

ELA COMMON CORE CURRICULUM UNIT #2 GRADE 8

North Smithfield School Department

TITLE OF UNIT #2 How can collective fear affect a group or individuals?

GRADE : 8 English

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

This unit introduces students to the Salem Witch Trials through literature and nonfiction reading. The dangers of mass mentality are explored in this unit. The students will identify and analyze the events and ideas that lead to the hysteria in Salem in 1692. They will gather information from informational text, historical documents, maps, etc. *A Break with Charity* by Ann Rinaldi will be the literary anchor text, allowing the students to compare the actual events to a fictional account. Excerpts from other literary pieces written about the same time in history will add to their understanding of this period in history and the experiences of the people who lived through it. A short research project on a key figure or cultural influence in the Witch Trials will be completed and presented by students during the course of the unit.

ESSENTIAL QUESTION

How can collective fear affect a group or individuals?

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10 Literature & Informational	Reading RL/R.I 1-10 Literature & Informational	<input type="checkbox"/> Speaking & Listening SL. 1-6 Comprehension and Collaboration	<input type="checkbox"/> Language L. 1-6 Knowledge of Language
Writing W. 1-10	Writing W. 1-10	<input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Vocabulary Acquisition Use
Speaking & Listening SL. 1-6 Language L. 1-6	Speaking & Listening SL. 1-6 Language L. 1-6		

FOCUS ELA STANDARDS

Reading Literary and Informational

- Cite textual evidence, draw inferences **RL and RI 8.1**
- Determine a theme or central ideas and analyze **RL and RI 8.2**
- Connections between elements, individual, ideas, or events **RI 8.3**
- Meaning of words and phrases **RI. 8.4**
- Structure /organization of text **RI..8.5**
- Points of view **RI.8.6**
- Film or productions stays faithful to text **RL.8.7**
- Trace evaluate claims **RI.8.8**
- Case in which two or more authors provide conflicting information **RI.8.9**
- **Read and comprehend literary non-fiction RI 8.10**

Speaking and Listening

- Collaborative discussion **SL.8.1**
- Purpose of information in media **SL.8.2**
- Speaker's argument **SL.8.3**
- Oral presentation **SL.8.4**
- Media presentation **SL.8.5**
- Adapt speech **SL.8.6**

Language

- Command of conventions, phrases and clauses **L.8.1**
- Command of standard English capitalization, punctuation, spelling **L.8.2**
- Command of standard English when speaking **L.8.3**
- Meaning of unknown and multiple meaning words **L.8.4**
- Grade-appropriate academic and domain specific words **L.8.6**

Writing

- Informative **W.8.2**
- Narrative **W.8.3**
- Clear and coherent writing **W.8.4**
- Strengthen writing, writing process **W.8.5**
- Write routinely **W.8.10**

ENDURING UNDERSTANDING:

Students will use informational texts and historical fiction to examine the effect of fear in societies.

PRIOR KNOWLEDGE:

- Puritan Religion
- Salem in 1692
- Witch Persecution

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STUDENT OBJECTIVES

- Students will analyze the methods of characterization
- Students will analyze the causes and effects of the Salem Witch Trials
- Students will analyze the specific elements of historical fiction
- Students will draw conclusions about the Salem Witch Trials and support these ideas with textual evidence

STUDENT NEW KNOWLEDGE

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

Guiding Question(s)

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that.
- What evidence (textual or informational) most strongly supports your analysis?

Essential Knowledge and skills

- Analyze the text
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Critique evidence to best support

PARCC Evidence

- Provides textual evidence that most strongly supports analysis of what **the text says explicitly**. (1) PARCC Evidence
- Provides textual evidence that most strongly supports analysis of **inferences drawn from the text**. (2) PARCC Evidence

Academic Vocabulary

- analyze
- cite
- conclude
- explicit
- inference
- textual evidence

Literature/Informational

For example:

- “Raymond’s Run”
(Essential Question: What is reality?)
- Tell Tale Heart ” (Essential Question: What is reality?)

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.

Guiding Question(s)

- What is the theme or central idea?
- Cite evidence from the text to support your determination of the theme/central idea.
- An example of how the theme develops/recurs in the text is _____.
- How can you objectively summarize the text?
- How does the development of character, setting, and/or plot contribute to the central theme or idea?

Essential Knowledge and skills

- Determine theme or central idea
- Analyze theme/central idea development
- Make inferences
- Formulate an objective summary of the text
- Analyze the development of theme through character, plot and setting

PARCC Evidence

- Provides a statement of a theme or central idea of a text, based on textual evidence. (1) PARCC Evidence
- Provides an analysis of the development of the theme or central idea over the course of the text. (2) PARCC Evidence
- Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3) PARCC Evidence
- Provides an objective summary of a text. (4) PARCC Evidence

Academic Vocabulary

- analyze
- central idea
- cite evidence
- determine
- objective
- summarize
- theme

Literature/Informational

For example:

- “Flowers for Algernon”
(Essential Question: What is reality?)
- A Break with Charity
(Essential Question: What is reality?)

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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

Guiding Question(s)

- What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- What is revealed about the character by events or dialogue?
- What decision is provoked by _____ incident?

Essential Knowledge and skills

- Understand causal relationship of dialogue and/or events on plot development
- Analyze character traits or aspects

PARCC Evidence

- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action**. (1) PARCC Evidence
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision**. (2) PARCC Evidence
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character**. (3) PARCC Evidence

Academic Vocabulary

- aspect
- dialogue
- incident
- motivation
- propel
- provoke
- reveal

Literature/Informational

For example:

- “Flowers for Algernon”
(Essential Question: What is Reality)

RL.8.4 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.

Guiding Question(s)

- What does the word/phrase _____ mean in this selection?
- The word/phrase is an example of _____.
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author’s use of repetition of sounds impact the tone of the text?
- According to this passage, an _____ is like a _____ because both _____.
- The author uses connotation to _____.
- What is the meaning of the analogy _____?
- What does _____ allude to?

Essential Knowledge and skills

- Understand connotations
- Identify and analyze figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Critique how word choice impacts meaning
- Examine the relationship between word choice and tone
- Identify and examine the use of analogies and allusion

PARCC Evidence

- Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. (1) PARCC Evidence

Academic Vocabulary

- allusions
- analogies
- analyze
- connotative meaning
- determine determiner
- figurative meaning
- impact
- specific
- tone
- word choice

Literature/Informational

For example:

- “Oh Captain, My Captain”
(unit # 4)
- “Tell Tale Heart ”

RL.8.6 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.

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Guiding Question(s)

- What is the characters' point of view?
- Which words from the _____ show that it is written in _____ person?
- How does the author's word choice help to develop the narrator/ speaker's point of view?
- Does the character's point of view differ from that of the audience? If so what effect is created?

Essential Knowledge and skills

- Identify various points of view
- Examine and explain the development of the narrator's or speaker's point of view
- Contrast the perspective of the character and the audience/reader
- Distinguish the effect of differing points of view
- Recognize and critique text devices (e.g. irony) and their effects (e.g. suspense, humor)

PARCC Evidence

- Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor. (1) PARCC Evidence

Academic Vocabulary

- 1st person
- 3rd person
- author
- develop
- dramatic
- effect
- limited
- narrator
- objective
- omniscient
- point of view
- point of view
- subjective
- suspense

Literature/Informational

For example:

- "Tell Tale Heart" (Essential Question: What is reality?)
- "Monkey's Paw" (Essential Question: What is freedom?)
- "Lady or the Tiger" (Essential Question: How does one's perspective change your view of the world?)

RL.8.7 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 made by the director or actors.

Guiding Question(s)

- How does the production differ from the script?
- Why do you think the director chose to depart/stay faithful to the script?
- Do you agree with the director's choice why or why not?
- Evaluate the effectiveness of the media techniques used to portray the work.
- Select an event from the book and compare it to a scene from the production. How are they different and why?
- What senses were most stimulated by the production?
- What medium most impacts your understanding of the selected work?
- How does reading a story compare to the audio or video version?

Essential Knowledge and skills

- Compare & contrast a production of a drama or story with the script
- Determine and evaluate the effect of variance from the script
- Critique the producers portrayal of the text

PARCC Evidence

- Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors. (1)

PARCC Evidence

Academic Vocabulary

- analyze
- depart
- directional decision
- director
- evaluate e
- event
- extent
- faithful
- medium
- portray
- production
- production
- senses
- techniques

Literature/Informational

For example:

- *Boy in the Striped Pajamas* (Essential Question: Do we accept the reality with which we are presented?)

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RL.8.9 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.

Guiding Question(s)

- What are the theme patterns of events and or character types of the texts?
- How do the elements in the moderns texts compare with traditional works?
- What changes are made to the _____, to modernize it?

Essential Knowledge and skills

- Identify themes, pattern of events & character types in literature
- Apply concepts of modern literature

PARCC Evidence

- Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new. (1) PARCC Evidence

Academic Vocabulary

- analyze
- deviate
- elements
- ethos
- logos
- modern
- myth
- mythos
- pathos
- religious
- render
- theme
- traditional

Literature/Informational

For example:

- "Pandora's Box"
- "Adam and Eve"
- "Change of a Dress," Maya Gould
- "Cinderella," Grimm or Perault

RL.8.10 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 (*Lexile rates 955-1155*) independently and proficiently.

Guiding Question(s)

- What have you read independently lately?
- What genres have you recently read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literature?
- What is the lexile level of this text?
- Briefly summarize the plot and theme of the text.

Essential Knowledge and skills

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity
- Monitor comprehension

Academic Vocabulary

- comprehend
- conceptual complexity
- fiction
- genre
- independent
- lexile
- nonfiction
- proficient
- text complexity

Literature/Informational

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.

Guiding Question(s)

- What is stated explicitly in the text?
- What information can you draw?
- What evidence leads you to this conclusion?
- What evidence is most supportive of your analysis?
- What inferences can you make? What evidence can you provide to support your inferences?

Academic Vocabulary

- analysis
- bias
- cite
- explicit
- inference

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Essential Knowledge and skills

- Examine what is explicitly stated in text
- Recognize inference that can be drawn from the text
- Analyze a text
- Provide support for analysis of text
- Develop hierarchy of evidence to support analysis

PARCC Evidence

- Provides textual evidence that most strongly supports analysis of what **the text says explicitly**. (1) PARCC Evidence
- Provides textual evidence that most strongly supports analysis of **inferences drawn from the text**. (2) PARCC Evidence

- textual evidence

Literature/Informational

For example:

- Upfront Magazine
- Construction of the Underground Railroad, Harriet Tubman, p. 258 (Essential Question: What is Freedom?)
- Letter to Harriet Tubman to Frederick Douglas, p. 270

RI.8.2 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.

Guiding Question(s)

- What is the central idea?
- How is the central idea developed?
- What supporting ideas are included in the text?
- How can you objectively summarize the text?
- What makes your summary objective?
- What is your analysis of the text?
- Is the central idea conveyed throughout the text?

Academic Vocabulary

- analyze
- central idea
- development
- objective
- relationship
- summary
- supporting

Essential Knowledge and skills

- Determine the central idea
- Analyze development of idea in text
- Examine the role of supporting ideas to the central idea
- Provide an objective summary

PARCC Evidence

- Provides a statement of a central idea of a text. (1) PARCC Evidence
- Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas. (2) PARCC Evidence
- Provides an objective summary of a text. (3) PARCC Evidence

Literature/Informational

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Guiding Question(s)

- What connections can you make among the text's individuals, ideas, or events? How might you compare or categorize the connections?
- What distinctions can you make between the text's individuals, ideas, or events? How might you compare or categorize the between?
- What analogy best illustrates the connections/distinctions found in the text?

Academic Vocabulary

- analogy
- analyze
- categorize
- comparison
- connection
- distinction
- illustrates

Essential Knowledge and skills

- Analyze connections made between individuals, ideas, events
- Recognize & interpret comparisons and analogies

PARCC Evidence

- Provides an analysis of how a text makes connections among and distinctions between **individuals** (e.g., through comparisons, analogies, or categories). (1) PARCC Evidence

Literature/Informational

For example:

- Upfront Magazine, The

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- Provides an analysis of how a text makes connections among and distinctions between **ideas** (e.g., through comparisons, analogies, or categories). (2) PARCC Evidence
- Provides an analysis of how a text makes connections among and distinctions between **events** (e.g., through comparisons, analogies, or categories). (3) PARCC Evidence

Week

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Guiding Question(s)

- What does the word/phrase _____ mean in this selection?
- The word/phrase is an example of _____.
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author's use of repetition of sounds impact the tone of the text?
- According to this passage, an _____ is like a _____ because both _____.
- The author uses connotation to _____.
- What is the meaning of the analogy _____?
- What does _____ allude to?

Essential Knowledge and skills

- Identify and assess
 - connotations
 - figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
 - word choice impacts meaning
 - how word choice impacts tone
 - the use of analogies and allusion

PARCC Evidence

- Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone. (1) PARCC Evidence

Academic Vocabulary

- allusion
- analogy
- connotative
- figurative
- impact
- selection
- specific
- technical
- tone

Literature/Informational

For example:

- Word choice in a speech
- Content specific vocabulary in informational text

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.

Guiding Question(s)

- What is the point of view in this text?
- What is the purpose of the text?
- How do you know?
- What conflicting viewpoints does the text explore?
- How does the author treat the conflicting evidence?
- Is the author effective in his examination of conflicting evidence?

Essential Knowledge and skills

- Determine point of view, purpose, conflicting viewpoints in text
- Analyze how an author addresses conflicting evidence or viewpoints

PARCC Evidence

- Provides a statement of an **author's point of view** in a text. (1) PARCC Evidence
- Provides a statement of an **author's purpose** in a text. (2) PARCC Evidence
- Provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. (3) PARCC Evidence

Academic Vocabulary

- acknowledge
- analyze
- bias
- conflicting
- evidence
- objective
- point of view
- purpose
- respond responder
- viewpoint

Literature/Informational

For example:

- Upfront Magazine

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W.8.2 Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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.

W.8.2a

- Organizes and presents ideas through use of:
 - introduction
 - thesis statement
 - body paragraphs
 - conclusion

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W.8.2b**

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W.8.2c**

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.8.2d**

- e. Establish and maintain a formal style. **W.8.2e**

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.8.2f**

Guiding Question(s)

- How does your thesis statement preview the content of the essay?
- What categories of supporting details do you provide?
- How did you transition from various ideas & concepts?
- Are the transitions cohesive?
- What makes the piece formal?
- How does the conclusion support the information presented?

Essential Knowledge and skills

- Use formal style
- Write cohesively using: all elements of an effective essay
- Edit and revise writing

PARCC Evidence

• **Development of Ideas**

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

• **Organization**

The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

• **Clarity of Language**

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary.

• **Knowledge of Language and Conventions**

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

Academic Vocabulary

- career
- development
- document
- application
- convey/transmit
- analysis
- relevant/pertinent
- thesis statement
- preview vista
- format
- appropriate
- varied
- transitions
- precise
- edit
- revise

Literature/Informational

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

- 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 that unfolds naturally and logically. **W.8.3a**

- Organizes and presents ideas through use of:
 - introduction

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- thesis statement
- body paragraphs
- conclusion

- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **W.8.3b**
- c. 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. **W.8.3c**
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.. **W.8.3d**
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **W.8.3e**

Guiding Question(s)

- Use narrative techniques: dialogue, pacing, description, events and/or characters
- Use a variety of transitional words and phrases to convey sequence from one time frame or setting to another
- Understand story plot line: exposition, rising action, climax, falling action, and resolution
- Use literary devices
- Use narrative organization textual structure

Essential Knowledge and skills

- Who are the main and minor characters in the story?
- Who is the narrator? How does the author introduce the narrator?
- Where does the author establish his/her point of view?
- What event/events reveal the problem in the story?
- Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?
- Who are the protagonist and the antagonist of the story? How do they affect the action and resolution?

PARCC Evidence

• **Development of Ideas**

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

• **Organization**

The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

• **Clarity of Language**

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary.

• **Knowledge of Language and Conventions**

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

Academic Vocabulary

- characters
- climax
- conflict
- dialogue
- dialoguing
- foil characters
- minor characters
- mood
- narrator
- organizational pattern
- point of view
- protagonist/antagonist
- resolution
- rising/falling action
- setting
- story plot
- theme
- tone

Literature/Informational

W.8.4 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.)

Guiding Question(s)

- Who is your audience? How will this affect your writing?
- What will you use to organize your thoughts before you begin writing?
- What transitions will you use within and between paragraphs to help the reader?

Academic Vocabulary

- audience
- organizational patterns
- transitions

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- Will your writing include a thesis statement?
- Does your conclusion refer to the thesis statement for continued cohesion?

Essential Knowledge and skills

- Understands and uses 6-Traits of Writing
 - conventions
 - ideas
 - organization
 - presentations
 - sentence fluency
 - voice
 - word choice
- Understand
 - the writing process
 - purpose for writing
 - audience
 - how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

PARCC Evidence

- thesis statement
- cite
- conclusion
- editing
- literary devices
- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

Literature/Informational

W.8.5 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.)

Guiding Question(s)

- How could you change the first paragraph to engage the reader?
- How could you change your thesis statement to better convey what you will be writing?
- How could you rearrange the sentences in this paragraph to exclude unnecessary information?
- How could you rearrange and include more sentences to make the paragraph more interesting?
- Is your conclusion strong, and does it reflect your writing?

Essential Knowledge and skills

- Evaluate the
 - importance of editing and revision
 - importance of rewriting
 - purpose for writing
 - use of sentence variety
 - use of various literary devices
- Support peers in the revision process
- Edit and revise

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

Academic Vocabulary

- audience
- organizational patterns
- transitions
- thesis statement
- cite
- conclusion
- editing
- literary devices
- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

Literature/Informational

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W.8.10 Write routinely over Extended response 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.

Guiding Question(s)

- What is the purpose of this task?
- What is the time frame of the task?
- Who is the audience? What steps will you take to complete the task?
- What was the purpose for writing?
- Will your style be formal? Informal? Why?
- How could this sentence be revised?
- Is the thesis statement supported by evidence that can be traced throughout the writing?

Essential Knowledge

- Determine purpose and audience
- Understand the writing process
- Plan and self-monitor when writing
- Use research skills
- Engage in reflective writing
- Use revision strategies

Academic Vocabulary

- audience
- extended
- journaling
- purpose
- reflection
- research
- revision
- time frame
- time management

Literature/Informational

SL.8.1 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.

- a. 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. **SL.8.1a**
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **SL.8.1b**
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL.8.1c**
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL.8.1d**

Guiding Question(s)

- What preparation or research have you done in order to fully participate in the discussion?
- Have you thought about the information or learning you will share?
- What progress has been made as a result of the discussion?
- How are you keeping track of the progress you are making?
- How will you make sure that you are all working together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- How does the information presented connect with other information?
- How has the new information affected your own views?
- Has the information or evidence you heard caused a change in your thinking?

Essential Knowledge and skills

- Evaluate the rules for having and a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence

Academic Vocabulary

- acknowledge
- collaboration
- collegial
- deadlines
- diverse
- evidence
- explicit
- express
- justify
- pose
- presentation techniques
- qualify
- reflect
- relevant/pertinent
- respond responder
- warrant

Literature/Informational

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L.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Guiding Question(s)

- How does the speaker use media?
- What is the effect of using visual formats to deliver the information?
- What is the motive of the presentation?
- Given the speaker's motive, was the use of diverse media effective?
- Do you think the speaker's motives were political or social?
- Would you have chosen a different format to present this information?
- What did you consider in your analysis of the speaker's motive and how he presented the information?

Essential Knowledge and skills

- Analyze why information is being presented using a particular format or media
- Evaluate the motive of the presenter

Academic Vocabulary

- commercial
- evaluate
- format
- media
- motive
- oral
- political
- quantitative
- social
- visual

Literature/Informational

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Guiding Question(s)

- Is the speaker's argument valid? Why or why not?
- Is the speaker's argument reasonable and based on logic?
- Were you able to follow the speaker's reasoning?
- Which claims were supported by the speaker? Which claims were unsupported?
- Can you find an example of a claim the speaker made that was not supported by evidence?
- How sound would you say this presentation is?

Essential Knowledge and skills/PARCC Evidence

- Identify the arguments and claims made
- Analyze and determine whether the speaker's claims are sound and logical
- Determine whether the speaker has used sufficient evidence to support the claims and arguments
- Know when evidence cited is irrelevant to the topic or claim

Academic Vocabulary

- appropriate
- argument
- claims
- delineate
- point of view
- proficiency
- reasoning
- relevance/pertinence
- rhetoric
- sound
- speaker
- supported
- unsupported
- validity

Literature/Informational

SL.8.4 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.

Guiding Question(s)

- What is the prompt? (argument, narrative, informative, response to literature)
- How you will plan your presentation?
- What is your thesis?
- What evidence did you produce to support the thesis?
- How will you conclude your presentation to make your claim stronger?
- Where could you add more evidence to support your claim?
- When you present your claim, is there cohesion from the beginning though the end?
- What points will you emphasize?

Essential Knowledge and skills

- Plan and deliver a presentation
- Distinguish between a claim and a finding

Academic Vocabulary

- argument
- claim
- cohesion
- emphasize
- evidence
- information
- narrative
- presentation
- prompt
- response to literature
- thesis

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- Use the structure for a narrative presentation
- Establish a context and viewpoint
- Present events in a logical sequence
- Sequence ideas logically
- Use techniques such as dialogue, pacing, description and sensory language when presenting information
- Speak with adequate volume and clear pronunciation
- Provide a conclusion based on experience

Literature/Informational

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Guiding Question(s)

- What is the message or information you want to convey to your audience?
- What digital media did you use to enhance your presentation?
- How did the use of this technology help convey your presentation's message to your audience?
- What could you do to keep your presentation focused on your subject matter?
- What other technology can you use to help clarify your presentation?
- Is your presentation overly dependent on the multimedia and/or visual display?

Academic Vocabulary

- clarify
- components
- data
- digital media
- message
- multimedia
- presentation
- technology
- visual displays

Essential Knowledge and skills/PARCC Evidence

- Use multimedia components to enhance presentation such as video cameras, projectors, PowerPoint presentations and document cameras
- Select appropriate multimedia components that have clear meaning to the presentation
- Add sound, images, music, and graphics to enhance the presentation

Literature/Informational

SL.8.6 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.)

Guiding Question(s)

- What is the purpose of the speech?
- Who is your audience, and how will your audience affect your vocabulary?
- Will you use formal or informal language? Why?
- What will you do to emphasize the main points of your speech?
- Will you allow time for questions and answers after you have concluded your speech?
- Will you be prepared to use appropriate language to answer questions in an appropriate manner?
- Is there any vocabulary you can change to make your presentation more effective?

Academic Vocabulary

- affect
- appropriate language
- emphasize
- formal
- informal
- presentation
- purpose
- vocabulary

Essential Knowledge and skills

- Identify your audience
- Understand the difference between formal and informal language
- Identify the task or purpose of your speech
- Use content appropriate vocabulary
- Enunciate and speak at appropriate volume and pace

Literature/Informational

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. **L.8.1a**

- Grammar Guide <http://grammar.ccc.commnet.edu/grammar/>
- Info: <http://grammar.ccc.commnet.edu/grammar/clauses.htm>
- Worksheets: <http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf>
- Media: <http://player.discoveryeducation.com/index.cfm?guidAssetId=8C0EFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US>

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<http://player.discoveryeducation.com/index.cfm?guidAssetId=DA885A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US>

- <http://owl.english.purdue.edu>
- Verbals__Info (<http://www.towson.edu/ows/verbals.html> <http://www.grammaruntied.com/verbals/verbals.html>)
Media: <http://player.discoveryeducation.com/index.cfm?guidAssetId=DFB3A465-E9D3-4C8A-8836-FDDB8C1B4F9C&blnFromSearch=1&productcode=US>
<http://player.discoveryeducation.com/index.cfm?guidAssetId=1A5F56A1-9733-4C82-8AA9-C7C294AD6BF2&blnFromSearch=1&productcode=US>

b. Form and use verbs in the active and passive voice. **L.8.1b**

- Info: <http://www.eslbee.com/sentences.htm>
Worksheets: <http://www.ereadingworksheets.com/free-grammar-worksheets/creating-compound-sentences.pdf>
<http://www.ereadingworksheets.com/free-grammar-worksheets/creating-complex-sentences.pdf>
Media: <http://player.discoveryeducation.com/index.cfm?guidAssetId=77F68782-01F0-437F-8475-52085F5DB2FA&blnFromSearch=1&productcode=US>
<http://player.discoveryeducation.com/index.cfm?guidAssetId=FB982CA8-D981-43B4-AF99-82301823E619&blnFromSearch=1&productcode=US>
- <http://owl.english.purdue.edu>

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **L.7.1c**

- Info: <http://owl.english.purdue.edu/owl/resource/597/1/>
Worksheets: <http://www.grammar-worksheets.com/worksheets/dangling-modifier.php>
Media: <http://languagearts.pppst.com/dangling-participles.html>
- <http://owl.english.purdue.edu>

d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.7.1d**

Guiding Question(s)

- Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?
- How can you change this verb to make your writing more exact?
- This sentence is written in passive voice; how can you change it to active voice?
- What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?

Essential Knowledge and skills

- Comprehend the use of gerunds, participles, and infinitives
- Differentiate between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)
- Correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Demonstrate a command of conventions when writing and/or speaking
- Use modifiers clearly and correctly

Academic Vocabulary

- active voice
- conditional mood
- edit
- exact
- imperative mood
- interrogative mood
- indicative mood
- passive voice
- subjunctive mood
- verb mood
- verb tone

Literature/Informational

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. **L.8.2a**
- b. Use an ellipsis to indicate an omission. **L.8.2b**
- c. Spell correctly. **L.8.2c**

Guiding Question(s)

- What would be a homophone for this word?
- How can you use punctuation and/or transition words to combine ideas?
- How can punctuation be used to show omission?
- Can punctuation be used to show the passage of time?

Academic Vocabulary

- homophone
- comma coma
- ellipsis
- dash
- omission

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Essential Knowledge and skills

- Use proper English conventions for a brief pause in a sentence(including comma, ellipsis, and dash)
- Understand homophones

- pause

Literature/Informational

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L.8.4a**
 - o [Write Source](#), p. 562-563
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). **L.8.4b**
 - o [Write Source](#), p. 562, 564-565, 610, 565
 - (http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf)
 - (https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm)
 - Root Words and Affixes (lesson plan/ website):
<http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs>
- 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. **L.8.4c**
 - o [Write Source](#), pp. 372-373
- d. 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). **L.8.4d**

Guiding Question(s)

- When you come to a word you don't understand, you should _____?
- What is the main idea of this sentence? Does it help you understand the word?
- Do you see a word that is similar or opposite of the word you don't understand that can help you with the meaning?
- Look at this affix, what does it mean? What does the whole word mean?
- What is the root meaning? How does that help you identify the word?
- Look in your thesaurus. Now, what does this word mean?
- Reread the sentence. Which words nearby will help you understand the meaning of the word?

Academic Vocabulary

- affix
- context clues
- dictionary
- Greek affix
- Latin affix
- opposite
- similar
- thesaurus

Essential Knowledge and skills

- Identify and analyze textual clues in a sentence (similar, opposite, explanation)
- Recognize Greek and Latin affix and roots and their clues to meaning
- Use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital
- Examine context clues for word meaning

Literature/Informational

PARCC Evidence

- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1) PARCC Evidence

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context. **L.8.5a**
 - o [Write Source](#), irony p. 558, puns p. 559
 - o [McDougal Littell Literature, Grade 8](#)
 - Standards Lesson File, pp. 17-25, use of analogies
- b. Use the relationship between particular words to better understand each of the words. **L.8.5b**

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- *McDougal Littell Literature, Grade 8*
 - Standards Lesson File, pp. 17-25, use of analogies
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **L.8.5c**
 - *McDougal Littell Literature, Grade 8*
 - Standards Lesson File, pp. 17-25, use of analogies

Guiding Question(s)

- Can you change this sentence and use a metaphor or a simile to help create image?
- This would be a good place to use irony. What can you change to add irony to add humor to this sentence?
- This sentence is written literally; change it to an analogy to convey your idea.
- Write this sentence using denotation and then using a connotation; which would be better than the current sentence? What mood

Essential Knowledge and skills

- Identify and analyze figurative language (simile, metaphor personification, pun, irony) and analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place)
- Identify and assess denotation and connotations

PARCC Evidence

- Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (1) **PARCC Evidence**
- Demonstrates the ability to interpret figures of speech in context. (2) **PARCC Evidence**
- Demonstrates the ability to determine the relationship between particular words. (3) **PARCC Evidence**

Academic Vocabulary

- analogy
- connotation
- convey/transmit
- denotation
- figurative language
- irony
- literally
- metaphor
- personification
- pun
- simile

Literature/Informational

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

- *A Break with Charity*

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

- Salem Witch Trials : World Behind the Hysteria (Discovery Education)
- Primary Sources from www.17thc.us/primarysources
- Salem Witch Trials DBQ
- Power of Suggestion

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

Develop and convey understanding

- Response journals
- Comprehension
- Questions
- Graphic organizers
- Constructed responses

Focus on informative

- Who was Responsible?
- What historical factors led to the witch trial?

Additional texts and writing for research

Mini Research Project on a key figure in the trials

Focus on narrative /Convey experiences

- RAFT
- Journal from characters perspective

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HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- | | | | |
|-----------------------------|--------------------------|------------------------------|----------------------------|
| 1. 1 st person | 44. dash | 90. inference | 135. reflect |
| 2. 3 rd person | 45. deadlines | 91. irony journaling | 136. re flexion |
| 3. acknowledge | 46. denotation | 92. justify | 137. relationship |
| 4. active voice | 47. depart determine | 93. Latin affix | 138. relevant/pertinent |
| 5. affix | 48. determine determiner | 94. lexile | 139. religious |
| 6. allusion (s) | 49. develop | 95. limited | 140. render |
| 7. analogies | 50. development | 96. literally | 141. research |
| 8. analogy | 51. deviate | 97. literary devices | 142. resolution |
| 9. analysis | 52. dialogue | 98. logos | 143. respond responder |
| 10. analyze | 53. dictionary | 99. medium | 144. reveal |
| 11. application | 54. differ | 100. metaphor | 145. revise/revising |
| 12. appropriate | 55. directional decision | 101. minor characters | 146. revision |
| 13. aspect | 56. director | 102. modern | 147. rewriting |
| 14. audience | 57. distinction | 103. mood | 148. rising/falling action |
| 15. author | 58. diverse | 104. motivation | 149. selection |
| 16. bias | 59. document | 105. myth | 150. senses |
| 17. career | 60. dramatic | 106. mythos | 151. sentence variety |
| 18. categorize | 61. edit/editing | 107. narrator | 152. setting |
| 19. central idea | 62. effect | 108. nonfiction | 153. similar |
| 20. characters | 63. elements | 109. objective | 154. simile |
| 21. plot | 64. ellipsis | 110. omission | 155. specific |
| • static | 65. ethos | 111. omniscient | 156. story plot |
| • round | 66. evaluate e | 112. opposite | 157. subjective |
| • flat | 67. event | 113. organization | 158. subjunctive mood |
| 22. | 68. evidence | 114. organizational pattern | 159. summarize/summary |
| 23. cite | 69. exact | 115. passive voice | 160. supporting |
| 24. cite evidence | 70. explicit | 116. pathos | 161. suspense |
| 25. climax | 71. express | 117. pause | 162. technical |
| 26. collaboration | 72. extended | 118. personification | 163. techniques |
| 27. collegial | 73. extent | 119. planning | 164. text complexity |
| 28. comma coma | 74. faithful | 120. plot | 165. text structure |
| 29. compare | 75. fiction | • exposition | 166. textual evidence |
| 30. comparison | 76. figurative | • resolution | 167. theme |
| 31. comprehend | 77. figurative language | 121. point of view | 168. thesaurus |
| 32. conceptual complexity | 78. figurative meaning | 122. portray | 169. thesis statement |
| 33. conclude/conclusion | 79. foil characters | 123. pose | 170. time frame |
| 34. conditional mood | 80. format | 124. precise | 171. time management |
| 35. conflict | 81. genre | 125. presentation techniques | 172. tone |
| 36. conflicting | 82. Greek affix | 126. preview vista | 173. traditional |
| 37. connection | 83. homophone | 127. production | 174. transitions |
| 38. connotation/connotative | 84. illustrates | 128. proficient | 175. varied |
| 39. connotative meaning | 85. impact | 129. propel | 176. verb mood |
| 40. context clues | 86. imperative mood | 130. protagonist/antagonist | 177. verb tone |
| 41. contrast | 87. incident | 131. provoke | 178. viewpoint |
| 42. contribute | 88. independent | 132. pun | 179. warrant |
| 43. convey/transmit | 89. indicative mood | 133. purpose | 180. word choice |
| | | 134. qualify | |

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LESSON PLAN for UNIT _____

LESSONS

- ☐ Lesson # 1 Summary:
- ☐ Lesson #2 Summary:
- ☐ Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- ☐ **Materials/Resources:**
- ☐ **Procedures:**
 - Lead –in
 - Step by step
 - Closure
- ☐ **Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
- ☐ **Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**
 - **Summative**