

8th Grade ELA Literary Elements

Time Frame: 7-8 weeks	Unit Title: Understanding Literature	Course Name: 8th Grade Language Arts
Stage 1: Desired Results		
Established Goal(s)	Transfer	
<p>Department Competencies Addressed: <i>Students will practice the ability to...</i></p> <p>1. Reading Literature (fiction & non-fiction): closely read a literary text, infer the author's intent and/or the text's theme, and cite textual evidence to support their understanding.</p> <p>3. Analytical Writing (Argumentative, Analysis, Explanatory Writing): students are able to develop and support a thesis with purposefully integrated evidence in an organized and compelling manner.</p> <p>6. Speaking & Listening: communicate effectively and respectfully using viewing, listening, and speaking skills for a range of purposes and audiences.</p> <p>8. Vocabulary: students are able to define, understand, and apply grade-level vocabulary to a variety of tasks.</p> <p>Standards Addressed: <i>Students will practice the ability to...</i></p> <ul style="list-style-type: none"> ● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL.8.1) ● 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. (CCSS.RL.8.2) ● 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. (CCSS.RL.8.3) ● 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. (CCSS.RL.8.7) ● Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.8.9) ● 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. (CCSS.W.8.10) ● Pose questions that connect ideas of several speakers; respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS.SL.8.1c) ● Acknowledge new information expressed by others, and justify their own views in light of the evidence presented. (CCSS.SL.8.1d) <p>Habits of Mind/Professionalism: <i>Students will practice the ability to...</i></p> <ul style="list-style-type: none"> ● Participate in class discussions respectfully ● Attentively listen to others ● Complete assignments thoroughly, thoughtfully, and on time ● Treat others with kindness ● Use class time and resources productively and respectfully 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Consider an author's purpose and message in a text ● To make meaningful connections between reading and the real world ● To provide and explain evidence from a text to support a claim ● Consider multiple factors that contribute to someone's identity, going beyond basic labels 	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are many factors that contribute to someone's identity, including our own choices. ● The exploration of literature deepens our understanding of ourselves, others, and the world around us. ● An author uses very specific techniques to build a story; recognizing and discussing those techniques helps readers fully understand literature. ● Creating and supporting inferences about a text helps readers strengthen their ability to understand literature and to understand people in general. ● Collaborative discussions help us understand literature and each other more deeply, as well as give us a platform for self-expression. 	<p>Essential Questions <i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What makes me who I am? What defines me as an individual? ● What factors contribute to identity? ● What does literature teach us about ourselves, our identity, and the lives of others? ● How does understanding literature help me understand life outside of the classroom? ● What strategies can I use to understand literature? ● What techniques do authors use to build a story? Why should I study authors techniques and choices? ● How can I create evidence-based inferences about what I read and what I experience in life? ● How does creating inferences help in real life?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Notice & Note: A reading routine which provides students with signposts to look for as they are reading and encourages them to reread a portion of a text to answer a question about its meaning <ul style="list-style-type: none"> ○ Again & Again: Events, images, or particular words that recur throughout a text. ○ Memory Moment: Recollections by a character that interrupt the forward progress of the story. ○ Aha Moment: Characters' realizations that shift their actions or understanding. ○ Tough Questions: Questions characters raise that reveal their inner struggles. ○ Contrast & Contradiction: Sharp contrasts between what we expect vs. what we observe characters doing. ○ Words of the Wiser: Advice or insights about life offered to a character. ● Character Traits: qualities that make a character who they are; words to describe a character's personality. ● Character Motivation: reason behind characters' behavior/actions in a given scene/throughout a story. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Cite textual evidence that most strongly supports an analysis of what text says explicitly as well as inferences drawn from text. (CCSS.RL.8.1) ● Determine central idea of text; analyze its relationship to characters, setting, & plot; provide an objective summary of the text. (CCSS.RL.8.2) ● Analyze how particular lines of dialogue or incidents in a story propel action, reveal aspects of a character, or provoke a decision. (CCSS.RL.8.3) ● Analyze extent which a film production of a story stays faithful to or departs from text, evaluating the choices made by director/actors. (CCSS.RL.8.7) ● Apply grade 8 Reading standards to literature (CCSS.W.8.9a) ● Pose questions that connect ideas of several speakers; respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS.SL.8.1c) ● Use context as a clue to the meaning of a word or phrase. (CCSS.L.8.4a)