

**FIRST NINE WEEKS 2016—STANDARD ENGLISH LANGUAGE ARTS, GRADE 8
HPISD CURRICULUM**

EST. NUMBER OF DAYS: 43 DAYS

NARRATIVE WRITING AND ARCHETYPES	FIRST NINE WEEKS
Unit Overview	<ul style="list-style-type: none"> ● Students will examine the narrative genre by exploring the ways literary works reflect the craft of narrative writing. ● Students will read and study a variety of short stories. ● Each student will then formulate ideas, create characters, and draft a narrative to be “published” by the end of the semester. ● Students will examine and demonstrate knowledge of a variety of character and situational archetypes in various genres.
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> ● Recognizing archetypes ● Recognizing and using significant literary terms ● Annotating required class texts for engagement and deeper understanding ● Developing writers’ craft through organization, development, style, conventions, and revision strategies ● Developing effective study habits, organization, and time management skills ● Developing life-long readers
Concepts	<ul style="list-style-type: none"> ● Archetypes ● Literary terms ● Writer’s craft ● Writing process ● Critical thinking ● Analysis ● Vocabulary development ● Study habits ● Time management
Guiding/Essential Questions	<ul style="list-style-type: none"> ● How do people differ in their personalities, beliefs, and culture? ● What are some of the ancient character archetypes? ● How are the modern adaptations of ancient archetypes evident in literature and in life? ● What are the attributes of each character archetype? ● What are the attributes of each situational archetype? ● How do all character archetypes connect with the hero? ● How are examples of literary terms evident in speech and writing? ● How do authors utilize literary terms to create powerful narratives? ● What are the genres of narrative writing? ● In what ways do authors create effective characters? ● In what ways can an author structure a narrative? ● What is a captivating storyline? ● How does an author develop a captivating storyline? ● How do conventions and grammar affect writing? ● How does a person develop critical thinking skills? ● What is text-based evidence?

	<ul style="list-style-type: none"> ● How does a reader justify his opinion with text-based evidence? ● How will learning specific roots, prefixes, and specific words enhance vocabulary development? ● What are some strategies to build effective study habits? ● How can a person better manage his time? ● What are some pitfalls of procrastination? 	
<p>Learning Targets</p>	<p>Performance Levels</p>	<p>Learning Progressions</p>
	<ul style="list-style-type: none"> ● Read required class texts. ● Choose books to read for independent reading. ● For the following set of literary terms, know the definition of each, recognize their use in writing and speeches, and use examples in original writing: ● For the following set of ancient character archetypes, know the aspects of each and be able to recognize modern adaptations of those archetypes in literature and 	<ul style="list-style-type: none"> ● Comprehend texts through questions, annotations, and teacher-led discussions. ● Gain deeper understanding by analysis of significant quotations and characters' motives and actions. ● Consider readers' interests, maturity level, and advice from students' peers and teachers. ● author's purpose ● cause and effect ● characterization ● compare and contrast ● conflict ● dialogue ● diction ● flashback ● foreshadowing ● Freytag's Pyramid ● irony ● metaphor ● mood ● personification ● point-of-view ● setting ● simile ● symbolism ● theme ● hero ● earthmother ● temptress

	<p>other media.</p> <ul style="list-style-type: none"> • For the following set of ancient situational archetypes, know the aspects of each and be able to recognize modern adaptations of those archetypes in literature and other media. • Begin a draft of the narrative Targeted Writing Assessment (final draft will be due in the Second Nine Weeks). • For the following set of roots, and specific words, know the definition of each, recognize their use in writing and speech, and use examples in original writing: 	<ul style="list-style-type: none"> • platonic ideal • unfaithful wife • damsel in distress • star-crossed lovers • initiate • mentor • loyal retainer • minion • friendly beast • devil figure • villain • outcast • hunting group of companions <ul style="list-style-type: none"> • the Task • the Quest • the Journey • the Fall <ul style="list-style-type: none"> • Formulate ideas for a captivating storyline. • Develop believable characters. • Create at least one descriptive setting. • Write details that advance the plot in a logical way. • Establish clear and meaningful conflicts. • Develop an engaging lead. • Develop a meaningful and relevant conclusion. • Include original figurative language and imagery. • Include a recognizable tone throughout the narrative. • Utilize various resources for precise word choice. • Include a variety of sentence types and sentence beginnings. • Maintain an authentic voice. • Know and use proper grammar and conventions. <p>Greek / Latin Roots:</p> <ul style="list-style-type: none"> • aer • phys • soph
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<p>Formative Assessments</p>	<ul style="list-style-type: none"> ● On a weekly basis, students will brainstorm, practice craft writing, and revise based on original writing. ● Each student will engage in the writing process by drafting a narrative using effective characters, a captivating storyline, and effective structure. ● Students will use words from an HPISD-specific eighth grade level list of Greek/Latin roots, foreign words, and character words in students' writing and speaking. ● Students will craft written responses to the required class texts they are reading. ● Students will practice oral reading during each nine weeks. ● Students will recognize and use examples of literary terms in students' writing and speaking. ● Students will demonstrate their knowledge of classical archetypes and their modern adaptations while reading and discussing required class texts and viewing other media. ● Students will annotate required class texts to demonstrate increasing proficiency in comprehension, critical thinking, and making inferences. 	

	<ul style="list-style-type: none"> ● Students will demonstrate an increasing understanding in the proper, effective uses of grammar and punctuation throughout the writing process.
Summative Assessments	<ul style="list-style-type: none"> ● Students will begin the narrative Targeted Writing Assessment (TWA). ● Students will take various quizzes and/or tests about required class texts and in-class instruction. ● Students will complete assigned projects. ● Students will take a semester exam in December that includes this first nine weeks curriculum.
Grade Level TEKS / Specifications	<p>Students are expected to:</p> <ul style="list-style-type: none"> ● (3A) Analyze literary works that share similar themes across cultures. <ul style="list-style-type: none"> -- Observable Student Behavior (OSB) Students will describe orally and in writing similar themes among different pieces of literature. ● (6A) Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved. <ul style="list-style-type: none"> -- (OSB) Students will explain in writing or orally these elements listed above and how they pertain to required class texts. ● (6B) Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict. <ul style="list-style-type: none"> -- (OSB) Infer and describe a author's attitudes toward social issues as revealed in text. -- (OSB) State an interpretation of the author's underlying messages. -- (OSB) Note the significance of the setting and its relationship to the plot and characters' actions. -- (OSB) Recognize and discuss an author's use of symbols and their meanings. -- (OSB) Follow complex plots, tracking multiple events, and gathering information about many characters and their traits and relationships. -- (OSB) Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the author and other characters say about them). ● (6C) Analyze different forms of point of view, including limited versus omniscient, subjective versus objective. ● (9A) Analyze works written on the same topic and compare how the authors achieved similar or different purposes. ● (13A) Evaluate the role of media in focusing attention on events and informing opinions on issues. ● (13B) Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message. ● (13C) Evaluate various techniques used to create a point of view in media and the impact on audience. ● (13D) Assess the correct level of formality and tone for successful participation in various digital media. ● (14A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. ● (15A) Write an imaginative story that sustains reader interest. <ul style="list-style-type: none"> ● (15Aii) Write an imaginative story that includes well-paced action and an engaging story line. ● (15Aiii) Write an imaginative story that creates a specific, believable setting through the use of sensory details. ● (15Aiv) Write an imaginative story that develops interesting characters. ● (15Av) Write an imaginative story that uses a range of literary strategies and devices to enhance the style and tone. ● (16A) Write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. ● (26A) Listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims.

	<ul style="list-style-type: none"> ● (26B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. ● (26C) Summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices. ● (Local) 26D -- Compare his/her own perception of a spoken message with the perception of others (from 8.2E 2008). ● (Local) 26E -- Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (from 8.3A 2008). ● (Local) 26F -- Analyze oral interpretations of literature for effects on the listener (from 8.3B 2008). ● (Local) 26G -- Analyze the use of aesthetic language for its effects (from 8.3C 2008). ● (Local) 26H -- Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (from 8.5A 2008). ● (Local) 26I -- Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (from 8.5B 2008). ● (Local) 26K -- Generate criteria to evaluate his/her own oral presentations and the presentations of others (from 8.5D 2008). ● (Local) 26L -- Use effective rate, volume, pitch, and tone for the audience and setting (from 8.5E 2008). ● (Local) 26M -- Clarify and support spoken ideas with evidence, elaborations, and examples (from 8.5F 2008). ● Note: Observable Student Behaviors (OSB): OSBs adapted and/or quoted from <i>The Continuum of Literary Learning: A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fontas (2007).
Processes and Skills	<ul style="list-style-type: none"> ● Brainstorming: blueprinting, timeline, writing territories, narrative point of view, character development, and captivating storyline ● Craft Practices: description, showing not telling, mood, setting, character creation, point of view, dialogue, emotion, “thought shots,” figurative language, and word choice ● Revision Strategies: prove-its and conferences with self, peers, and teachers ● Critical Thinking: reading for meaning, applying knowledge, annotating, and analyzing
Topics	<ul style="list-style-type: none"> ● Specific aspects of grammar, punctuation, and usage ● Use of specific literary terms and archetypes ● Craft writing
Language of Instruction	<ul style="list-style-type: none"> ● See specific literary terms and archetypes listed in the Learning Targets above. ● See the Targeted Writing Assessment rubrics posted online for specific aspects of each writing product. ● See the HPISD Eighth Grade specific vocabulary list in the Learning Targets above.
State Assessment (STAAR) Connections	<ul style="list-style-type: none"> ● Various Texas Essential Knowledge and Skills (TEKS) Readiness and Supporting Standards will be included in this unit, and the full list of standards can be found here (copy and paste this link): http://www.google.com/url?sa=t&rct=j&q=grade%208%20reading%20assessment%20eligible&source=web&cd=1&ved=0CB8QFjAA&url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147488118&ei=Y8NTVficFNHJogTf3oCoBg&usq=AFQjCNGn6-rXdWKyO9T0phem8kgdJFRvmQ&sig2=mQiKJhRQHxgbzy4nGHrSLQ&bvm=bv.93112503.d.cGU
National Assessment Connections	<ul style="list-style-type: none"> ● Eighth grade students take the ACT Aspire early in the fall, and their results from this national college readiness test will be sent to their homes. ● Teachers use Pre-AP strategies as they are teaching literature, analysis, and writing.
Resources	<ul style="list-style-type: none"> ● Eighth grade list of Greek/Latin roots (listed on the HPISD Curriculum website for eighth grade ELA) ● Eighth grade vocabulary list of foreign words and “other words” (listed on the HPISD Curriculum website for eighth grade ELA) ● Membean (an online vocabulary program) ● Models of narrative writing in various genres

- Books in teachers' classrooms and the HPMS library
- Various videos from the HPMS library used at each teacher's discretion
- **REQUIRED stories from *Literature: Grade 8*** (current literature textbook from the 2009 adoption; teachers have class sets):
 - "The Treasure of Lemon Brown" by Walter Dean Myers (short story)
 - "The Tell-Tale Heart" by Edgar Allan Poe (short story)
 - "The Rules of the Game" by Amy Tan (short story)
 - "Clean Sweep" by Joan Bauer (short story)
- *Elements of Literature: Second Course* (literature textbook from a previous adoption; teachers have class sets) choices:
 - "Broken Chain" by Gary Soto (short story)
 - "Oranges" by Gary Soto (poem)
 - "The Secret Heart" by Robert P. Tristram Coffin (poem)
 - "The Courage That My Mother Had" by Edna St. Vincent Millay (poem)
 - "The Open Window" by Saki (short story)
 - "The Circuit" by Francisco Jimenez (short story)
 - "The Landlady" by Roald Dahl (short story)
 - "There Will Come Soft Rains" by Ray Bradbury (short story)
- *Adventures for Readers: Book Two* (literature textbook from a previous adoption; teachers have class sets) choices:
 - "The Street" by Richard Wright (short story)
 - "The Man Without a Country" by Edward Everett Hale (short story)
- *Literature: Grade 8* (current literature textbook from the 2009 adoption; teachers have class sets) choices:
 - "The Lady, or the Tiger?" by Frank R. Stockton (short story)
 - "The Monkey's Paw" by W.W. Jacobs (short story)
- *Writing Coach: Grade 8* (Prentice Hall/Pearson textbook; teachers have class sets)
- *Great American Stories* (Holt, Rinehart and Winston; teachers have class sets), such as
 - "The Masque of the Red Death" by Edgar Allan Poe (short story)
- *Great British Stories* (Holt, Rinehart and Winston; teachers have sets), such as
 - "Beware of the Dog" by Roald Dahl (short story)
- Various anthologies
- Various applications for iPads to teach concepts and/or make connections
- Various videos and/or movie clips to teach concepts and/or make connections
- www.poetryfoundation.org
- *Acts of Teaching* by Dr. Joyce Armstrong Carroll and Edward E. Wilson
- *Dr. JAC's Guide to Writing with Depth* by Dr. Joyce Armstrong Carroll

Revision Strategies:

- depth charging from *Dr. JAC's Guide to Writing with Depth*
- peer editing strategies from *Acts of Teaching*
- leads and conclusions
- clocking
- various revision strategies from professional development books from authors such as Jeff Anderson, Barry Lane, Kelly Gallagher, and others
- conferences with self, peers, and teachers including grouping strategies for revision from *Acts of Teaching*
- ratiocination from *Acts of Teaching*
- Control F in word processor to notice specific words that are overused

- “Track Changes” and/or Revision History in word processor to see revisions and make changes
 - Comment tab in Google Docs to add comments for peer editing
 - Review tab in word processor to add comments so that students and teachers can make comments in their documents
- Conventions of Language:**
- Teachers will use mini-lessons to teach the conventions of language using published models from various authors as well as the teacher’s original models of writing, and students will use their own writing to practice the skills and techniques that are taught in the mini-lessons.
 - Students will focus on the following set of the eighth grade Written Conventions:
 - Simple sentences
 - Compound sentences
 - Prepositions and prepositional phrases to provide details
 - Pronouns
 - Present perfect tense
 - MLA style