

English Language Arts – *Draft* Grade 8 English curriculum  
Based on 2011 MA English Language Arts Curriculum Framework

Unit 4: Media in our Lives	
<b>Duration: 10 Weeks</b>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How do authentic interactions with text improve comprehension?</li> <li>• How do different presentations elicit different responses from the reader/audience?</li> <li>• How does form affect purpose?</li> </ul>	
<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• Good readers compare, infer, synthesize and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>• Different media create various interpretations of the message.</li> <li>• To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.</li> </ul>	
<b>Summative Assessment:</b>	
<ul style="list-style-type: none"> <li>• After reading at least 2 short stories, (for example: “The Tell-Tale Heart,” “The Monkey’s Paw,” and “The Necklace”) and viewing the dramatic presentation of each, students will analyze the affect of the method of presentation (short story or play) on the audience. (For example: You have read and viewed dramatic presentations of three suspense-filled stories. Consider how the medium (story or play) affects each. Write an essay that analyzes how the choice of media impacts the overall experience. Remember to use textual evidence and the characteristics of the element of suspense to support your ideas).</li> </ul>	
<p><b>KNOWLEDGE</b></p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• How using different mediums for presenting a particular topic has advantages and disadvantages.</li> <li>• How particular lines of dialogue and events of a story propel the action.</li> <li>• How the structures of two or more texts contribute to their meaning and style.</li> <li>• How a filmed or live production of a story or drama elicits different responses from the reader/audience.</li> </ul>	<p><b>SKILLS</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Recognize the subtle differences between print and performance when presenting a particular topic.</li> <li>• Find textual evidence that most effectively supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Recognize the use of dialogue in a story or play.</li> <li>• Recognize the structural elements of a dramatic presentation (play,</li> </ul>

Revised 7/23/15 1:13 PM

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<ul style="list-style-type: none"> <li>How authors utilize irony and parody to affect readers.</li> </ul>	<p>movie, multi-media, etc).</p> <ul style="list-style-type: none"> <li>Identify where the story or drama stays faithful to or departs from the text or script.</li> <li>Evaluate the choices made by the director/actors and how those decisions/interpretations impacts the audience.</li> </ul>		
Vocabulary	Standards	Instructional Activities	Formative Assessments
Fiction Nonfiction Connotation Denotation Suspense Narrator Foreshadowing Irony Figurative Language Dialogue Dialect Humor	<p><b>Reading:</b>  <b>RL8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>RL8.2:</b> Determine the 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.</p> <p><b>RL8.4:</b> 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.</p> <p><b>RL8.5:</b> 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.</p> <p><b>RL8.6:</b> 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</p>	<p><b><u>Routine Writing</u></b>            2-column notes (annotative notes)            Entrance/Exit tickets            Graphic Organizers: for close reading and “9 Tricks to Writing Suspense Fiction”</p> <p><b><u>Analytical Writing</u></b>            Character analyses: example: analyze the narrator and old man in <i>The Tell-Tale Heart</i>.</p> <p>Analyze the structure of a play and it’s affect on the story</p> <p><b><u>Research</u></b>            Research the life and death of Edgar Allen Poe: What are the facts and what are the opinions?</p> <p><b><u>Narrative (1-2)</u></b>            Quickwrites before readings:            (example: suppose you received an object that had the power to grant it’s owner 3 wishes. What would</p>	<ul style="list-style-type: none"> <li>Formal assessments from Literature Anthology</li> <li>Oral discussion/presentation scored with rubric</li> <li>Text-dependent questions</li> <li>Open responses for each short story</li> </ul>

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Anecdote	such effects as suspense or humor.	your do.	
Imagery	<b>RL8.7:</b> 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.	<b>Other</b>	
Inference			
parody	<b>MA.8.A:</b> Identify and analyze the characteristics of irony and parody in literary works.		
Theater vocabulary:			
Director	<b>RL8.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.		
Actor			
Stage directions	<b>RI8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Act			
Scene	<b>RI8.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., thought comparisons, analogies or categories).		
Monologue			
Prologue			
Epilogue	<b>RI8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the specific word choices on meaning and tone, including analogies or allusions to other texts.		
Soliloquy	<b>RI8.6:</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence		

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	<p>or viewpoints.</p> <p><b>RI.8.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RI.8.9:</b> 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.</p> <p><b>RI.8.10:</b> <b>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.</b></p> <p><b>Writing:</b></p> <p><b>W.8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create claim(s), counterclaims, reasons and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section</li> </ul>		
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	<p>that follows from and supports the argument presented.</p> <p><b>W8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li><b>a.</b> 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.</li> <li><b>b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete examples, quotations, or other information and examples.</li> <li><b>c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li><b>e.</b> Establish and maintain a formal style.</li> <li><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>MA.8.3.A:</b> Write short narratives, poems, scripts or personal reflections that demonstrate understanding of the concept of irony or parody.</p> <p><b>W8.4:</b> Produce clear and coherent writing in which</p>		
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	<p>the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>W8.5:</b> With some guidance and support from peers and adult, 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.</p> <p><b>W8.8:</b> 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 conclusion of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W8.9a-b:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W8.10:</b> 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.</p> <p><b>Speaking and Listening:</b></p> <p><b>SL8.1a-d:</b> 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.</p>		
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	<p><b>SL8.2:</b> 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.</p> <p><b>SL8.6:</b> Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language:</b></p> <p><b>L8.1a-d:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L8.2a-c:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.</p> <p><b>L8.4a-d:</b> 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.</p> <p><b>L8.5a-c:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p><b>L8.6:</b> 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</p>		
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	comprehension or expression.		
<p><b>Reading Selections:</b> Short text From <i>Elements of Literature, Second Course</i>:</p> <ul style="list-style-type: none"> <li>• “The Tell-Tale Heart” by Edgar Allen Poe</li> <li>• “The Monkey’s Paw” by W.W. Jacobs</li> <li>• “The Necklace” by Guy de Maupassant</li> <li>• “The Legend of Sleepy Hollow” by Washington Irving</li> <li>• “The Celebrated Jumping Frog of Calaveras County” by Mark Twain</li> <li>• “The Writing Prompt Boot Camp: 9 Tricks to Writing Suspense Fiction” (<a href="http://www.writersdigest.com/qp7-migration-conferencesevents/nine-tricks-to-writing-suspense-fiction">http://www.writersdigest.com/qp7-migration-conferencesevents/nine-tricks-to-writing-suspense-fiction</a>)</li> <li>• “A Murder in Salem” (<a href="http://www.smithsonianmag.com/history-archaeology/A-Murder-in-Salem.html">http://www.smithsonianmag.com/history-archaeology/A-Murder-in-Salem.html</a>)</li> <li>• E.J. Wagner on “The Tell-Tale Murder” (<a href="http://www.smithsonianmag.com/history-archaeology/E-J-Wagner-on-The-Tell-Tale-Murder.html">http://www.smithsonianmag.com/history-archaeology/E-J-Wagner-on-The-Tell-Tale-Murder.html</a>)</li> <li>• “The Death of Edgar Allen Poe” (<a href="http://www.nps.gov/edal/forteachers/upload/death.pdf">http://www.nps.gov/edal/forteachers/upload/death.pdf</a>)</li> <li>• The Defamation of Poe’s Character</li> </ul>	<p><b>Reading Selections:</b> Extended text <i>Behind the Scenes: The Unseen People Who Make Theater Work</i> by Walter Williamson</p>	<p><b>Other Resources:</b> (links, media, technology)</p> <ul style="list-style-type: none"> <li>• Plays performed by Chamber Theater Works</li> <li>• YouTube - “The Simpson’s: The Legend of Sleepy Hollow”</li> <li>• Four readings about Poe’s Death: <a href="http://mrscentry.weebly.com/uploads/5/0/.../synthesizing_information_poe.ppt">mrscentry.weebly.com/uploads/5/0/.../synthesizing_information_poe.ppt</a></li> <li>• “Four Readings About Poe’s Death” (Google Poe informational text-choose [doc] Nonfiction Reading 2 (<a href="http://www.riverdell.org/.../Informational%20Text%20Four%20Readings%20...">www.riverdell.org/.../Informational%20Text%20Four%20Readings%20...</a>))</li> <li>• <i>Elements of Literature</i> CD: Readings of “The Tell-Tale Heart” and “The Monkey’s Paw”</li> </ul>	

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<p><a href="http://www.nps.gov/edal/forteachers/upload/defamation.pdf">http://www.nps.gov/edal/forteachers/upload/defamation.pdf</a></p> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>		
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