

# Grade 8 Unit 3: The Play's the Thing

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **marking period 3**  
Status: **Published**

## Stage 1: Desired Results

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Students will be able to independently use their learning to

## Established Goals

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Reading: Students will be able to

- determine theme or central idea of a text including its relationship to characters, setting, and plot
- analyze how particular lines of dialogue or incidents in a drama propel the action, reveal character, or provoke a decision
- analyze the impact of specific word choices on meaning and tone including analogies or allusions

Writing: students will be able to

- incorporate personal narrative into an analytical essay
- compose an argument letter with counter-argument

Language: Students will be able to

- demonstrate command of the conventions of standard English ( verbals; conditional-subjunctive tense and mood; active and passive voice)
- clarify the meaning of known and multiple-meaning words and phrases

Speaking and listening: Students will be able to

- engage effectively in a range of collaborative discussions and reading
- delineate a seaker's claims
- present claims and findings

## Inrerdisciplinary connections:

- develop command of interdisciplinary academic vocabulary
- social Studies/Science cross curricular unit, "Energy and the Concerned citizen" studnets will take information learned in these classes to compose a letter to a government official.

## Standards & Indicators

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LA.8.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.
LA.8.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.8.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.
LA.8.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.8.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.
LA.8.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.8.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.8.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.8.L.8.4.C	Consult 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.
LA.8.W.8.1.D	Establish and maintain a formal style.
LA.8.L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.
LA.8.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.8.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.8.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.
LA.8.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.8.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a

	day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.8.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.8.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.
LA.8.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.8.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.8.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.8.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.8.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.8.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.
LA.8.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.
LA.8.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.
LA.8.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.
LA.8.SL.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.
LA.8.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.
LA.8.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.
LA.8.RL.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

## **Central Ideas/Enduring Understandings**

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Works of fiction (poetry, prose, drama) present an author's insight into life and the human condition.

To determine theme one should analyze character conflict and resolution (problem and solution)

Evidence to support one's writing can come from fiction as well as real-life experiences.

Introductory subordinate clauses can be used to create effective transitions.

Writers present evidence, claims and counter-arguments to support opinions.

## **Essential/Guiding Questions**

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Essential Questions:

What strategies do effective readers use?

Where can evidence be found to support an idea?

How does knowing an author's purpose affect reading and writing?

Guiding Questions:

How/why is the organization of a play different from a novel?

Why does tense change when writing about reading?

How can theme be determined in poetry, prose, and drama?

Why is presenting a counter argument affective?

## **Content - Students will know...**

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Students will know key vocabulary terms: stage directions, upstage, downstage, playwright, theme, moral.

Students will know the following Tier 2 vocabulary (cross content for grade level): connotative language, distinguish, evaluate, integrate, tone, infer, comprehend

Students will be able to identify theme in poetry, prose, and drama.

Students will know how to compose an problem- solution essay.

Students will know reasons for the conditional tense and subjunctive mood.

Students will be able to compare and contrast points of view.

## **Skills - Students will be skilled at...**

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Students will be able to

- memorize a poem.
- write sentences in active and passive voice.
- identify conditional tense and subjunctive mood in sentences.
- cite textual evidence to support analysis of a text.
- use reading signposts to think critically about reading.
- compare and contrast video and written versions of a play.
- provide evidence and counter arguments to support reasoning.

## **Stage 2: Assessment Evidence**

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### **Performance Task(s)**

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- Analytical essay (compare/contrast)
- argument letter to government official
- Roundtable oral presentation (genre study) from independent reading.
- Written analysis of text structure and central ideas from independent reading.

### **Other Evidence**

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- Theme/drama tests and quizzes
- Grammar and vocabulary quizzes

- Academic prompts (open-ended responses)
- Individual reading conference notes

## **Stage 3: Learning Plan**

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### **Learning Opportunities/Strategies**

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Notice and Note strategies

Peer revision and editing

Read and analyze poetry, prose, drama

Reader's theater

Accommodations and modifications:

- Readings are leveled and matched appropriately to student instructional lexile level
- Literacy Lab for students with identified learning difficulties
- Self-selection of topics for writing assignments

-ELL: video clips and visuals for background building about Braille, Helen Keller, theater. Vocabulary games and repeated exposure to new vocabulary and accompanying visuals; illustrate meaning of figurative language in poems.

-Gifted and talented: read "Mending Wall" by Frost and analyze and compare theme and style in relation to "The Road Not Taken", memorize additional poem; research IDEA or a disability.

-IEP: repeated readings of certain passages for fluency; graphic organizer with sentence starters for open ended responses; frequent reading conferences to monitor understanding.

## **Resources**

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*Notice and Note* by Beers and Probst

Prentice Hall Literature text:

- "The Road Not Taken"
- "The Storyteller"

Heath Middle Level Literature text

- "Icicle"
- "Lean on Me"
- "Scaffolding"

*The Miracle Worker* by Gibson

video (1962) *The Miracle Worker*

nonfiction excerpts: sign language, braille, "My Full Life" by Burgen Jensen

Holt Handbook (second course)

smartboard video lessons: active and passive voice; conditional tense and subjunctive mood

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