



English 8

St. Joseph Public Schools

Curriculum

2013 - 2014

Year at a Glance

Name of Unit	Learning Goals
Unit One: Painting with Words: The Beauty and Complexities of Language	<ul style="list-style-type: none"> • Students will be able to negotiate the complex structure of the English language. • Students will be able to interpret the literary and emotional intention while recognizing the unique structures and genres of poetry. • Students will identify and practice key traits of effective narrative writing.
Unit Two: 50 Shades of Writing: Exploring the Writers' Craft	<ul style="list-style-type: none"> • Students will recall common elements of story structure. • Students will identify key traits of plot and character analysis. • Students will orchestrate a variety of original writing pieces. • Students will correctly utilize homophones in written communication. • Students will be able to incorporate effective writing through use of 6+1 Traits. • Students will be able to incorporate specific, concrete language in their writing.
Unit Three: Exploring the World: The Power of Research	<ul style="list-style-type: none"> • Students will be able to create effective summaries and paraphrase scholarly research. • Students will be able to use research and citation to support a thesis. • Students will be able to create an outline based on numerous sources surrounding a specific topic. • Students will acquire and accurately use domain-specific language to demonstrate that they understand the topic of their research. • Students will compose and deliver a formal speech based on their research and scholarly knowledge. • Students will develop an understanding of world events leading to WWII and the Holocaust, and their impact on the people of the time. • Students will experiment with reading a drama with emotion and intensity.
Unit Four: Humor Me: Irony and Humor in Literature	<ul style="list-style-type: none"> • Students will be able to understand key concepts related to humor and irony in non-fiction and fictional pieces. • Students will be able to understand key ideas related to humor and irony in non-fiction and fictional pieces. • Students will be able to choose correct homophones in their own writing. • Students will be able to synthesize their knowledge of grammar and augment that knowledge with a study of verbals.

Unit 1: Painting with Words: The Beauty and Complexities of Language

Unit overview:

The goal of this unit is to have students negotiate the complex structure of the English language. After establishing a safe and encouraging classroom community through a variety of “getting to know you” activities, the students and teacher will further develop interpersonal relationships by writing, revising, and peer editing a narrative paragraph. Later in the unit, students will extend their practice of writing through a longer narrative piece. Through direct instruction, review, application, and analysis of others’ writing, students will expand their knowledge of literary vocabulary, poetic language, and short story elements. With the augmentation of punctuation and grammar review and application, students will develop a stronger connection between the power of effective use of grammar and punctuation in the quality of their writing. Students will also utilize the Upton Media Center and will choose an outside novel(s) based on interest level, genre, and lexile scores as part of their Reading Counts requirement.

Learning Goals:

By the end of this unit, students will be able to:

- Understand the importance of building a classroom community
- Employ a variety of writing strategies to create a cohesive paragraph
- Utilize the numerous resources available in the media center
- Understand plot elements in relationship to a short story
- Interpret both free verse and rhythm poetry
- Illustrate their understanding of poetic language with original pieces
- Defend an analysis of a poem with thoughtful consideration
- Use original examples of literary terms in order to demonstrate understanding
- Apply knowledge of parts of speech with practical application
- Analyze sentence structure with specific regard to verbs
- Design a narrative essay within the parameters of contest rules
- Distinguish and apply punctuation and capitalization rules
- Classify and compose the four types of sentences
- Select and read books based on interest level, genre, and lexile scores.
- Demonstrate ability to successfully pass computer generated assessment measuring understanding of literary piece

Anchor Texts:

- Excerpt from *I Know Why the Caged Bird Sings*
- Exemplar writings from *Literature 8* (Holt McDougal), *Write Source*, various periodicals, and other sources
- Outside book of choice for independent reading

Time Span: (Length of Unit)

- 9 - 10 weeks

Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Finding examples of effective writing
- Quick writes
- Editing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback

Summative

- Developed short writings (essay, poetry, narrative)
- Multiple draft essay writing
- Portfolio comprised of all writings listed above
- Reading Counts (computer-generated) quizzes
- Grammar and poetry tests/quizzes

Academic Vocabulary and Word Study:

- Narrative writing (compared to expository and persuasive writing)
- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Fragment
- Transition
- Independent clause
- Dependent clause
- Run-on
- Clincher
- Paradigm
- Idiom
- Flashback
- Imagery
- Analogy
- Symbolism
- Allusion
- Cliché
- Hyperbole
- Alliteration
- Onomatopoeia
- Personification
- Simile
- Metaphor
- Voice
- Genre
- Oxymoron
- Foreshadowing
- Prose
- Ballad
- Epic
- Free verse
- Rhythm
- Sonnet
- Odes
- Haiku
- Limerick
- Rhyme scheme
- Sense poem
- Refrain
- Stanza
- Figurative language
- Mood
- Tone
- Internal rhyme
- Stanza
- Rhyming couplet
- Image
- Meter
- Iambic pentameter
- Iambic tetrameter
- Stressed and unstressed syllables
- Advanced vocabulary in short story (intolerant, illiterate, benign, infuse, taut, aristocrat)
- Declarative sentence
- Interrogative sentence
- Exclamatory sentence
- Imperative sentence



- Plot mountain
- Plot
- Exposition
- Inciting incident
- Rising action
- Climax
- Falling action
- Denouement (resolution)
- Setting
- Character
- Antagonist
- Protagonist
- Theme
- Action-transitive verb
- Action-intransitive verb
- Direct object
- Indirect object
- Predicate nominative
- Predicate adjective
- Subject complement
- Helping verb
- Linking verb
- Verb tense
- Noun (abstract, concrete, proper, common)
- Interjection
- Conjunction (subordinating, coordinating, coorelative)
- Preposition
- Infinitive
- Pronoun
- Antecedent
- Adjective (positive, comparative, superlative)
- Article (indefinite, definite)
- Adverb
- Comma
- Appositive
- Apostrophe
- Semi-colon
- Colon
- End punctuation
- Flash drive
- PDF
- Point of view

Unit 1: Painting with Words: The Beauty and Complexities of Language

Common Core State Standards or Michigan Content Expectations

Reading: Literature

- **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.
- **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.
- **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.
- **RL.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 6 - 8 text complexity band independently and proficiently.

Reading: Informational Texts

- **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.
- **RI.8.5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Writing:

- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1.d.** Establish and maintain a formal style.
- **W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **W.8.3.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.8.3.b.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **W.8.3.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.8.3.d.** Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.
- **W.8.3.e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.6.** 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.

Speaking and Listening:

- **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.
- **SL.8.1.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.8.1.b.** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Language:

- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.1.b.** Form and use verbs in the active and passive voice.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.2.a.** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **L.8.2.b.** Use an ellipsis to indicate an omission.
- **L.8.2.c.** Spell correctly.
- **L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



- **L.8.5.a.** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **L.8.5.b.** Use the relationship between particular words to better understand each of the words.
- **L.8.5.c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Unit 2: Shades of Writing: Exploring the Writers' Craft

Unit overview:

The *Shades of Writing* unit concentrates on both the students as writers and critical analysts of published works. Students will focus first on short literary works in preparation for a novel excerpt study. Through an analysis of sensory images in writing and the use of extensive figurative language, students will practice descriptive writing with both quickwrites and an essay. Review of common homophone errors will assist students in their everyday writing. Students will also utilize the Upton Media Center and will choose an outside novel(s) based on interest level, genre, and lexile scores as part of their Reading Counts requirement. At the end of this unit, students will take a semester test which will encompass all of the skills taught and practiced throughout the semester, including reading and analyzing literature and nonfiction selections that they have not previously read.

Learning Goals:

By the end of this unit, students will be able to:

- Strategically organize time while developing an in-class essay
- Analyze short story elements based on point of view and plot
- Recognize how an author's personal history is reflected in his writer's craft
- Illustrate an understanding of descriptive writing through sensory images
- Create images for audience through writing focused on the senses
- Effectively analyze the writing of peers in a small-group setting
- Practice correct use of homophones in oral communication

Anchor Texts:

- Exemplar writings from *Literature 8* (Holt McDougal), *Write Source*, various periodicals, and other sources
- Outside book of choice for independent reading

Time Span: (Length of Unit)

- 8 - 9 weeks

Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Socratic seminar
- Exploring examples of effective writing
- Quick writes
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participation in peer editing groups
- Revision of writing based on feedback
- Reading comprehension checks
- Read alouds

Summative

- Portfolio comprised of all writings
- Analysis essay related to literature (timed)
- Reading quizzes (reading checks; reading comprehension with open book)
- Multiple essays and quick writes including descriptive, expository, persuasive, and other genres
- Grammar/language quizzes (sentence structure, punctuation, confused words)
- Comprehensive semester exam

Academic Vocabulary:

- Expository writing
- Narrative writing
- Descriptive writing
- Persuasive writing
- Venn diagram
- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Analogy
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Fragment
- Transition
- Independent clause
- Dependent clause
- Run-on
- Clincher
- Imagery
- Cliché
- Personification



- Simile
- Metaphor
- Voice
- Genre
- Prose
- Figurative language
- Mood
- Tone
- Image
- Declarative sentence
- Interrogative sentence
- Exclamatory sentence
- Imperative sentence
- Plot mountain
- Plot
- Exposition
- Inciting incident
- Rising action
- Climax
- Falling action
- Denouement (resolution)
- Setting
- Character
- Antagonist
- Protagonist
- Narrator
- Advanced vocabulary in short story (acute, vex, alacrity, dissimulation, gesticulations, etc.)
- Theme
- Comma
- Appositive
- Apostrophe
- Semi-colon
- Colon
- End punctuation
- Flash drive
- PDF
- Point of view
- Homophones
- Sensory images
- Quickwrite
- Writers' craft
- Venn diagram

Unit 2: Shades of Writing: Exploring the Writers' Craft

Common Core State Standards or Michigan Content Expectations

Reading: Literature

- **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.
- **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.
- **RL.8.5.** 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.
- **RL.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 6 - 8 text complexity band independently and proficiently.

Reading: Informational Texts

- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing:

- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1.a.** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- **W.8.1.e.** Establish and maintain a formal style.

- **W.8.2.b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.2.c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- **W.8.2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.2.f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **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.
- **W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Speaking and Listening:

- **SL.8.1.c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **SL.8.1.d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Language:

- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.1.c.** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **L.8.1.d.** Recognize and correct inappropriate shifts in verb voice and mood.*[sic]
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.2.b.** Use an ellipsis to indicate an omission.
- **L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4.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.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **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.

Unit 3: Exploring the World: The Power of Research

Unit overview:

Unit 3 has the students exploring the world through research and intense study. Utilizing the print and online resources in the Upton Media Center and at home, students will practice reading and paraphrasing nonfiction selections in order to support their developed thesis statement on an approved topic of their choice. The culmination of this process is a formal outline and speech, complete with an MLA works cited page and a multi-media presentation. Students will then transition to a study of the Holocaust and world events surrounding it as it relates to the story of *Anne Frank*.

Learning Goals:

By the end of this unit, students will be able to:

- Conceptualize an I-Search topic that will meet all requirements while promoting new knowledge
- Appraise prior knowledge of subject
- Devise questions based on topic proposal
- Gather relevant information from multiple sources; assess their credibility and accuracy; quote or paraphrase data and conclusions of others, avoiding plagiarism; follow a standard format (MLA) for citation
- Draw evidence from informational texts to support research
- Generate a formal outline from the compilation of research and clarify content while maintaining a scholarly writing style
- Orchestrate a formal speech based on research and scholarly knowledge
- Experiment with reading a drama with emotion and intensity
- Scrutinize and measure the emotional and physical toll of the Holocaust on those involved

Anchor Text:

- *The Diary of Anne Frank* from *Literature 8* (Holt McDougal)
- Various periodicals, both print and online, as well as websites, books, and databases available at district media centers and public libraries

Time Span: (Length of Unit)

- 9 weeks

Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Quick writes
- In-class note taking
- Teacher observation and feedback
- Participating in peer editing groups
- Revising writing and speech based on feedback
- Assess student paraphrasing and writing
- Assess research sources and citations
- Dramatic interpretation

Summative

- Writing piece with multiple drafts which show revision and editing
- Complete a written piece demonstrating complete and correct MLA citation and documentation
- Formal and practiced prepared speech
- Holocaust unit test, including in-class essay
- Ongoing portfolio comprised of writings

Academic Vocabulary:

- Scholarly writing
- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Sources
- Credibility
- Accuracy
- Plagiarism
- Paraphrasing
- Summarizing
- Direct quote
- Thesis
- Introduction
- Conclusion
- MLA
- Citation
- I-Search
- Formal style
- Roman numerals
- Outline
- Multi-media (Animoto)



- Intonation
- Voice clarity
- Eye-contact
- Tone
- Holocaust
- Drama
- Act
- Scene
- Play

- Playwright
- Stage directions
- Dramatic irony
- Narration
- Script
- Dialogue
- Monologue
- Foreshadowing
- Historical nonfiction

Unit 3: Exploring the World: The Power of Research

Common Core State Standards or Michigan Content Expectations

Reading: Literature

- **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.
- **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.
- **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.

Reading: Informational Texts

- **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.
- **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.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **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.
- **RI.8.5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **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.
- **RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **RI.8.10.** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing:

- **W.8.1.b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.8.1.c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **W.8.1.d.** Establish and maintain a formal style.
- **W.8.1.e.** Provide a concluding statement or section that follows from and supports the argument presented.
- **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.
- **W.8.2.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.8.2.b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.2.e.** Establish and maintain a formal style.
- **W.8.2.f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.
- **W.8.6** 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.
- **W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

- SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - L.8.4.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.8.4.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.8.6 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.

Unit 4: Humor Me: Humor and Irony in Literature

Unit overview:

From the dramatic ending of Unit 3, Unit 4 takes a look at a different side of writing. After a purposeful study of how authors can effectively use humor in writing, students integrate their knowledge of short story writing with humorous elements of fiction and nonfiction. Verbal, situational, and dramatic irony are heavily stressed as important elements of the writers' craft, and can help develop mundane situations into comical scenes. The novel presents itself as an in-depth study of an author, and the effect of his upbringing on his writing. A continued review and study of grammar is part of this unit, including the addition of verbals and advanced homophones. Our last writing piece of the year has the students trying their hand at humorous writing. Students will also collaborate with staff members in the Staff-Student Project by selecting and reading a novel of their choice, then conducting an interview and discussion with the staff member who sponsored the novel. At the end of this unit, students will take a semester test which will encompass all of the skills taught and practiced throughout the semester.

Learning Goals:

By the end of this unit, students will be able to:

- Integrate knowledge of short story elements with humorous non-fiction and fiction
- Interpret elements of a short story within "Ransom of Red Chief"
- Identify how the three types of irony enhances writing
- Appraise the quality of writing and unique traits of Mark Twain, including recognizing and interpreting his use of literary devices, and how they enhance the overall writer's craft
- Envision the characters and setting of *The Adventures of Tom Sawyer*
- Interpret the characters' motivation during select scenes of *The Adventures of Tom Sawyer*
- Clarify the roles of the eight parts of speech and their components in a cohesive review
- Advance knowledge of homophones as applied in everyday writing
- Appraise the role of verbals in sentences
- Construct an informal writing piece that contains elements of humor discussed in class
- Ameliorate notes and materials in preparation for exam
- Dedicate commitment to exam review

Anchor Texts:

- “Ransom of Red Chief” from *Literature 8* (Holt McDougal)
- *The Adventures of Tom Sawyer* novel
- Outside book of choice for independent reading

Time Span: (Length of Unit)

- 8 - 9 weeks

Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Finding examples of effective writing
- Teacher observation and feedback
- Participating in peer editing groups
- Revising writing based on feedback

Summative

- Narrative writing piece with multiple drafts which show revision and editing
- Portfolio
- Quizzes
- Computer-generated staff/student quiz
- Book discussion with a staff member
- Comprehensive semester exam

Academic Vocabulary:

- Synonym
- Antonym
- Open-ended question
- Collaborate
- Realistic fiction
- Nonfiction
- Humor
- Irony (dramatic, verbal, situation)
- Climax
- Resolution
- Conflict
- Verbals (participles, infinitives, gerunds)
- Homophones
- Pen name (Pseudonym)
- Slang
- Colloquialism
- Dialect
- Idiom
- Literary devices (simile, metaphors, etc.)
- Foreshadowing

Unit 4: Humor Me: Humor and Irony in Literature

Common Core State Standards or Michigan Content Expectations

Reading: Literature

- **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.8.4.** 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.
- **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.
- **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.

Writing:

- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3.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.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3.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.8.5 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.
- W.8.9.a. 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”).

Speaking and Listening:

- 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.
- SL.8.1.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.

Language:

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1.b. Form and use verbs in the active and passive voice.
- L.8.3.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).