

Tunkhannock Area School District
Grade 8 Language Arts Unit 1 (8 weeks)

Theme: LIFE'S IRONIES

Am I prepared to handle the unexpected?

What characteristics help people adapt to change?

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.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.8.T 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.

CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.X 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.

CC.1.5.8.A Engage effectively in a range of collaborative discussion, 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.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

THE STUDENTS WILL...

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

Construct a plot diagram for each short story.

Analyze the use of irony in each short story.

Differentiate between verbal, situational, and dramatic irony.

Critique each character's response to an unexpected plot development.

Hypothesize which characteristics assist people in adapting to change.

Compare and contrast the setting, characters, and plot of two short stories.

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
ACTIVE ENGAGEMENT 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	POETRY Robert Frost <i>The Road Not Taken</i> FICTION Mark Twain <i>The Adventures of Tom Sawyer</i>	SHORT STORIES O. Henry <i>The Last Leaf, The Ransom of Red Chief, A Retrieved Reformation\Alias Jimmy Valentine</i> Mark Twain <i>The Celebrated Jumping Frog of Calaveras County</i> Guy de Maupassant <i>The Necklace</i> Shirley Jackson <i>Charles, The Possibility of Evil, Louisa Please Come Home</i> NONFICTION Relevant Current Event Articles WRITING/GRAMMAR <i>Glencoe Grammar and Composition Handbook</i> VOCABULARY Text Based Vocabulary	TIER-3 VOCABULARY Genre Plot Diagram Exposition Rising Action Climax Falling Action Resolution Setting Characterization Dialect Verbal Irony Situational Irony Dramatic Irony Theme Mood Point of View Prepositions Coordinating Conjunctions Compound Subjects Compound Verbs Imperative Declarative Interrogative Exclamatory	FORMATIVE Homework, Whiteboard Response, Informal Notebook Checks, Bell Ringers, Oral Responses SUMMATIVE Tests with Open-ended Responses, Reading Written Responses, Essays, Poster Projects, Oral Presentations, Powerpoint Projects BENCHMARK 4 Sight Tests DIAGNOSTIC Fluency Check, STAR Reading

