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| **Objectives**  Unit 1:  Urban Settings In America  **==**  **8** | **Key Vocabulary** | **Required Teaching Components**  **Essential Questions:**   1. What does the urban setting contribute to these stories? 2. How are characters shaped by the setting from which they come? | **Required Assessments** | **Resources** |
| 1. Cite textual evidence that supports an inference drawn from the text. 2. Explain the literal and figurative meaning of personification, hyperbole, similes, and metaphors found in texts. 3. Use the relationship between words to better understand each of the words. 4. Differentiate between connotation and denotations. 5. Explain the meaning of connotations encountered while reading. 6. Apply the SIFT method for analyzing literature. 7. Monitor comprehension while reading. 8. Classify texts by genre. 9. Explore the impact of theme on story elements. 10. Investigate how author’s purpose is revealed in a text using close reading. 11. Compare and contrast a written text with a documentary, analyzing the effects of various presentation techniques. 12. Analyze the way in which certain settings are given traits similar to that of characters. | **6 +1 Writing Traits**  **Characterization**  **Close Reading**  **Connotation**  **Denotation**  **Dialogue**  **Explicit Textual Evidence**  **Figurative Language**  **Hyperbole**  **Implicit Textual Evidence**  **Inference**  **Literal**  **Metaphor**  **Personification**  **Point of View**  **Setting**  **Simile**  **Theme**  **Urban**  **Voice** | **Mini – Lessons**  RL.8.1, RL.8.4, RI.8.1, RI.8.4, L.8.5, L.8.5a, L.8.5b,& L.8.5c  **Genre Specific Reading Log**  RL.8.10 & RI.8.10  **Plot Diagram – Theme Development**  RL.8.1, RL.8.2, RL.8.3, RL.8.10  **Close Reading Of *The Great Fire***  RH.6-8.6 RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.10  **Analysis Of Author’s Purpose**  ***The Great Fire***  RH.6-8.6 RI.8.1, RI.8.4, RI.8.5, RI.8.6, RI.8.10  **Comparing Various Mediums**  ***The Building Of Manhattan***  **Empire State Building**  RI.8.1, RI.8.7, & RI.8.10  **O Captain, My Captain**  **Text Analysis (SIFT)**  RL.8.1, RL.8.2, RL.8.4, RL.8.10  **Evaluating Road-Blocks**  **Evolution Of The Grocery Bag**  RI.8.1, RI.8.4, RI.8.4  **City With A Character Of Its Own**  RL.8.1, RL.8.2, RL.8.10 | **Urban Story Development**  **Narrative Writing**  W.8.3, W.8,3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.5, W.8.10, L.8.1, L.8.2, L.8.2c, L.8.3, L.8.4, & L.8.5  **Literary Analysis**  **Informational Writing**  RL.8.1, RL.8.2, RL.8.4, RL.8.5, RI.8.1, RI.8.2, W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.5, W.8.9, W.8.9a, W.8.9b, L.8.1, L.8.2, L.8.2c, L.8.3, L.8.5, & L.8.5a  **Unit 1 Assessment**  RL.8.1, RL.8.4, RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.5, L.8.5a, L.8.5b | **Exemplar Texts:**   * *The Great Fire* by Jim Murphy * “Chicago” by Carl Sandburg * O’ Captain! My Captain!” by Walt Whitman (HOLT p.666) * *The Building Of Manhattan* by Donald Mackay * *Evolution Of The Grocery Bag* by: Henry Petroskiu   **Other Texts:**   * *Seedfolks* by Paul Fleischman * *The Treasure of Lemon Brown* by Walter Dean Myers (HOLT p. 730) * Broken Chain by Gary Soto (HOLT p. 17) * Road Warriors, Listen Up: Some Rules For Streetwise Biking by M. Hovland (HOLT p. 30) * The Landlady by Roald Dahl (HOLT p. 72) * Raymond’s Run by Toni Cade Bambara (HOLT p. 547) * Ribbons by Lawrence Yep (HOLT p. 712) * *The New Colossus* by: Emma Lazarus (HOLT p. 493)   **Media Center Connections**   * Introduction To Various Genres * Books for Literature Circles |
| **I Can Statements** |
| 1. I can edit my writing using the 6+1 Writing Traits rubric. 2. I can cite textual evidence supporting inferences that I make. 3. I can explain the way in which similar settings are portrayed in different texts. 4. I can explain the literal and figurative meaning of personification, hyperbole, similes, and metaphors found in texts. 5. I can use context to determine the meaning of an unknown word when reading. 6. I can differentiate between connotation and denotations. 7. I can explain the meaning of connotations I encounter while reading. 8. I can analyze a poem for deeper understanding using SIFT. 9. I can monitor my reading comprehension by evaluating roadblocks. 10. I can use textual evidence to classify texts by genre. 11. I can determine the impact theme has on specific story elements. 12. I can explain how specific aspects of a text reveal the author’s purpose. 13. I can compare information presented in various formats. 14. I can evaluate the advantages and disadvantages of using different mediums. 15. I can describe how setting is used as a character. |