

# Urban Settings in America: “It Happened in the City”

**This six-week unit of eighth grade starts off the year with reflections on the settings of stories and events – from poems and short stories to novels and nonfiction material.**

**Essential Questions: What does the urban setting contribute to these stories?**

Reading Standards for Literature	Resources, Materials , Activities
<p><b>Key Ideas and Details</b> RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. a. Cite textual evidence that strongly supports analysis of information stated explicitly in the text. b. Cite textual evidence that strongly supports analysis of inferences drawn from the text. c. Determine which textual evidence most strongly supports analysis of the text. RL.8.6. 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 such effects as suspense or humor.</p>	<p><i>The Outsiders</i> -use text evidence to answer questions -use reasoning to answer questions -defend statements from the novel -analyze allusions -make inferences -complete a character analysis</p>
Writing Standards	

<p><b>Text Types and Purposes</b>  <b>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>  <b>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</b>  <b>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</b>  <b>c. Use 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.</b>  <b>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b>  <b>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</b></p>	<p><i>The Outsiders</i>          -identify/defend stereotypes          -make inferences using text          -analyze allusions          -create a wordle          -determine and write a theme</p> <p>Narrative, Expository, and Persuasive          Writing assignments</p> <p>Figurative Language</p>
<p><b>Speaking and Listening Standards</b></p>	
	<p>Class/group discussions and group presentations</p>
<p><b>Language Standards</b></p>	
<p><b>Conventions of Standard English</b>  <b>L.8.4. 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.</b>  <b>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>  <b>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</b></p>	<p><i>The Outsiders</i>          -slang language</p> <p>Multiple meaning words</p> <p>Synonym chart          -using a thesaurus</p> <p>Sentences          -types and combining</p>
<p><b>Required Independent Reading Texts:</b> 15 RC Points required</p> <p>Recommended Readings: The Catcher in the Rye</p>	<p>"Nothing Gold Can Stay" by Robert Frost</p> <p>"Chicago" by Sandburg          "O'Captain, My Captain" by Whitman</p>
<p><b>Authentic Assessments:</b></p>	