

Tunkhannock Area School District
Grade 8 Language Arts Unit 1

Topic: Fiction

What is fiction?

What literary elements contribute to fiction?

PA Common Core Standards:

CC.1.3.8.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.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C 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.

CC.1.3.8.D 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.

CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D 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.

CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Eligible Content:

E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.A-K.1.1.2 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.

E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Objectives

THE STUDENTS WILL...

Analyze, evaluate, and interpret character dialogue, emotions, motives, and traits.

Construct a plot diagram for each short story.

Compare and contrast the plot of two or more short stories.

Analyze the use of irony in each short story.

Analyze the use of figurative language in fiction.

Differentiate between first and third person point of view.

Differentiate between verbal, situational, and dramatic irony.

Tunkhannock Area School District
Grade 8 Language Arts Unit 1

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
ACTIVE ENGAGEMENT	NOVELS	SHORT STORIES	TIER-3 VOCABULARY	FORMATIVE
Active Reading	Mark Twain <i>The Adventures of Tom Sawyer</i>	O. Henry <i>The Last Leaf, The Ransom of Red Chief, A Retrieved Reformation\Alias Jimmy Valentine</i>	Genre	Observation, AR Tests, Homework, Whiteboard
Bell Ringers			Unreliable Narrator	Response, Informal Notebook
Collaborative Reading	Rosemary Sutcliff <i>Black Ships Before Troy: The Story of the Iliad</i>		Plot Diagram	Checks, Bell Ringers, Oral Responses, John Collins Type 1 and 2, Peer and Self Assessment
Collins Writing		Mark Twain <i>The Celebrated Jumping Frog of Calaveras County</i>	Exposition	
Crumpled Question Toss			Rising Action	
Do Now	Jerry Spinelli <i>Milkweed</i>		Climax	
Graphic Organizer		Guy de Maupassant <i>The Necklace</i>	Falling Action	SUMMATIVE
Guided Note-Taking			Resolution	State Assessments
Guided Lecture		Shirley Jackson <i>Charles, The Possibility of Evil, The Lottery</i>	Setting	Unit Tests with Open-ended Responses
I Search			Characterization	John Collins Type 3,4 and 5
Jig Saw		Edgar Allan Poe <i>The Black Cat, The Tell-Tale Heart, The Fall of the House of Usher</i>	Dialect	Poster Projects
KWL			Verbal Irony	Oral Presentations
Literature Circles		W.W. Jacobs <i>The Monkeys Paw</i>	Situational Irony	Powerpoint Projects
Pair/Share		Washington Irving <i>The Legend of Sleepy Hollow</i>	Dramatic Irony	
Peer Editing		William Faulkner <i>A Rose for Emily</i>	Theme	
Pinch Card			Mood	
Presentation			Point of View	BENCHMARK
Question Board			Purpose	4 Sight Tests, STAR, Dibels
Red/Green Card			Conflict	Aimsweb
Thumbs Up/Thumbs Down			Symbolism	
Ticket Out				DIAGNOSTIC
Word Wall				Classroom Diagnostic (CDT)
Word Splash				

Tunkhannock Area School District
Grade 8 Language Arts Unit 2

Topic: Nonfiction

What is nonfiction?

What literary elements contribute to nonfiction?

How does nonfiction differ from fiction?

Common Core Standards:

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D 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.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J 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.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D 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.

CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Objectives

Compare and contrast the text structure of nonfiction texts.

Summarize nonfiction text by locating central idea and the textual support for that idea.

Cite sources.

Evaluate author's argument.

Critique the use of figurative language in nonfiction texts.

Assess how context clues explain the meaning of unfamiliar words.

Analyze how varying perspectives can alter a character's perception of events.

Tunkhannock Area School District

Grade 8 Language Arts Unit 2

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
ACTIVE ENGAGEMENT	NONFICTION	NONFICTION	TIER-3 VOCABULARY	FORMATIVE
Active Reading	Frederick Douglass	Maya Angelou	Nonfiction	Observation, AR Tests,
Bell Ringers	<i>Narrative of the Life of Frederick Douglass, an American Slave</i>	<i>I Know Why the Caged Bird Sings</i>	Literary Nonfiction	Homework, Whiteboard
Collaborative Reading		Various Nonfiction Pieces from the	Autobiography	Response, Informal
Collins Writing	Ann Petry	Current Eighth Grade Language Arts	Biography	Notebook Checks, Bell
Crumpled Question Toss	<i>Harriet Tubman: Conductor on the Underground Railroad</i>	Textbook	Speech	Ringers, Oral Responses,
Do Now			Directions	John Collins Type 1 and 2,
Graphic Organizer		WRITING/GRAMMAR	Stated Central Idea	Peer and Self Assessment
Guided Note-Taking	Winston Churchill	<i>Glencoe Grammar and Composition Handbook</i>	Implied Central Idea	
Guided Lecture	<i>Blood, Toil, Tears and Sweat: Address to Parliament on May 13, 1940</i>	John Collins Writing Program	Author's Purpose	SUMMATIVE
I Search			Supporting Details	State Assessments
Jig Saw			Statements of Fact	Unit Tests with Open-ended
KWL			Statistics	Responses
Literature Circles		See appendices.	Expert Testimony	John Collins Type 3,4 and 5
Pair/Share			Examples	Poster Projects
Peer Editing		VOCABULARY	Firsthand Accounts	Oral Presentations
Pinch Card		Sadlier Vocabulary Workshop Level C	Personal Experiences	Powerpoint Projects
Presentation			Anecdotes	
Question Board			Analogies	BENCHMARK
Red/Green Card			Text Structure	4 Sight Tests, STAR, Dibels
Thumbs Up/Thumbs Down				Aimsweb
Ticket Out				
Word Wall				DIAGNOSTIC
Word Splash				Classroom Diagnostic (CDT)

Tunkhannock Area School District
Grade 8 Language Arts Unit 3

Topic: Poetry

What is poetry?

What are the different forms of poetry?

What literary elements, sound devices, and figurative language contribute to poetry?

How does poetry differ from prose and drama?

PA Common Core Standards:

CC.1.3.8.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.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J 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.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

~~**CC.1.5.8.B** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.~~

Objectives

Analyze the influence of figurative language and sound devices in poetry.

Illustrate the use of imagery in poetry.

Write poetry.

Recite poetry taking into consideration stanza, line, meter, and punctuation.

Critique the benefit of poetry as a method of communication.

Tunkhannock Area School District

Grade 8 Language Arts Unit 3

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
ACTIVE ENGAGEMENT	POETRY	POETRY	TIER-3 VOCABULARY	FORMATIVE
Active Reading	Robert Frost	Various Poetic Pieces from the	Poetry	Observation, AR Tests,
Bell Ringers	"The Road Not Taken"	Current Eighth Grade Language	Structure	Homework, Whiteboard
Collaborative Reading		Arts Textbook	Lines	Response, Informal
Collins Writing	Walt Whitman	WRITING/GRAMMAR	Stanzas	Notebook Checks, Bell
Crumpled Question Toss	"O Captain! My Captain!"	<i>Glencoe Grammar and</i>	Rhyme Scheme	Ringers, Oral Responses,
Do Now		<i>Composition Handbook</i>	Meter	John Collins Type 1 and 2,
Graphic Organizer	Carl Sandburg	John Collins Writing Program	Foot	Peer and Self Assessment
Guided Note-Taking	"Chicago"		Poetic Forms	
Guided Lecture			Formal Verse	SUMMATIVE
I Search	Lewis Carroll	<i>See appendices.</i>	Free Verse	State Assessments
Jig Saw	"Jabberwocky"		Lyric Poetry	Unit Tests with Open-ended
KWL		VOCABULARY	Sonnet	Responses
Literature Circles	Henry Wadsworth	<i>Sadlier Vocabulary Workshop</i>	Ode	John Collins Type 3,4 and 5
Pair/Share	Longfellow	<i>Level C</i>	Elegy	Poster Projects
Peer Editing	"Paul Revere's Ride"		Haiku	Oral Presentations
Pinch Card			Narrative Poetry	Powerpoint Projects
Presentation			Ballad	
Question Board			Epic Poem	BENCHMARK
Red/Green Card			Repetition	4 Sight Tests, STAR, Dibels
Thumbs Up/Thumbs Down			Speaker	Aimsweb
Ticket Out			Dramatic Poetry	
Word Wall			Imagery	DIAGNOSTIC
Word Splash			Style	Classroom Diagnostic (CDT)
			Vivid Word Choice	
			Sensory Details	
			Figurative Language	
			Simile	
			Metaphor	
			Personification	

Tunkhannock Area School District
Grade 8 Language Arts Unit 4

Topic: Drama

What is drama?

What are the literary elements that contribute to drama?

How does drama differ from poetry and prose?

PA Common Core Standards:

CC.1.3.8.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.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C 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.

CC.1.3.8.D 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.

CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J 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.

Objectives

Compare and contrast the elements of drama, prose, and poetry.

Evaluate the use of dialogue to advance plot and establish character motivation.

Analyze how varying perspectives can alter a character's perception of events.

Perform a play.

Critique the effect of stage directions on character development, plot, and setting.

Tunkhannock Area School District

Grade 8 Language Arts Unit 4

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>ACTIVE ENGAGEMENT</p> <p>Active Reading Bell Ringers Collaborative Reading Collins Writing Crumpled Question Toss Do Now Graphic Organizer Guided Note-Taking Guided Lecture I Search Jig Saw KWL Literature Circles Pair/Share Peer Editing Pinch Card Presentation Question Board Red/Green Card Thumbs Up/Thumbs Down Ticket Out Word Wall Word Splash</p>	<p>DRAMA</p> <p><i>Diary of Anne Frank: A Play by Frances Goodrich and Albert Hackett</i></p>	<p>TELEVISION SCRIPT</p> <p><i>Twilight Zone Episode</i> Kick the Can</p> <p>Various Dramatic Pieces from the Current Eighth Grade Language Arts Textbook</p> <p>WRITING/GRAMMAR</p> <p><i>Glencoe Grammar and Composition Handbook</i></p> <p>John Collins Writing Program</p> <p><i>See appendices.</i></p> <p>VOCABULARY</p> <p>Sadlier Vocabulary Workshop Level C</p>	<p>TIER-3 VOCABULARY</p> <p>Drama Act Scene Stage Directions Dialogue Set Characters CharacterMotivation Action/Plot Theme External Conflict Internal Conflict Dramatic Irony Comedy Tragedy Tragic Flaw Comic Relief</p>	<p>FORMATIVE</p> <p>Observation, AR Tests, Homework, Whiteboard Response, Informal Notebook Checks, Bell Ringers, Oral Responses, John Collins Type 1 and 2, Peer and Self Assessment</p> <p>SUMMATIVE</p> <p>State Assessments Unit Tests with Open-ended Responses John Collins Type 3,4 and 5 Poster Projects Oral Presentations Powerpoint Projects</p> <p>BENCHMARK</p> <p>4 Sight Tests, STAR, Dibels Aimsweb</p> <p>DIAGNOSTIC</p> <p>Classroom Diagnostic (CDT)</p>