

**Dallastown Area Middle School
English Language Arts**



Unit 1: The Foundations of Memorable Stories

Relevancy

To be college and career ready, students must be able to analyze texts on a deeper level and to communicate ideas clearly and effectively through reading, writing, speaking, and listening experiences and activities.

Essential Questions/Big Ideas

What are the essential story elements used by writers to create interesting narratives?

How do writers utilize plot stages and conflict to create memorable stories?

How do poets use conflict and plot to write narrative poetry?

Books/Materials

HMH Literature Series

Genre workshop/Becoming an Active Reader (see textbook-pp. 4-15)

Text Analysis Workshop: Plot, Conflict, and "The Elevator" William Sleator

"Raymond's Run" Toni Cade Bambara

"The Ransom of Red Chief" O. Henry

"Manuscript Found in an Attic" Marcus Rosenbaum (anecdote)

"Paul Revere's Ride" Henry Wadsworth Longfellow

"The Other Riders" online article

Novel

The Outsiders S. E. Hinton (required Grade 8 reading)

Recommended reading expectations: two novels per marking period including independent and class-taught texts.

Multimedia

DVD: *The Outsiders* Francis Coppola

DVD: *The Ransom of Red Chief* Bob Clark

Skills, Related Learning Goals and Content

Text Analysis

- Analyze how incidents in a story or poem propel the action, reveal aspects of a character, or provoke a decision.
- Identify plot stages, conflicts, and characterization.
- Analyze suspense.
- Analyze characterization in a work of fiction.

Reading

- Utilize Reading Apprenticeship strategies to comprehend text: predict, question, visualize, summarize, connect, infer, monitor comprehension, and use fix-ups.
- Make inferences and cite evidence to support.
- Make predictions and cite evidence to support.
- Take notes.
- Compare and contrast a poem with a historical article.

Writing and Language

- Write a new ending to a fictional narrative (using and punctuating dialogue correctly, using imagery and sensory details, correcting shifts in verb tense) or write a personal narrative.
- Write an informative essay (3-paragraph minimum response to *The Outsiders* or an independent novel that includes an introduction, a body paragraph, a conclusion, using effective transitions throughout the piece).
- Write text dependent analysis response(s).
- Identify and correct sentence fragments and run-ons.
- Use coordinating conjunctions and semicolons correctly to combine sentences.
- Identify, recognize, and correct vague pronouns, and ensure pronoun-antecedent agreement.

Vocabulary

- Use context clues to determine meanings of new and unknown words.
- Develop a reading vocabulary through comprehending and using Tier Two vocabulary words.

Essential Terms

genres (literature and nonfiction), plot stages (exposition, rising action, climax, falling action, resolution), conflict, setting, character, point of view, internal conflict, external conflict, types of conflict, narrative, narrative poem, dialect, anecdote, narrative poetry, paraphrase, figurative language (metaphor, personification, simile), suspense, rhyme scheme, compare/contrast, personal narrative, introduction, body, conclusion, transitions, dialogue, sensory language, descriptive details, sequence, sentence fragments, run-on sentence,

coordinating conjunctions, semicolon, compound sentence, quotation marks, comma usage (introductory words and phrases), pronouns (personal; nominative, objective, and possessive cases; antecedent, agreement, gender, and number).

PA Core - English Language Arts

Reading: Informational Text

1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details-Main Idea

CC.1.2.8.A 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.

Key Ideas and Details- Text Analysis

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Craft and Structure- Text Structure

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

Craft and Structure- Vocabulary

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone

Integration of Knowledge and Ideas- Analysis Across Texts

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Vocabulary Acquisition and Use

CC.1.2.8.J 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.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Reading: Literature

Key Ideas and Details- Text Analysis

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Key Ideas and Details- Literary Elements

CC.1.3.8.C 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.

Craft and Structure- Text Structure

CC.1.3.8.E Analyze the development of the meaning through the overall structure of multiple texts.

Craft and Structure- Vocabulary

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas- Sources of Information

CC.1.3.8.G 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 directors or actors.



Vocabulary Acquisition and Use- Strategies

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Vocabulary Acquisition and Use

CC.1.3.8.J 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.

Range of Reading

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Informative/Explanatory

CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Informative/Explanatory- Focus

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

Informative/Explanatory- Content

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

Informative/Explanatory- Organization

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Informative/Explanatory- Style

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language.
- Establish and maintain a formal style.

Informative/Explanatory- Conventions of Language

CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative

CC.1.4.8.M Write narratives to develop real or imagined experiences or events.

Narrative- Focus

Narrative Content	CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
Narrative- Organization	CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Narrative- Style	CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.
Narrative- Conventions of Language	CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. • Use sentences of varying lengths and complexities • Create tone and voice through precise language.
Response to Literature	CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Production and Distribution of Writing- Writing Process	CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
Technology and Publication	CC.1.4.8.T 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.

CC.1.4.8.U 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.

Range of Writing

CC.1.4.8.X 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.

Speaking and Listening

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration - Collaborative Discussion

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Conventions of- Standard English

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.