrote this piece borrowed ideas from a fictional piece she had read.

Terminology:
Analysis
Author’s purpose
Central ideas
Character(s) motivation
Dialogue
Figurative language
Genres
Logical sequence (event sequence)
Narrative
Nuance
Pacing
Point of view
Plot (events within)
Prior knowledge
Setting
Summarize/summary’
Synthesis
Text structure
Theme
Text-to-self connection
Transition words

Challenging Concepts
Author’s purpose affects theme and point of view.
Character motivation can be driven by conflict, time, etc.
The idea of nuance may be new to 8th graders.
Teaching degrees of words may help students understand nuance.

Online Resources:
Engageny.org/common-core/
PARCOnline.org
Hunt Institute.org
www.colorincolorado.org
springboardprogram.collegeboard.org/commoncore
www.ncpublicschools.org/docs/acre/standards/common-core-tools/organizers/ela/
Florida Center for Reading Research
http://ped.state.nm.us/ped/index.html

Additional Resources

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.