

**SECOND NINE WEEKS 2016—STANDARD ENGLISH LANGUAGE ARTS 8  
HPISD CURRICULUM**

**EST. NUMBER OF DAYS: 39 DAYS**

<b>NARRATIVE WRITING, POETRY, AND DRAMA</b>	<b>SECOND NINE WEEKS</b>
<b>Unit Overview</b>	<ul style="list-style-type: none"> <li>● Students will continue the craft of narrative writing.</li> <li>● Each student will then revise his or her ideas, characters, and narrative drafts to be “published” by the end of the semester.</li> <li>● Each student will read and study a variety of traditional and non-traditional poetic forms.</li> <li>● Each student will then formulate ideas for writing an original poem to be “published” in December.</li> <li>● Students will read a drama and understand the elements of this genre.</li> </ul>
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Recognizing the different forms of prejudice</li> <li>● Exhibiting understanding and empathy for others</li> <li>● Understanding how drama and poetry can be used as a vehicle for social commentary</li> <li>● Incorporating archetypes in narrative writing</li> <li>● Recognizing and using significant literary, dramatic, and poetic terms</li> <li>● Recognizing that poems contain rhythm, imagery, and figurative language for a sensory experience</li> <li>● Studying tragic events and human reactions</li> <li>● Recognizing the societal roles people play during conflicts</li> <li>● Analyzing how quickly societal roles can change according to the circumstances</li> <li>● Annotating drama and poetry for engagement and deeper understanding</li> <li>● Developing writers’ craft through organization, development, style, conventions, and revision strategies</li> <li>● Developing effective study habits, organization, and time management skills</li> <li>● Developing life-long readers</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>● Prejudice and its effects</li> <li>● Social commentary</li> <li>● Archetypes</li> <li>● Literary, dramatic, and poetic terms</li> <li>● Annotations</li> <li>● Aesthetic appeal of language</li> <li>● Discrimination</li> <li>● Society</li> <li>● Human nature</li> <li>● Empathy</li> <li>● Sympathy</li> <li>● Audience</li> <li>● Writer’s craft</li> <li>● Writing process</li> <li>● Critical thinking</li> <li>● Analysis</li> <li>● Vocabulary development</li> </ul>

	<ul style="list-style-type: none"> <li>● Study habits</li> <li>● Time management</li> </ul>	
<p><b>Guiding/Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What types of prejudice exist?</li> <li>● In what ways can prejudice limit a person?</li> <li>● In what ways does understanding differences encourage empathy?</li> <li>● How do people differ in their personalities, beliefs, and culture?</li> <li>● How can authors use drama and poetry to comment on social issues?</li> <li>● How can a writer include the modern adaptations of ancient archetypes in modern narrative writing?</li> <li>● How are examples of literary terms evident in speech and writing?</li> <li>● How do authors utilize literary terms to create powerful narratives?</li> <li>● How do readers annotate texts for engagement and deeper understanding?</li> <li>● In what ways do authors revise to enhance characterization, plot structure, and conflict?</li> <li>● How do conventions and grammar affect writing?</li> <li>● In what ways can language create an aesthetic appeal?</li> <li>● In what ways can writers deliberately craft writing to control language to provide a sensory experience?</li> <li>● What are some effective structures of poems?</li> <li>● In what ways do poets create effective poems?</li> <li>● How are examples of literary terms evident in poetry and drama?</li> <li>● How does precise word choice impact a poem?</li> <li>● How does a poet decide on a title for his or her poem?</li> <li>● What must be included in a captivating beginning of a poem?</li> <li>● How does a poet use lines and stanzas for overall effect?</li> <li>● What must a poet consider in crafting an ending for his or her poem?</li> <li>● How does a person develop critical thinking skills?</li> <li>● What is text-based evidence?</li> <li>● What types of discrimination did the Nazis employ?</li> <li>● How do ignorance and fear cause discrimination?</li> <li>● How do people's beliefs and culture affect their personalities?</li> <li>● In what ways does prejudice cause people to act without reason?</li> <li>● What is the best and worst in human nature?</li> <li>● In what ways does understanding discrimination encourage empathy?</li> <li>● How can a person identify, connect with, and gain empathy for individuals who experience tragedy?</li> <li>● How does a reader justify his opinion with text-based evidence?</li> <li>● How will learning specific roots, prefixes, and specific words enhance vocabulary development?</li> <li>● What are some strategies to build effective study habits?</li> <li>● How can a person better manage his time?</li> <li>● What are some pitfalls of procrastination?</li> </ul>	
<p><b>Learning Targets</b></p>	<p style="text-align: center;"><b>Performance Levels</b></p> <ul style="list-style-type: none"> <li>● Read required class texts.</li> <li>● Choose books to read for independent reading.</li> </ul>	<p style="text-align: center;"><b>Learning Progressions</b></p> <ul style="list-style-type: none"> <li>● Comprehend texts through questions, annotations, and teacher-led discussions.</li> <li>● Gain deeper understanding by analysis of significant quotations and characters' motives and actions.</li> <li>● Consider readers' interests, maturity level, and advice from students' peers and teachers.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● For the following set of literary, dramatic, and poetic terms, know the definition of each, recognize their use in writing and speech, and use examples in original writing.</li></ul> | <ul style="list-style-type: none"><li>● author's purpose</li><li>● characterization</li><li>● archetypes listed in the first nine weeks</li><li>● conflict</li><li>● dialogue</li><li>● flashback</li><li>● irony</li><li>● extended metaphor</li><li>● mood</li><li>● setting</li><li>● symbolism</li><li>● theme</li><li>● drama</li><li>● act</li><li>● scene</li><li>● monologue</li><li>● stage directions</li><li>● prop</li><li>● cast of characters</li><li>● analogy</li><li>● inference</li><li>● assonance</li><li>● consonance</li><li>● alliteration</li><li>● meter</li><li>● rhythm</li><li>● rhyme</li><li>● rhyme scheme</li><li>● repetition</li><li>● verses</li><li>● stanzas</li><li>● lyric poetry</li><li>● narrative poetry</li><li>● simile</li><li>● personification</li><li>● hyperbole</li><li>● imagery</li><li>● onomatopoeia</li><li>● oxymoron</li><li>● pun</li><li>● alliteration</li></ul> |
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	<ul style="list-style-type: none"> <li>● Finalize the draft of the narrative Targeted Writing Assessment.</li>   <li>● Draft and finalize an original poem or poems as a Targeted Writing Assessment.</li>   <li>● For the following set of prefixes, suffixes, and specific words, know the definition of each, recognize their use in writing and speech, and use examples in original writing:</li> </ul>	<ul style="list-style-type: none"> <li>● Formulate ideas for a captivating storyline.</li> <li>● Develop believable characters.</li> <li>● Create at least one descriptive setting.</li> <li>● Write details that advance the plot in a logical way.</li> <li>● Establish clear and meaningful conflicts.</li> <li>● Develop an engaging lead.</li> <li>● Develop a meaningful and relevant conclusion.</li> <li>● Include original figurative language and imagery.</li> <li>● Include a recognizable tone throughout the narrative.</li> <li>● Utilize various resources for precise word choice.</li> <li>● Include a variety of purposeful, specific sentence types and beginnings for meaning.</li> <li>● Maintain an authentic voice.</li> <li>● Know and use proper grammar and conventions.</li> <li>● Finalize the document with proper MLA format.</li>   <li>● Decide on a definite purpose.</li> <li>● Compose a captivating beginning.</li> <li>● Develop a meaningful progression of ideas.</li> <li>● Have a deliberate use of lines and stanzas.</li> <li>● Craft original figurative language that uses vivid imagery.</li> <li>● Utilize various resources for precise word choice.</li> <li>● Include a variety of sentence types.</li> <li>● Maintain an authentic voice.</li> <li>● Write using a recognizable tone.</li> <li>● Write a purposeful ending.</li> <li>● Maintain appropriate usage and agreement.</li> <li>● Have intentional use of punctuation and capitalization.</li> <li>● Finalize the document with proper MLA format.</li>   <li>Prefixes:</li> <li>● vice-</li> <li>● contra-</li> <li>● ante-</li> <li>● ultra-</li> <li>● counter-</li> <li>● mal-</li> <li>● vice-</li> <li>● contra-</li> <li>● ante-</li> <li>● ultra-</li> </ul>
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		<ul style="list-style-type: none"> <li>● ounter-</li> <li>● mal-</li> </ul> <p>Suffixes:</p> <ul style="list-style-type: none"> <li>● -ent / -ant</li> <li>● -ile</li> <li>● -ism</li> </ul> <p>Foreign Words:</p> <ul style="list-style-type: none"> <li>● phenomenon</li> <li>● charisma</li> <li>● flora</li> <li>● fauna</li> </ul> <p>Character Words:</p> <ul style="list-style-type: none"> <li>● altruistic</li> <li>● angst-ridden</li> <li>● astute</li> <li>● austere</li> <li>● brooding</li> <li>● buoyant</li> <li>● callous</li> <li>● canny</li> <li>● decaden</li> <li>● droll</li> <li>● forceful</li> <li>● fretful</li> <li>● gracious</li> </ul> <p>Additional words from required class texts:</p> <ul style="list-style-type: none"> <li>● Teachers will incorporate various words used in context at their discretion.</li> </ul>
<p><b>Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>● On a weekly basis, students will brainstorm, practice craft writing, and revise based on original writing.</li> <li>● Each student will engage in the crafting and revising of his or her narrative’s characters, storyline, and structure.</li> <li>● Each student will engage in the crafting and revising of his or her original poem and will craft the poem with purposeful emphasis on imagery, structure, punctuation, form, meaning, and content.</li> <li>● Students will use words from an HPISD-specific grade level list of Greek/Latin roots, prefixes, foreign words, and character words in students’ writing and speaking.</li> <li>● Students will craft written responses to the required class texts students are reading.</li> <li>● Students will practice oral reading each nine weeks.</li> <li>● Students will recognize and use examples of literary, dramatic, and poetic terms in students’ writing and speaking.</li> <li>● Students will annotate required class texts to demonstrate increasing proficiency in comprehension, critical thinking, and making inferences.</li> <li>● Students will demonstrate an increasing understanding in the proper, effective use of grammar and punctuation</li> </ul>	

	throughout the writing process.
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Students will “publish” two Targeted Writing Assessments (TWAs): an original narrative and an original poem or poems.</li> <li>● Students will take various quizzes and/or tests about required class texts and in-class instruction.</li> <li>● Students will complete assigned projects.</li> <li>● Students will take a semester exam in December.</li> </ul>
<b>Grade Level TEKS / Specifications</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>● (3A) Analyze literary works that share similar themes across cultures.</li> <li>● (5A) Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</li> <li>● (Local) 5B -- Understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (from 8.12D 2008).</li> <li>● (6A) Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.</li> <li>-- (OSB) Students will explain in writing or orally these elements listed above and how they pertain to required class texts.</li> <li>● (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"> <li>-- (OSB) Infer and describe a writer's attitudes toward social issues as revealed in text.</li> <li>-- (OSB) State an interpretation of the writer's underlying messages.</li> <li>-- (OSB) Note the significance of the setting and its relationship to the plot and characters' actions.</li> <li>-- (OSB) Recognize and discuss an author's use of symbols and their meanings.</li> <li>-- (OSB) Follow complex plots, tracking multiple events, and gathering information about many characters and their traits and relationships.</li> <li>-- (OSB) Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them).</li> </ul> </li> <li>● (9A) Analyze works written on the same topic and compare how the authors achieved similar or different purposes.</li> <li>● (13A) Evaluate the role of media in focusing attention on events and informing opinion on issues.</li> <li>● (13B) Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.</li> <li>● (13C) Evaluate various techniques used to create a point of view in media and the impact on audience.</li> <li>● (13D) Assess the correct level of formality and tone for successful participation in various digital media. <ul style="list-style-type: none"> <li>● (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.</li> <li>● (15Bi) Write a poem using poetic techniques (e.g., rhyme scheme, meter).</li> </ul> </li> <li>-- (OSB) Write an original poem that displays rhythm by including examples of poetical terms. <ul style="list-style-type: none"> <li>● (15Bii) Write a poem using figurative language (e.g., metaphors, similes, personification, idiomatic expressions, symbolism, and/or hyperbole).</li> <li>● (15Biii) Write a poem using graphic elements (e.g., word position).</li> </ul> </li> <li>-- (OSB) Students will describe orally and in writing similar themes among different pieces of literature.</li> <li>● (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.</li> </ul>

	<ul style="list-style-type: none"> <li>● (15A) Write an imaginative story that sustains reader interest.</li> <li>● (15Aii) Write an imaginative story that includes well-paced action and an engaging story line.</li> <li>● (15Aiii) Write an imaginative story that creates a specific, believable setting through the use of sensory details.</li> <li>● (15Aiv) Write an imaginative story that develops interesting characters.</li> <li>● (15Av) Write an imaginative story that uses a range of literary strategies and devices to enhance the style and tone.</li> <li>● (16A) Write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</li> <li>● (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.</li> <li>● (26B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</li> <li>● (26C) Summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</li> <li>● (Local) 26D -- Compare his/her own perception of a spoken message with the perception of others (from 8.2E 2008).</li> <li>● (Local) 26E -- Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (from 8.3A 2008).</li> <li>● (Local) 26F -- Analyze oral interpretations of literature for effects on the listener (from 8.3B 2008).</li> <li>● (Local) 26G -- Analyze the use of aesthetic language for its effects (from 8.3C 2008).</li> <li>● (Local) 26H -- Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (from 8.5A 2008).</li> <li>● (Local) 26I -- Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (from 8.5B 2008).</li> <li>● (Local) 26J -- Present dramatic interpretations of experiences, stories, poems, or plays to communicate (from 8.5C 2008).</li> <li>● (Local) 26K -- Generate criteria to evaluate his/her own oral presentations and the presentations of others (from 8.5D 2008).</li> <li>● (Local) 26L -- Use effective rate, volume, pitch, and tone for the audience and setting (from 8.5E 2008).</li> <li>● (Local) 26M -- Clarify and support spoken ideas with evidence, elaborations, and examples (from 8.5F 2008).</li> <li>● 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).</li> </ul>
<b>Processes and Skills</b>	<ul style="list-style-type: none"> <li>● Brainstorming: writing territories, manipulation of lines, stanzas, punctuation, and capitalization for effect</li> <li>● Craft Practices: description, showing not telling, mood, setting, character creation, point of view, dialogue, emotion, “thought shots,” figurative language, poetic devices, sensory language, and word choice</li> <li>● Revision Strategies: conferences with self, peers, and teachers, and specific strategies for revising poetry</li> <li>● Critical Thinking: reading for meaning, applying knowledge, annotating, and analyzing</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Different forms of prejudice and its effects</li> <li>● Craft writing</li> <li>● Specific aspects of grammar, punctuation, and usage</li> <li>● Use of specific literary, dramatic, and poetic terms</li> <li>● Types of poems</li> <li>● Specific aspects of grammar, punctuation, and usage and for narratives and for writing poetry</li> <li>● Differences in a primary document and a secondary document</li> </ul>
<b>Language of Instruction</b>	<ul style="list-style-type: none"> <li>● See specific literary terms and archetypes listed in Learning Targets above.</li> <li>● See Targeted Writing Assessment rubrics posted online for specific aspects of each writing product.</li> </ul>

	<ul style="list-style-type: none"> <li>● See HPISD Eighth Grade specific vocabulary list in Learning Targets above.</li> </ul>
<p><b>State Assessment (STAAR) Connections</b></p>	<ul style="list-style-type: none"> <li>● 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):  <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=grade%20%20reading%20assessment%20eligible&amp;source=web&amp;cd=1&amp;ved=0CB8QFjAA&amp;url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147488118&amp;ei=Y8NTVficFNHJogTf3oCoBg&amp;usq=AFQjCNGn6-rXdWKyO9T0phem8kgdJFRvmQ&amp;sig2=mQiKJhRQHxgbzy4nGHrSLQ&amp;bvm=bv.93112503.d.cGU">http://www.google.com/url?sa=t&amp;rct=j&amp;q=grade%20%20reading%20assessment%20eligible&amp;source=web&amp;cd=1&amp;ved=0CB8QFjAA&amp;url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147488118&amp;ei=Y8NTVficFNHJogTf3oCoBg&amp;usq=AFQjCNGn6-rXdWKyO9T0phem8kgdJFRvmQ&amp;sig2=mQiKJhRQHxgbzy4nGHrSLQ&amp;bvm=bv.93112503.d.cGU</a></li> </ul>
<p><b>National Assessment Connections</b></p>	<ul style="list-style-type: none"> <li>● Teachers use Pre-AP strategies as they are teaching literature, analysis, and writing.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● Eighth grade list of Greek/Latin roots and prefixes (listed on the HPISD Curriculum website for eighth grade ELA)</li> <li>● Eighth grade vocabulary list of foreign words and “other words” (listed on the HPISD Curriculum website for eighth grade ELA)</li> <li>● Membean (an online vocabulary program)</li> <li>● Appropriate newspaper and magazine articles that relate thematically</li> <li>● Models of narrative writing and poetry in various genres</li> <li>● Books in teachers’ classrooms and the HPMS library</li> <li>● Various videos from the HPMS library used at each teacher’s discretion</li> <li>● <i>Elements of Literature: Second Course</i> (literature book from the previous adoption; teachers have class sets), including:</li> <li>● <b>REQUIRED works from <i>Literature: Grade 8</i></b> (current literature book from the 2009 adoption; teachers have class sets), these five works: <ul style="list-style-type: none"> <li>○ “O Captain! My Captain!” by Walt Whitman (poem)</li> <li>○ “Paul Revere’s Ride” by Henry Wadsworth Longfellow (poem)</li> <li>○ “Identity” by Julia Noboa (poem)</li> <li>○ “Mother to Son” by Langston Hughes (poem)</li> <li>○ <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett (dramatic adaptation of Anne Frank’s diary)</li> </ul> </li> <li>● excerpts from <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank (primary source; her actual diary) in <i>Literature: Grade 8</i></li> <li>● <i>Writing Coach: Grade 8</i> (Prentice Hall/Pearson textbook; teachers have class sets)</li> <li>● <i>Great American Stories</i> (Holt, Rinehart and Winston; teachers have class sets)</li> <li>● <i>Great British Stories</i> (Holt, Rinehart and Winston; teachers have class sets)</li> <li>● Various anthologies, applications, and websites</li> <li>● <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>● <i>Acts of Teaching</i> by Dr. Joyce Armstrong Carroll and Edward E. Wilson</li> <li>● <i>Dr. JAC’s Guide to Writing with Depth</i> by Dr. Joyce Armstrong Carroll</li> </ul> <p><b>Revision Strategies:</b></p> <ul style="list-style-type: none"> <li>● depth charging from <i>Dr. JAC’s Guide to Writing with Depth</i></li> <li>● peer editing strategies from <i>Acts of Teaching</i></li> <li>● leads and conclusions</li> <li>● “clocking” for revision and editing strategies</li> <li>● conferences with self, peers, and teachers including grouping strategies for revision from <i>Acts of Teaching</i></li> <li>● ratiocination from <i>Acts of Teaching</i></li> <li>● Control F in word processor to notice specific words that are overused</li> <li>● “Track Changes” and/or Revision History in word processor to see revisions and make changes</li> </ul>

- 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:
  - Rules of capitalization
  - Simple sentences
  - Compound sentences
  - Complex sentences
  - Commas after introductory words, phrases, and clauses
  - Prepositions and prepositional phrases to provide details
  - Pronouns in the nominative and the objective case
  - Semicolons
  - Colons
  - Hyphens
  - Em dash used in a drama
  - Ellipsis used in drama
  - MLA style