

# Grade 8 Unit 1: Elements of Fiction

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **marking period 1**  
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

- identify and analyze how elements of fiction contribute to the theme
- analyze figurative language and its impact on a story

**Writing:** Students will be able to

- compose a character analysis
- compose an informative essay (interview)

**Language:** Students will be able to

- demonstrate command of the conventions of standard English (punctuation)
- clarify the meaning of unknown and multiple-meaning words and phrases

**Speaking and Listening:** Students will be able to

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

**Interdisciplinary connections:** Students will be able to

- analyze impact of character on plot (character education)
- develop command of interdisciplinary academic vocabulary

### Intregation of 21st Century themes and skills

- develop an individual's responsibility for personal actions and contributions to group activities
- implement problem-solving strategies to solve a problem in school or the community

## 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.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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.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.8.7	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.
LA.8.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.8.L.8.2.B	Use an ellipsis to indicate an omission.
LA.8.L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).
LA.8.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.8.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”).
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.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.
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.8.2.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.8.1	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.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.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.8.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.
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.8.5	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.
LA.8.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.
LA.8.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.8.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.
LA.8.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.
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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Analyzing a text structure helps a reader understand the meaning of the text.

Everybody is entitled to an opinion about what a text means, but the text supports some interpretations more than others.

Effective readers use specific strategies to help them better understand the text.

Conventions of standard English communicate precision of meaning.

Among the purposes of writing are writing to inform and writing to analyze.

## **Essential/Guiding Questions**

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Essential Questions:

- What strategies do effective readers of fiction use and why?
- How do patterns of reading and writing enhance understanding?
- How do writers reveal personality?

Guiding Questions:

- How do the elements of fiction contribute to an engaging story?
- How do writers of fiction hold their readers' attention?
- Why is Edgar Allen Poe considered the master of horror?
- What makes a person unique?
- How does textual evidence support an opinion?

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

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Students will know key vocabulary terms: vignette, poetic prose, symbolism, dynamic, static, irony, suspense, exposition, voice, tone, mood, inciting incident, important conditions (setting), denouement, speaker, and narrator.

Students will know the following Tier 2 vocabulary (cross content for grade level): text, cite, evidence, figurative language, point of view, mood, constitute, significance

Students will know the following elements of fiction: methods of characterization, plot structure and variations, setting and mood, and point of view.

Students will know how to differentiate between and identify forms of figurative and literal language.

Students will know how to use common Greek or Latin affixes and roots as a clue to the meaning of a word.

Students will know the structure of an essay.

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

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Students will be able to

- write the introduction of an essay.
- identify elements of fiction and figurative language in a particular story.
- use commas and quotation marks.
- cite textual evidence to support analysis of a text.
- compare and contrast the structure of two or more texts.
- use reading signposts to think critically about their reading

## **Stage 2: Assessment Evidence**

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## **Performance Task(s)**

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- Character analysis
- Informational interview
- Round Table Oral Presentations on character analysis from independent reading
- Written analysis of character and plot from independent reading

## **Other Evidence**

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- Short Story 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 notes strategies
- Peer revision and editing
- Read and analyze stories (close reading/finding textual evidence)
- Writing conferences with teacher

- Oral presentation with peer evaluation
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Modifications for SE, ELLS, and gifted:

- Readings are leveled and matched appropriately to students' instructional Lexile levels
- Literacy Lab support for students with identified learning difficulties
- mini-lesson: irony- "Those Three Wishes"- more advanced "The Story of an Hour"
- self-selection of topics for writing assignments

SE: choral reading with teacher and/or partner to build fluency; frequent teacher conferences during the writing process; graphic organizers with sentence starters and vocabulary word bank for narrative writing; writing partner for brainstorming and editing.

ELL: use images before reading to introduce vocabulary and build background knowledge, such as youtube video on Langston Hughes and NYC; analyze sample narratives and compose using a graphic organizer with the parts of a narrative.

Gifted: compose a narrative that changes an element of one of the stories read in class (for example, change the setting of "Drummer Boy.."); research the Great Migration and the Harlem Renaissance, or the Black Renaissance in other cities such as Philadelphia, St. Louis, and Chicago.

## **Resources**

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*Notice and Note* by Beers and Probst

Prentice Hall Literature Text 8th grade

- "The Drummer Boy of Shiloh" (above level)
- "Thank you, Ma'am" (below)
- "Charles" (below)
- "A Retrieved Reformation" (on level)

- "Gentleman of Rio en Medio" (on level)
- "The Tell Tale Heart" (above)

#### Heath Middle Level Literature Text

- Assorted poems by Langston Hughes (varied levels)
- "Duffy's Jacket" (on)
- "The Dinner Party" (below)

Nonfiction: Biography excerpts on Langston Hughes and Ray Bradbury (below)

Self-selected independent reading novels (individual instructional lexile level)

Holt Handbook (Second Course)

video: "The Necklace", youtube: "Theme for English B," and Frankenstein "Girl in the Pond". Yankovich "Word Crimes"

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