ELAR Grade 08 Unit 01 Exemplar Lesson 02: Exploring Drama

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the timeframe to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Organizer

<table>
<thead>
<tr>
<th>Lesson Synopsis</th>
<th>Grade 08 ELAR Unit 01 PI 02</th>
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<tbody>
<tr>
<td>Students read and analyze drama with a focus on how playwrights characterize protagonists and antagonists through dialogue and staging. Students apply reading strategies in order to support understanding of plays. Students continue to develop an imaginative story, specifically focusing on use of conventions to enhance writing. Students use appropriate resources and apply knowledge of roots and affixes in order to determine the meaning of unfamiliar words.</td>
<td>After reading two or more plays (or excerpts from plays) by different playwrights, create a character map or graphic representation identifying the characteristics of the protagonists and antagonists. In a short paragraph, evaluate how effectively the playwrights used dialogue and staging to develop their characters. Standard(s): 8.3C, 8.5A, 8.6A, 8.6B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, ELPS.c.4D, ELPS.c.4E, ELPS.c.4F, ELPS.c.4G, ELPS.c.4I, ELPS.c.4J, ELPS.c.5B, ELPS.c.5C, ELPS.c.5F, ELPS.c.5G</td>
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<thead>
<tr>
<th>Performance Indicators</th>
<th>Grade 08 ELAR Unit 01 PI 04</th>
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</table>
| Use the conventions of language and a range of literary elements, strategies, and techniques to write an imaginative story that embraces a meaningful theme. Standard(s): 8.6A, 8.14A, 8.14B, 8.14C, 8.14D, 8.14E, 8.15A.i, 8.15A.ii, 8.15A.iii, 8.15A.iv, 8.15A.v | }
Grade 08 ELAR Unit 01 PI 05
Write multiple response entries including thoughts, connections, and/or strategies that deepen understanding of fiction, drama, and media. Provide evidence from the text to support ideas.
Standard(s): 8.17C, 8.Fig19A, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E, 8.Fig19F
ELPS ELPS.c.1E, ELPS.c.4D, ELPS.c.4F, ELPS.c.4G, ELPS.c.4J, ELPS.c.4K, ELPS.c.5F, ELPS.c.5G

Grade 08 ELAR Unit 01 PI 06
Record multiple entries in a Vocabulary Notebook that demonstrate knowledge of new words and their meanings.
Standard(s): 8.2A, 8.2B, 8.2E
ELPS ELPS.c.1A, ELPS.c.1C, ELPS.c.1E, ELPS.c.1F, ELPS.c.1H, ELPS.c.5B, ELPS.c.5F, ELPS.c.5G

Key Understandings
- Readers create connections to make text personally relevant and useful.
- Authors use techniques and elements to enable the reader to experience and connect with the events and characters.
- Authors use conventions of written language to communicate clearly and effectively.
- Understanding new words and concepts enhances comprehension and oral and written communication.
- Readers use strategies to support interpretation of text.

TEKS
The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

**8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:**

- **8.2A** Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
  *Readiness Standard*

- **8.2E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
8.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

8.13B Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.

8.13C Evaluate various techniques used to create a point of view in media and the impact on audience.

8.3 Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

8.3A Analyze literary works that share similar themes across cultures.

8.3C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

8.5 Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

8.5A Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.

8.6 Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
8.6A Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.

Readiness Standard

8.6B Analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict.

Readiness Standard

8.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

8.14B Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

8.14C Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

8.14D Edit drafts for grammar, mechanics, and spelling.

8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

8.17C Write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate.

8.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

8.19A Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

8.19A.iii adverbial and adjectival phrases and clauses.
8.19A.v  subordinating conjunctions (e.g., because, since).
8.19B  Write complex sentences and differentiate between main versus subordinate clauses.
8.19C  Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

8.20  Oral and Written Conventions/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

8.20B  Use correct punctuation marks, including:
8.20B.i  commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences.

8.Fig19  Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

8.Fig19A  Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.
8.Fig19B  Ask literal, interpretive, evaluative, and universal questions of text.
8.Fig19C  Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).
8.Fig19D  Make complex inferences about text and use textual evidence to support understanding.  
  Readiness Standard (Fiction, Expository)  
  Supporting Standard (Literary Nonfiction, Poetry, and Drama, Persuasive)
8.Fig19E  Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.  
  Readiness Standard (Fiction, Expository)  
  Supporting Standard (Literary Nonfiction, Poetry, and Drama, Persuasive)
8.Fig19F  Make intertextual links among and across texts, including other media (e.g., film, play), and
## Ongoing TEKS

<table>
<thead>
<tr>
<th>8.1</th>
<th>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</th>
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</thead>
<tbody>
<tr>
<td>8.1A</td>
<td>Adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</td>
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</table>

## Materials

- Vocabulary Notebook (1 per student)
- Teacher Vocabulary Notebook (1)

## Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: Story Map (2 per student)
- Handout: What is a Clause
- Teacher Resource: What is a Clause_KEY
- Teacher Resource: Complete Sentences
- Teacher Resource: Compound Sentences
- Teacher Resource: Complex Sentences
- Teacher Resource: Phrases
- Teacher Resource: Plot for Teachers
- Teacher Resource: Grade 8 Unit 01 Alternate Plan
- Teacher Resource: Grade 8 Unit 01 Reading Appetizer
- Teacher Resource: Grade 8 Unit 01 Writing Appetizer
### Resources and References

| Resources and References       | None identified |

### Possible/Optional Literature Selections

| Possible/Optional Literature Selections | None identified |
## Exploring Drama

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 08</th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
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<tbody>
<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
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<tr>
<td></td>
<td>8.2A,E</td>
<td>8.Fig19F</td>
<td>8.14C,D</td>
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### Key Understandings and Guiding Questions

- Understanding new words and concepts enhances comprehension and oral and written communication.
- How does knowledge of roots and affixes help you determine the meaning of unfamiliar words?
- How can a dictionary and other resources help you as a reader and a writer?
- Readers create connections to make text personally relevant and useful.
- How do you use comprehension skills in order to make intertextual links among and across texts, including other media?
- Authors use conventions of written language to communicate clearly and effectively.
- Why are the rules of written language important?
- How do you apply the rules of written language to improve your writing?

### Vocabulary of Instruction

- Root
- Affix
- Prefix
- Suffix
- Dictionary
- Phonetic spelling
- Syllabication
- Part of speech
- Visual technique
- Sound technique
- Media
- Point of view
- Audience
- Subject
- Verb
- Complete sentence
- Fragment
- Simple sentence
- Subject-verb agreement

### Materials

- Vocabulary Notebook (1 per student)
- Teacher’s Vocabulary Notebook (1)
- Dictionary (class set)
- Chart paper (if applicable)
- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- Media clip of an interpretation of a play, such as a recording of a live production or a film adaptation (1)
- Various sets of multi-level, grade-
## Daily Lesson #: 08

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>READING</th>
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<tr>
<td>appropriate novels that share similar themes across cultures (1 text per student)</td>
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<tr>
<td>• Chart paper (if applicable)</td>
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### Attachments and Resources
- • Teacher Resource: Grade 8 Unit 01 Word Study Overview (1)
- • Teacher Resource: Grade 8 Unit 01 Reading Appetizer (1)
- • Teacher Resource: Complete Sentences (1)

### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Select at least six grade-level academic words that contain roots and affixes from the word wall. Refer to the roots and affixes posted on the Word Wall from Daily Lessons 1-7 Word Study.
4. Refer to Teacher Resource: Grade 8 Unit 01 Word Study Overview. Plan accordingly.

1. Prepare to display visuals as appropriate.
2. Select a media clip of an interpretation of a play, such as a recording of a live production or a film adaptation. Select one that has a script available for students to read in Daily Lesson 9 Reading.
3. Create a chart for recording observations and analysis of visual and sound techniques in the media clip. The chart for analyzing visual and sound techniques should have four columns labeled: “Clip,” “Techniques,” “Influence on Message,” and “Point of View & Impact on Audience.” The number of rows will depend on the number of film clips viewed.
4. Select various sets of multi-level, grade-appropriate novels that

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## Daily Lesson #: 08

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<tr>
<th>WORD STUDY</th>
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<tr>
<td>share a similar theme across cultures. Consider using novels of various reading levels so that instruction is differentiated for students' reading abilities. These novels will not be used until Lesson 03 (Daily Lessons 15-20), but students need to get started reading. Refer to Teacher Notes.</td>
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5. Refer to Teacher Resource: **Grade 8 Unit 01 Reading Appetizer**. Plan accordingly.

### Background Information

Steps in interpreting the influence of techniques on media messages:
- Identify the visual and sound technique(s)
- Identify the intended message
- Identify the intended audience
- Explain the influence of the specific techniques on message

### Teacher Notes

Students should be assigned a novel to read independently or with a small group. Students should have the novel read by Daily Lesson 18. Provide time in class and assign chapters for homework. Keep status of the pages students read to be sure they will finish by Daily Lesson 18.

Activity “Who? What?” Create an interesting way to present the sentence to the class, identifying the subject and the verb. For example, read the sentence aloud. Call out the subject in a singing voice. Call out the verb and act it out at the same time. Other creative ways to call out the subject and verb include, but are not limited to, the following: holding up a picture...
<table>
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<tr>
<th>Daily Lesson #: 08</th>
<th>WORD STUDY</th>
<th>READING</th>
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<td></td>
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<td>or object from the prop box, acting out the word (with props if available), and singing out the word.</td>
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## Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 08</th>
<th>WORD STUDY</th>
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<tbody>
<tr>
<td><strong>Duration and Objective</strong></td>
<td>Suggested Duration: 15-20 min. Content Objective: Students apply knowledge of roots and affixes and use a dictionary in order to understand new vocabulary.</td>
<td>Suggested Duration: 30-40 min. Content Objective: Students analyze the influence of visual and sound techniques on media messages and evaluate how those techniques are used to create a point of view.</td>
<td>Suggested Duration: 30-40 min. Content Objective: Students identify the subject and verb in sentences in order to understand how to revise and edit drafts for complete sentences and subject-verb agreement.</td>
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</table>

| **Mini Lesson** | 1. Refer to the Word Wall and review the roots and affixes learned so far. | 1. Reading Appetizer: 3-5 min. 2. Explain that they will view a media clip of an interpretation of a play in order to analyze the influence of visual and sound techniques. 3. Ask: When you watch a movie, how do you form opinions about the characters? Discuss responses. 4. Provide necessary background information and active students’ prior knowledge regarding the selected media clip. | 1. Ask: What is a sentence? How do you know that a sentence is a sentence? Discuss responses. 2. Refer to the Teacher Resource: Complete Sentences. Define and provide examples of the following: complete sentence, fragment, subject, verb, and simple sentence. Use colored makers or highlighters to label example sentences. 3. Point out ending sentence punctuation. |
| 2. Ask: How does knowledge of roots and affixes help you determine the meaning of unfamiliar words? Discuss responses. | | |
| 3. Display the Anchor Chart: Understanding New Vocabulary. Students create the same chart in their Vocabulary Notebook. | | |
| 4. In the “Word” column, write two | | |

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<table>
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<th>Grade 8</th>
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<tr>
<td>English Language Arts and Reading</td>
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<tr>
<td>Unit: 01</td>
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<tr>
<td>Lesson: 02</td>
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<tr>
<td>Suggested Duration: Days 8-14</td>
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</table>

### Grade-level academic words.
Students record the words on the chart in their Vocabulary Notebook.

5. **Think Aloud** and identify (highlight or underline) the root or affix(es) in the first word.

6. Model how to use knowledge of the roots and affixes to write an inferred definition of the word in the “My Definition” column.

7. Explain that roots and affixes may help determine the meaning of unfamiliar words, but sometimes it may be necessary to consult a dictionary or glossary for a more complete understanding of the word.

8. Refer to the Anchor Chart: Understanding New Vocabulary. Explain that they will use a dictionary to complete the remaining columns on the chart.

9. Using a display dictionary, demonstrate how to locate the definition, syllabication, phonetic spelling, and part of speech for the word. Model how to complete the remaining columns on the chart.

5. Instruct students to record the characters and their opinions of the characters as they view the media clip.

6. View the selected media clip.

7. Identify characters in the media clip. Discuss student opinions of the characters and what influenced those opinions.

8. Explain that visual and sound techniques also influenced their opinions of characters.

9. Display chart for students to record analysis of visual and sound techniques. Students create chart in their Reader’s Notebook.

10. Show the media clip again.

11. **Think Aloud** and analyze the use of visual and sound techniques in the media.

12. In the “Clip” column, describe the characters, setting, and actions. Identify the intended message and the intended audience.

13. Discuss visual and sound techniques (camera angles, lighting, movement, music, sound
**Learning Applications**

1. Students work individually or with a partner to complete the chart for the second word.

2. Students work individually to record their observations of visual and sound techniques in the next row of the chart.

3. Students meet in small groups to discuss their observations of visual and sound techniques in the short clip.

4. Students create an interesting way to call out the subject and verb in front of the class.

5. Each group presents their observations in the “Techniques” column.

14. Discuss the influence of visual and sound techniques on the message. Record observations in the “Influence of Message” column.

15. Discuss the point of view created by the visual and sound techniques and the impact on the audience. Record observations in the “Point of View & Impact on Audience” column.

1. Provide each student a copy of the Teacher-Created Handout: Who? What?.

2. Students work individually to use colored markers or highlighters to identify the subject and verb of each sentence.

3. Organize students into small groups. Assign each group one sentence from the Teacher-Created Handout: Who? What?

4. Students create an interesting way to call out the subject and verb in front of the class.

5. Each group presents their observations.
sentence in the front of the room. The reader reads the sentence aloud and says “subject.” The students call out the subject word in a creative way. The reader says “verb” and students call out the verb word in a creative way.

6. Students observe the other groups perform. As each group performs, students check their individual work.

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Small Group Instruction as appropriate.</th>
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### Closure

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Display a sentence correctly using the first vocabulary word.</td>
</tr>
<tr>
<td>2.</td>
<td>Students write a sentence correctly using the second vocabulary word.</td>
</tr>
<tr>
<td>3.</td>
<td>Share and discuss students’ sentences.</td>
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<tbody>
<tr>
<td>1. Ask: <strong>How do visual and sound techniques influence the message and create point of view in a media?</strong> Discuss responses.</td>
<td></td>
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<tr>
<td>2. Ask: <strong>Why is it important to use complete sentences?</strong> Discuss responses.</td>
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</table>

1. Students select one of their own sentences in the “Journal” section of the Writer’s Notebook and identify the subject and the verb of their sentence.
## Exploring Drama

### Lesson Preparation

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<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
</tr>
<tr>
<td>8.Fig19A,F</td>
<td>8.1A</td>
<td>8.14C,D</td>
</tr>
<tr>
<td>8.5A</td>
<td></td>
<td>8.19C</td>
</tr>
<tr>
<td>8.6B</td>
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</table>

### Key Understandings and Guiding Questions

- Readers use strategies to support interpretation of text.
  - What strategies can you use to improve your understanding while reading?
- Readers create connections to make text personally relevant and useful.
  - How do you analyze literary elements in order to create connections?
- Authors use conventions of written language to communicate clearly and effectively.
  - How do you apply the rules of written language in order to improve your writing?

### Vocabulary of Instruction

- Purpose
- Intertextual links
- Drama
- Dialogue
- Staging
- Protagonist
- Antagonist

- Compound sentence
- Coordinating conjunction
- Comma
- Semicolon

### Materials

- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- Grade-appropriate play or script (class set)
- Set of highlighters (1 set per student)
- Chart paper (if applicable)

- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
- Set of colored markers or highlighters (1 per student)
- Chart paper (if applicable)

### Attachments and Resources

- Teacher Resource: Compound Sentences (1)
### Daily Lesson #: 09

<table>
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<tr>
<th>READING</th>
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<tbody>
<tr>
<td><strong>Advance Preparation</strong></td>
<td><strong>• Teacher Resource:</strong> <a href="#">Grade 8 Unit 01 Writing Appetizer</a></td>
</tr>
<tr>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td>2. Select a grade-appropriate play or script that can be compared to</td>
<td>2. Create Teacher-Created Handout: <strong>What’s Missing?</strong> Select compound</td>
</tr>
<tr>
<td>the media clip shown in Daily Lesson 8 Reading.</td>
<td>sentences from a text, preferably one read during Reading. Type the</td>
</tr>
<tr>
<td>3. Create an Anchor Chart: Character Log. See the table below.</td>
<td>compound sentences without the conjunctions, commas, or semicolons.</td>
</tr>
<tr>
<td>(Character name here)</td>
<td>Each example needs to include two simple sentences. Create one example</td>
</tr>
<tr>
<td><strong>Qualities</strong></td>
<td>per two students (Example: The girl wanted to go to the dance. The</td>
</tr>
<tr>
<td>Describe the character’s qualities and traits including whether they</td>
<td>girl had a lot of work to do.) Students will create a compound</td>
</tr>
<tr>
<td>are a protagonist or antagonist.</td>
<td>sentence from the two simple sentences.</td>
</tr>
<tr>
<td><strong>Dialogue by Character</strong></td>
<td><strong>Staging</strong></td>
</tr>
<tr>
<td>Record quotes spoken by the character that reveals their qualities</td>
<td>Record staging that reveals the character’s qualities and traits.</td>
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<tr>
<td>and traits.</td>
<td></td>
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<tr>
<td><strong>Dialogue by Others</strong></td>
<td></td>
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<tr>
<td>Record quotes spoken by other characters that reveal the qualities and</td>
<td></td>
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<tr>
<td>traits of the character.</td>
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<tr>
<td><strong>Background Information</strong></td>
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<tr>
<td>Staging - reveals the setting, time, and place (partially</td>
<td>Protagonist - the story’s main character</td>
</tr>
<tr>
<td>revealed through costuming) of the play and helps create</td>
<td>Antagonist - a character who opposes the protagonist</td>
</tr>
<tr>
<td>mood</td>
<td>Steps in analyzing how playwrights characterize their</td>
</tr>
<tr>
<td>Protagonist - the story’s main character</td>
<td>protagonists and antagonists:</td>
</tr>
<tr>
<td>Antagonist - a character who opposes the protagonist</td>
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<tbody>
<tr>
<td>• Identify protagonist and antagonist characters in two or more plays</td>
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<tr>
<td>• Identify what the protagonist/antagonist says to and about other characters</td>
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<tr>
<td>• Identify what other characters are saying about the protagonist/antagonist</td>
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<tr>
<td>• Identify staging (props, costumes, on- and off-stage position, body language, and facial expressions)</td>
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<tr>
<td>• Evaluate the effectiveness of the playwright’s choice of dialogue and staging</td>
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</tbody>
</table>

**Teacher Notes**
<table>
<thead>
<tr>
<th>Instructional Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Lesson # 09</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Duration and Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Duration: 45-50 min.</td>
</tr>
<tr>
<td>Content Objective: Students analyze how playwrights reveal their characters, both protagonists and antagonists, through dialogue and staging.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mini Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall that in Daily Lesson 8 Reading students viewed a media interpretation of a play.</td>
</tr>
<tr>
<td>2. Review that visual and sound techniques are tools that filmmakers use to influence the message and create a point of view. Playwrights rely on the tools of dialogue and staging to develop characters</td>
</tr>
<tr>
<td>3. Distribute the selected play and provide necessary background information and active students’ prior knowledge regarding the play.</td>
</tr>
<tr>
<td>4. Explain that playwrights intend for their dramas to be performed, but before they can be performed, they must be read. Ask: <strong>How is reading a play different from reading a narrative text?</strong> Discuss responses.</td>
</tr>
<tr>
<td>5. Explain that plays are usually read for enjoyment or entertainment. When reading a play, effective readers are able to understand, make inferences, and draw conclusions about the structures and elements in the play.</td>
</tr>
<tr>
<td>6. Explain that they will be reading two or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRITING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Duration: 45-50 min.</td>
</tr>
<tr>
<td>Content Objective: Students write compound sentences with appropriate punctuation in order to understand how to revise and edit drafts for compound sentences.</td>
</tr>
</tbody>
</table>

1. **Writing Appetizer:** 5-10 min.  |
2. Write and display two related simple sentences. Use colored markers or highlighters to identify the subject and the verb for each sentence.  |
3. Ask: **What do I do if I want to connect these two sentences?** Discuss students’ responses and then point out that this type of sentence is called a compound sentence.  |
4. Ask: **How can you use compound sentences to enhance your writing?** Discuss students’ responses. Point out that when writers write with different types of sentences, it makes the writing more interesting.  |
5. Refer to the Teacher Resource: **Compound Sentences.** Define and provide examples of the following: compound sentence, conjunction, comma, and semicolon.  |
6. Instruct students to search in their Independent Reading texts for examples of compound sentences to add to their notes.
plays by different playwrights over the next few Daily Lessons. While they read, students need to apply reading strategies and analyze how playwrights develop characters through dialogue and staging.

7. Display the Anchor Chart: Character Log. Students create the chart in the Reader’s Notebook.

8. Introduce the literary terms antagonist and protagonist. Choose a current movie or TV show and discuss which character(s) is an antagonist and which is a protagonist.

9. Read a portion of the play aloud (with student volunteers). Ask: **Who is the antagonist? Who is the protagonist? How do you know?** Discuss and record responses on the Anchor Chart: Character Log. Discuss whether the playwright revealed the characters’ through dialogue and/or staging.

7. Point out that every compound sentence needs the appropriate punctuation: a comma or a semicolon and an end mark.

8. Students share examples of compound sentences from the Independent Reading text and check for correct punctuation.

9. In the Teacher Writer’s Notebook, find two simple sentences that can be revised into a compound sentence.

### Learning Applications

1. Assign characters and explain how to use **Reader’s Theater** to read the play.

2. Students read the play aloud in small groups.

3. Students choose one character and complete a character log in their Reader’s Notebook for that character.

1. Distribute the Teacher-Created Handout: **What’s Missing?**

2. Organize students into pairs and assign each pair one of the sentences on the Teacher Created Handout: **What’s Missing?**

3. Student work in pairs to combine sentences on the Teacher-Created Handout: **What’s Missing?** by adding a comma and a coordinating conjunction or a semicolon.

4. Students work individually to combine the
Students reread a journal entry from their Writer’s Notebook and correct any compound sentences that are not punctuated correctly or combine two simple sentences into a compound sentence as appropriate.

### Engage in Small Group Instruction as appropriate.

#### Closure

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Discuss the different characters and how the playwright revealed the character through dialogue and staging. Ask: <strong>How did the characters’ qualities influence the theme of the story?</strong> How did the characters’ qualities influence the resolution of the conflict? How are the values and beliefs of the character influenced by the historical and/or cultural setting of the play? Discuss responses.</td>
<td></td>
</tr>
<tr>
<td>2. Explain that making intertextual links among and across texts, including other media, is another strategy used by effective readers.</td>
<td></td>
</tr>
<tr>
<td>3. Ask: <strong>What connections can we make between the media interpretation of the play and the script of the play?</strong> Discuss responses.</td>
<td></td>
</tr>
<tr>
<td>4. Add “Make Intertextual Links” to the Anchor Chart: Be an Effective Reader.</td>
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</tbody>
</table>

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<table>
<thead>
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<tbody>
<tr>
<td>1. Each student shares a compound sentence from his/her own writing.</td>
<td></td>
</tr>
<tr>
<td>2. Ask: <strong>Why do authors want to use a variety of sentences in their writing?</strong> Discuss responses.</td>
<td></td>
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</tbody>
</table>
# Exploring Drama

## Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 10</th>
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</thead>
<tbody>
<tr>
<td>WORD STUDY</td>
</tr>
<tr>
<td>TEKS</td>
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<tr>
<td>8.2A</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- **Understanding new words and concepts enhances comprehension and oral and written communication.**
  - How does knowledge of roots and affixes help you determine the meaning of unfamiliar words?

- **Readers use strategies to support interpretation of text.**
  - What strategies can you use to improve your understanding while reading?
  - Readers create connections to make text personally relevant and useful.
  - How do you analyze literary elements in order to create connections?

- **Authors use conventions of written language to communicate clearly and effectively.**
  - How do you apply the rules of written language in order to improve your writing?

### Vocabulary of Instruction

- **Root**
- **Affix**
- **Prefix**
- **Suffix**
- **Literal question**
- **Interpretive question**
- **Evaluative question**
- **Universal question**
- **Personal connection**
- **Textual connection**
- **World connection**

- **Complex sentence**
- **Main clause**
- **Subordinate clause**
- **Subordinating conjunction**

### Materials

- **Vocabulary Notebook (1 per student)**
- **Teacher Vocabulary Notebook (1)**
- **Set of three different color highlighters (1 set per student)**
- **Chart paper (if applicable)**
- **Reader’s Notebook (1 per student)**
- **Teacher Reader’s Notebook (1)**
- **Grade-appropriate play or script (class set)**
- **Chart paper (if applicable)**
- **Writer’s Notebook (1 per student)**
- **Teacher Writer’s Notebook (1)**
- **Set of colored markers or highlighters (1 per student)**
- **Text or song lyrics that include sentences**
<table>
<thead>
<tr>
<th>Daily Lesson #: 10</th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>beginning with subordinate clauses (1) • Chart paper (if applicable)</td>
</tr>
<tr>
<td>Attachments and Resources</td>
<td>• Teacher Resource: Grade 8 Unit 01 Word Study Overview (1)</td>
<td>• Teacher Resource: Grade 8 Unit 01 Reading Appetizer (1)</td>
<td>• Teacher Resource: Complex Sentences (1)</td>
</tr>
<tr>
<td>Advance Preparation</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Refer to Teacher Resource: Grade 8 Unit 01 Word Study Overview. Plan accordingly.</td>
<td>2. Either continue to read the play or script from Daily Lesson 9 or select a new one to use in this Daily Lesson. If selecting a new one, find one that has common themes with the play or script read in Daily Lesson 9.</td>
<td>2. Select a text or a song that demonstrates sentences beginning with subordinate clauses.</td>
</tr>
<tr>
<td></td>
<td>3. Refer to Teacher Resource: Grade 8 Unit 01 Reading Appetizer. Plan accordingly.</td>
<td>3. Create Anchor Chart: Subordinating Conjunctions with the mnemonic: AAWWUBBIS!</td>
<td></td>
</tr>
<tr>
<td>Background Information</td>
<td>This Instructional Routine partially assesses Performance Indicator 06.</td>
<td>This Instructional Routine partially assesses Performance Indicator 05.</td>
<td>A subordinating clause is also known as a dependent clause. A main clause is also known as an independent clause. AAWWUBBIS is a mnemonic for the subordinating conjunctions: after, although, as, when, while, until, because, before, if and since.</td>
</tr>
<tr>
<td>Teacher Notes</td>
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<td></td>
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</tbody>
</table>
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 10</th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 10-15 min.  
Content Objective: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. | Suggested Duration: 40-45 min.  
Content Objective: Students analyze how playwrights reveal their characters, both protagonists and antagonists, through dialogue and staging. | Suggested Duration: 35-40 min.  
Content Objective: Students write complex sentences with appropriate punctuation in order to revise and edit drafts for complex sentences. |

**Mini Lesson**

1. Refer to the Word Wall and explain that they will be introduced to another root word.
2. Display the root words *thermo* and *stat*.
3. Explain that the root word *thermo* originates from the Greek words *thermos* “hot” and *therme* “heat.” The root word *stat* originates from the Greek word *statos* “standing stationary.”
4. Display the word *thermostat*. Highlight the root words *thermo* and *stat*.
5. Discuss the influence of the root words *thermo* and *stat* on the meaning of the word *thermostat*. A thermostat is an instrument that measures (gives a stationary standing) the amount of heat present.

1. Discuss the influence of the root words *thermo* and *stat* on the meaning of the word thermostat. A thermostat is an instrument that measures (gives a stationary standing) the amount of heat present.
2. Refer to the Anchor Chart: Be an Effective Reader. Recall that effective readers ask questions and make connections while reading. Explain to students that they will apply these strategies as they read the assigned play and/or script.
3. Display the Anchor Chart: Character Log. Review what was learned in Daily Lesson 9 Reading about how playwrights reveal their characters.
4. Distribute the play or script being used in this Daily Lesson. Review

1. Ask: Which would you rather be, independent or dependent? Why? Students Quick Write their reflections in their Writer’s Notebook for 5 minutes.
2. Lead a class discussion to share and discuss the question. Possible follow-up questions include: What does it mean to be independent? What are the advantages/disadvantages? What does it mean to be dependent? What are the advantages/disadvantages?
3. Explain dependent clauses and independent clauses and how they create complex sentences. Connect the discussion by asking: How can using complex sentences improve the flow of your writing? Discuss responses.
4. Refer to the Teacher Resource:
Complex Sentences. Define and provide examples of the following:
- simple sentence
- compound sentence
- complex sentence
- main clause
- subordinate clause.

5. Refer to the Anchor Chart: Subordinating Conjunctions. Introduce students to the mnemonic device AAAAAWWUBBIS! to help them remember the subordinating conjunctions.

6. Point out that complex sentences that begin with a subordinate clause require a comma at the end of the clause.

7. Share the selected text or a song that repeatedly uses subordinate clauses at the beginning of a sentence. Use colored markers or highlighters to label main clauses and subordinate clauses.

8. Select a subordinate clause that is repeated in the text or song. Engage students in the **Interactive Process** to brainstorm and list new sentences that begin with the subordinate clause.

9. Place a star next to sentences that could spark an interesting imaginative story.
Learning Applications

<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Assign characters and explain how to use Reader’s Theater to read the play.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students work individually or in small groups to brainstorm as many words they can think of that contain the root words thermo and stat. Students record their words in their Vocabulary Notebooks.</td>
<td>2. Students read the play aloud in small groups.</td>
</tr>
<tr>
<td>2. Record and display a list of the words students brainstorm. Students may add words to their own list.</td>
<td>3. Students choose one character and complete a character log in their Reader’s Notebook for that character.</td>
</tr>
<tr>
<td>3. Engage students in the Interactive Process in order to analyze each word and highlight the roots, prefixes, and suffixes using separate colors.</td>
<td>4. In their Reader’s Notebooks, students record answers to the following questions: How did the characters’ qualities influence the theme of the story? How did the characters’ qualities influence the resolution of the conflict? How are the characters values and beliefs affected by the historical and/or cultural setting of the play?</td>
</tr>
<tr>
<td>4. Discuss the effect of the roots and affixes on the meaning of the words.</td>
<td></td>
</tr>
</tbody>
</table>

Engage in Small Group Instruction as appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Identify grade-level vocabulary words from the list of words containing the root words thermo and stat. Post words next to the roots thermo and stat on the Word Wall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students share and discuss observations recorded in the character logs.</td>
<td>2. Collect Reader’s Notebooks to assess students’ entries.</td>
</tr>
<tr>
<td>2. Students share one or two of their starred sentences with a partner and discuss possible story plots.</td>
<td>2. Students make a list of possible story plots in their Writer’s Notebook.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>2. Collect Vocabulary Notebooks to assess students' entries.</td>
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</tbody>
</table>
## Exploring Drama

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 11</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
</tr>
<tr>
<td></td>
<td>8.Fig19E</td>
<td>8.1A</td>
</tr>
<tr>
<td></td>
<td>8.3A</td>
<td></td>
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<tr>
<td></td>
<td>8.6A,B</td>
<td></td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

**READING**
- Readers use strategies to support interpretation of text. 
  - What strategies can you use to improve your understanding while reading?
- Readers create connections to make text personally relevant and useful. 
  - How do you analyze literary elements in order to create connections?

**WRITING**
- Authors use conventions of written language to communicate clearly and effectively. 
  - How do you apply the rules of written language in order to improve your writing?

### Vocabulary of Instruction

**READING**
- Summarize
- Linear plot
- Exposition
- Rising action
- Turning point/climax
- Falling action
- Denouement/resolution
- External conflict
- Internal conflict

**WRITING**
- Complex sentence
- Main clause
- Subordinate clause
- Subordinating conjunction

### Materials

**READING**
- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- Grade-appropriate previously read play or script (class set)
- Chart paper (if applicable)

**WRITING**
- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
- Chart paper (if applicable)
## Daily Lesson #: 11

### Attachments and Resources
- **Handout:** Story Map (1 per student)
- **Teacher Resource:** Plot for Teachers (1)
- **Teacher Resource:** Grade 8 Unit 01 Writing Appetizer (1)

### Advance Preparation
1. Prepare to display visuals as appropriate.
2. Select one of the plays that were read in Daily Lesson 9 or 10 Reading.
3. Duplicate Handout: Story Map (1 per student).
4. Refer to Teacher Resource: Plot for Teachers.
1. Prepare to display visuals as appropriate.
2. If appropriate, select sentences from literature for students to use as a launching point for revising. These sentences should be complex sentences that begin with subordinate clauses.
3. Refer to Teacher Resource: Grade 8 Unit 01 Writing Appetizer. Plan accordingly.

### Background Information
A subordinating clause is also known as a dependent clause. A main clause is also known as an independent clause.

AAAWWUBBIS is a mnemonic for the subordinating conjunctions: after, although, as, when, while, until, because, before, if and since.

### Teacher Notes
A subordinating clause is also known as a dependent clause. A main clause is also known as an independent clause.

AAAWWUBBIS is a mnemonic for the subordinating conjunctions: after, although, as, when, while, until, because, before, if and since.
## Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 11</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 40-50 min.  
Content Objective: Students analyze linear plot development in order to determine whether and how conflict is resolved in a play. | Suggested Duration: 40-50 min.  
Content Objective: Students revise their drafts for the use of simple, compound, and complex sentences. |
| **Mini Lesson** | | |
| 1. Distribute the Handout: **Story Map**. | 1. Writing Appetizer: 5-10 min. |
| 2. Review what was learned Daily Lesson 5 Reading about plot development and conflict. Remind students that they completed the handout and used it to write an effective summary. | 2. Ask: **How can using complex sentences improve the flow of your writing?** Discuss responses. |
| 3. Explain to students that they will complete the story map for a previously read play. | 3. Explain that they are going to practice writing sentences that begin with subordinating conjunctions. |
| 4. Review the components of plot and the types of conflict. Students may refer to the notes they took in their Reader’s Notebook during Daily Lesson 5 Reading. | 4. Reread an entry in the Teacher Writer’s Notebook. **Think Aloud** and model revising the draft for the use of simple, compound, and complex sentences. Use subordinating conjunctions and phrases to help add more specificity to the draft. |
| 5. With the students, complete the story map for the previously read play. Students complete their own copy of Handout: **Story Map**. | |
| 6. Explain that the Handout: **Story Map** displays the linear plot of the previously read play. An analysis of the linear plot helps the reader review the conflict in the text. | |
| 7. On a blank page in the Reader’s Notebook write: “Conflict in (title of play).” | |
8. Draw three columns. Label the columns with the following questions.
   - What was the main conflict of the drama?
   - Was the conflict resolved?
   - What evidence from the text can you use to prove that the conflict was or wasn’t resolved?

9. Discuss each question and record the responses in each column.

10. Students record notes on conflict in the Reader’s Notebook.

11. Refer to the Anchor Chart: Summarizing a Fictional Text. Review expectations for an effective summary.

### Learning Applications

1. Students refer to Handout: **Story Map** and notes on conflict in order to write a summary of the selected play.
2. Students meet in partners to share their summaries. Students refer to the Anchor Chart: Summarizing a Fictional Text in order to review and evaluate their summary.

### Closure

1. Distinguish between topic and theme in a literary work.
2. Ask: What is the theme or lesson to be learned in the play that was just analyzed?

1. Students share their drafts in the **Author’s Chair**.
| How do the characters influence the theme of the play? Discuss responses. |
## Exploring Drama

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 12</th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
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<tbody>
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<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
</tr>
<tr>
<td>8.2A</td>
<td>8.1A</td>
<td>8.14B,C</td>
<td>8.19Aii</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- **Understanding new words and concepts enhances comprehension and oral and written communication.**
  - How does knowledge of roots and affixes help you determine the meaning of unfamiliar words?

- **Readers use strategies to support interpretation of text.**
  - What strategies can you use to improve your understanding while reading?
  - Readers create connections to make text personally relevant and useful.
  - How do you analyze literary elements in order to create connections?

- **Authors use conventions of written language to communicate clearly and effectively.**
  - How do you apply the rules of written language in order to improve your writing?

### Vocabulary of Instruction

- Root
- Affix
- Prefix
- Suffix

- Linear plot
- Summarize
- Conflict
- Adjectival phrase
- Adverbial phrase

### Materials

- Vocabulary Notebook (1 per student)
- Teacher Vocabulary Notebook (1)
- Set of three different color highlighters (1 set per student)
- Chart paper (if applicable)

- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- Grade-appropriate play or script (class set)
- Chart paper (if applicable)

- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
- Highlighter (1 per student)
- Text or song lyrics that includes sentences with adjectival and/or adverbial phrases (1)
- Chart paper (if applicable)

### Attachments and Resources

- Teacher Resource: **Grade 8 Unit 01 Word**
- Handout: **Story Map** (1 per student)
- Teacher Resource: **Phrases** (1)
## Daily Lesson #: 12

<table>
<thead>
<tr>
<th></th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td><strong>Study Overview</strong></td>
<td><strong>(1)</strong></td>
<td><strong>• Teacher Resource: Plot for Teachers (1)</strong></td>
<td><strong>• Teacher Resource: Grade 8 Unit 01 Writing Appetizer (1)</strong></td>
</tr>
<tr>
<td><strong>Advance Preparation</strong></td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Select a prefix. Prepare to define and discuss the origin of the prefix.</td>
<td>2. Select a previously read play or a new one for students to analyze. Be sure the plays have similar themes and/or cultural backgrounds.</td>
<td>2. Refer to Teacher Resource: <strong>Phrases</strong>. Prepare to define terms and provide examples.</td>
</tr>
<tr>
<td></td>
<td>3. Select an example of a grade-level academic word that contains the prefix. If possible, select a word related to or from texts used in Reading or Writing.</td>
<td>3. Duplicate Handout: <strong>Story Map</strong> (1 per student).</td>
<td>3. Select a text or song lyrics that demonstrates sentences with phrases. Retype an excerpt from the text with and without the phrases. Prepare to share the excerpt with students as a handout or other type of display.</td>
</tr>
<tr>
<td></td>
<td>4. Refer to Teacher Resource: <strong>Grade 8 Unit 01 Word Study Overview</strong>. Plan accordingly.</td>
<td>4. Refer to Teacher Resource: <strong>Plot for Teachers</strong>. Plan accordingly.</td>
<td>4. Prepare two to three sentences that contain introductory or interrupter phrases but are missing commas to share during the closure activity.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>5. Use the prompt from the Writing Appetizer to write an entry in the Teacher Writer’s Notebook. Prepare to share the entry with students. Write the entry with simple sentences which may be revised for adjectival and adverbial phrases.</td>
</tr>
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<td></td>
<td>6. During the Mini Lesson in Daily</td>
</tr>
</tbody>
</table>

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Last Updated 05/06/2013
Lesson 13 Writing, each student will need a photograph of a group of people. Ask students to bring one to class for that Daily Lesson.

7. Refer to Teacher Resource: Grade 8 Unit 01 Writing Appetizer. Plan accordingly.

<table>
<thead>
<tr>
<th>Background Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex sentence - a sentence with an independent clause and at least one dependent clause (e.g., I cleaned the room when the guests left)</td>
</tr>
<tr>
<td>Independent clause - a group of words containing a subject and a verb that can stand alone as a complete sentence; also called a main clause</td>
</tr>
<tr>
<td>Subordinate clause - a clause containing a subject and a verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes)</td>
</tr>
<tr>
<td>Phrase - a sentence fragment that does not include a subject and a verb</td>
</tr>
<tr>
<td>Clause - a sentence fragment that contains a subject and a verb</td>
</tr>
<tr>
<td>Adjectival phrase - a prepositional or participle phrase that acts like an adjective and modifies a noun or a pronoun (e.g., the dog, showing off, is mine)</td>
</tr>
</tbody>
</table>
### Daily Lesson #: 12

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adverbial phrase - a <strong>prepositional phrase</strong> that modifies a verb, adjective, or another adverb (e.g., the tennis courts stay open late into the evening)</td>
</tr>
</tbody>
</table>

### Teacher Notes

Students can all read the same play or they can form small groups and each read a different play.
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 12</th>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 15 min.  
Content Objective: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. | Suggested Duration: 40-50 min.  
Content Objective: Students analyze linear plot development in order to determine whether and how conflict is resolved in a play. | Suggested Duration: 30-35 min.  
Content Objective: Students write and revise complex sentences with adjectival and adverbial phrases in order to enhance their written expression. |

#### Mini Lesson

**WORD STUDY**

1. Refer to the Word Wall and explain that another prefix will be introduced.  
2. Display the selected prefix.  
3. Explain the meaning and origin of the prefix.  
4. Display an example of a grade-level academic word containing the prefix. Highlight the prefix and any other roots or affixes using different colors.  
5. Discuss the influence of the prefix on the meaning of the word.

**READING**

1. Review the plot of the play or script read in Daily Lesson 11 Reading. Ask: **What was the theme of the play? Discuss responses.**  
2. Explain that they will read another play or script that has similarities to the play or plays they have already read.  
3. Distribute the play, provide necessary background information, and activate students' prior knowledge regarding the play(s).  
4. Explain to students that as they read the current play or script, they will apply the same strategies and exercises that they applied while reading the play from Daily Lesson 11 Reading.

**WRITING**

1. Writing Appetizer: 5-10 min.  
   Prompt: Imagine that you have just walked in on the scene of a crime. When the police arrive, they take you out of the area and then ask you to explain exactly what the scene looked like when you arrived. Write your description of the scene as if you are speaking to the police.  
2. Invite a few students to share their descriptions in the **Author's Chair**.  
3. Point out how students used different phrases to help them add details to their descriptions. Explain that they will learn more about phrases and why they are important in writing.  
4. Ask: **How can you use adverbial and adjectival phrases to make your writing more detailed and descriptive?**
5. Refer to the Teacher Resource: **Phrases**. Define and provide examples of the following terms: adjectival phrase, adverbial phrase, prepositional phrase, participial phrase, preposition, and participle.

6. Display the excerpt from the text or song lyrics that has been retyped without any phrases. Then, display the original version of the text with the phrases.


8. Using the police report entry in the Teacher Writer’s Notebook, model revising for adverbial and adjectival phrases. Model proper punctuation as needed.

**Learning Applications**

1. Students work individually or in small groups to brainstorm as many words they can think of that contain the prefix. Students record their words in their Vocabulary Notebooks.

2. Students create and record observations in a character log for either the protagonist or antagonist.

1. Students read the play or script in small groups.

2. Students underline or highlight phrases in their descriptions.
2. Record and display a list of the words students brainstorm. Students may add words to their own list.

3. Engage students in the Interactive Process in order to analyze each word and highlight the roots, prefixes, and suffixes using separate colors.

4. Discuss the effect of the roots and affixes on the meaning of the words.

3. After reading the play, students complete a copy of the Handout: Story Map.

4. On a blank page in their Reader’s Notebook, students write: “Conflict in (title of play).” Draw three columns. Label the columns with the following questions.
   - What was the main conflict of the drama?
   - Was the conflict resolved?
   - What evidence from the text can you use to prove that the conflict was or wasn’t resolved?

Students revise their entry by adding adverbial and adjetival phrases.

Engage in Small Group Instruction as appropriate.

Closure

1. Identify grade-level vocabulary words from the list of words containing the prefix. Post words next to the prefix on the Word Wall.

2. Students share their character logs of the protagonist or antagonist with a partner.

1. Ask: What is the theme or lesson learned in the play read in this Daily Lesson? How is it different from or similar to the theme read in Daily Lesson 11 Reading? Discuss responses that include text evidence.

2. Ask: How can you use adverbial and adjetival phrases to improve your writing? Discuss responses.

1. Display two to three sentences that contain introductory or interrupter phrases but are missing commas. As a class, punctuate correctly.

2. Ask: How can you use adverbial and adjetival phrases to improve your writing? Discuss responses.
Exploring Drama

Lesson Preparation

| Daily Lesson #: 13 | READING |  | WRITING |  |
|--------------------|---------|  |---------|  |
|                    | TEKS    | Ongoing TEKS | TEKS      | Ongoing TEKS |
|                    | 8.3C    | 8.1A           | 8.19Aii   | 8.20Bi    |
|                    | 8.5A    |                |          |           |
|                    | 8.6A,B  |                |          |           |

Key Understandings and Guiding Questions

- Readers use strategies to support interpretation of text.
  - What strategies can you use to improve your understanding while reading?
- Readers create connections to make text personally relevant and useful.
  - How do you analyze literary elements in order to create connections?
- Authors use conventions of written language to communicate clearly and effectively.
  - How do you apply the rules of written language in order to improve your writing?

Vocabulary of Instruction

- Dialogue
- Staging
- Protagonist
- Antagonist
- Character
- Setting
- Plot
- Conflict
- Theme
- Adjectival clause
- Adverbial clause

Materials

- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- 2 grade-appropriate short plays or excerpts from plays by different playwrights (class set of each)
- Chart paper (if applicable)
- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
- Highlighter (1 per student)
- Text or song lyrics that includes sentences with adjectival and/or adverbial clauses (1, optional)
## Daily Lesson #: 13

<table>
<thead>
<tr>
<th>Attachments and Resources</th>
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<tr>
<td>• Chart paper (if applicable)</td>
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<tr>
<td>• Teacher Resource: Clauses (1 per student)</td>
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<tr>
<td>• Teacher Resource: Grade 8 Unit 01 Writing Appetizer (1)</td>
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</table>

### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Find different examples of Character Maps/graphic representations that students can choose from in order to complete the Performance Indicator. See Lesson Organizer for websites and book suggestions.
3. Prepare to define terms and provide examples.
4. Prepare two to three sentences containing clauses that require commas leaving out the commas.
5. Ensure that students have a photograph of a group of people or select photographs to share with students.
6. Use the prompt from the Writing Appetizer to write an entry in the Teacher Writer’s Notebook. Prepare to share your entry with students.
7. Refer to Teacher Resource: Grade 8 Unit 01 Writing Appetizer. Plan accordingly.

### Background Information

This Instructional Routine assesses Performance Indicator 02.

Complex sentence - *a sentence with an independent clause and at least one dependent clause (e.g., I cleaned the room when the guests left)*

Independent clause - *a group of words containing a subject and a verb that can stand alone as a complete sentence; also called a main clause*

Subordinate clause - *a clause containing a subject and a
<table>
<thead>
<tr>
<th>READING</th>
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<tbody>
<tr>
<td>verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes)</td>
<td>Phrase - a sentence fragment that does not include a subject and a verb</td>
</tr>
<tr>
<td>Phrase - a sentence fragment that does not include a subject and a verb</td>
<td>Clause - a sentence fragment that contains a subject and a verb</td>
</tr>
<tr>
<td>Clause - a sentence fragment that contains a subject and a verb</td>
<td>Adjectival clause - a group of words with a subject and a verb that acts as an adjective by describing a noun or pronoun (e.g., the young man who is sitting near the door is my son). Relative pronouns (who, whom, whose, which, that) usually introduce the adjectival clause but clauses may also begin with relative adverbs (when, where, why).</td>
</tr>
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<td>Complex sentence - a sentence with an independent clause and at least one dependent clause (e.g., I cleaned the room when the guests left)</td>
</tr>
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</tr>
<tr>
<td>Independent clause - a group of words containing a subject and a verb that can stand alone as a complete sentence; also called a main clause</td>
<td>Subordinate clause - a clause containing a subject and a verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes)</td>
</tr>
<tr>
<td>Subordinate clause - a clause containing a subject and a verb that modifies a main or independent clause but cannot stand alone; also called a dependent clause (e.g., until he goes in I will wait until he goes)</td>
<td>Phrase - a sentence fragment that does not include a subject and a verb</td>
</tr>
<tr>
<td>Daily Lesson #: 13</td>
<td>READING</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Teacher Notes</td>
<td>Students will have two Daily Lessons to complete the Performance Indicator.</td>
</tr>
</tbody>
</table>
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 13</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 45-50 min.  
Content Objective: Students analyze how playwrights reveal their characters, both protagonists and antagonists, through dialogue and staging. | Suggested Duration: 45-50 min.  
Content Objective: Students write and revise drafts with complex sentences containing adjectival and adverbial clauses in order to enhance their written expression. |

**Mini Lesson**

1. Distribute the two plays or excerpt from plays.
2. Explain that they will analyze the characters in the plays in order to draw conclusions about how playwrights develop characters and how these characters contribute to the overall outcome of the play.
3. Review that students created character logs to record observations about the protagonists and antagonists as they read two or more plays or excerpts from plays.
4. Display the example character maps and/or graphic organizers. Tell students they can use the character log they have been practicing, choose a different character map, or create their own.
5. Instruct students to identify the protagonists and antagonists in each play.
6. For each character, tell students to identify and list his or her qualities, values, and beliefs.
7. Display the following questions for students to consider when completing their character maps:

1. Writing Appetizer: 10 min. Prompt: Provide students with a photograph of a group of people or ask students to bring in their own photograph of a group of people. Write a description of the people in the photograph as if you were looking at it with another person and describing the people pictured.
2. Ask 2-3 students to share their descriptions in the Author’s Chair.
3. Explain that when they described the people in the photographs, they said things like “the girl who is wearing the hat” or the “the t-shirt that he is wearing.” Words like who, whom, whose, that, which, and what are called relative pronouns and they often begin adjectival clauses.
4. Ask: **How can you use adverbial and adjectival clauses to make your writing better?** Discuss responses.
5. Refer to Teacher Resource: **Clauses**. Define and provide examples of the following terms: clause, adjectival clause, and adverbial clause.
How does the cultural and historical setting of the play influence this character's values and beliefs? How do the central characters influence the theme and the resolution of the conflict in each play?

Note the difference between a phrase and a clause.

6. Display the text or song lyrics with adverbial and/or adjectival clauses. Highlight the clauses.


8. Using the photograph entry in the Teacher Writer's Notebook, model revising for adverbial and adjectival clauses. Model proper punctuation as needed.

| Learning Applications | 1. Remind students that they will be able to continue working in Daily Lesson 14 Reading.  
2. Students read the plays independently or with a small group.  
3. Individually, students create character maps for the protagonists or antagonists for each play. Students describe their qualities of the characters and show how the playwright revealed their character through dialogue and staging. | 1. Students work individually to re-read the police report description they wrote during the Writing Appetizer.  
2. Students underline or highlight clauses in their descriptions. Students revise their entry by adding adverbial and adjectival clauses.  
3. Students use commas properly for introductory clauses, clauses beginning with *which*, or sentences requiring clarification. |

| Engagement in Small Group Instruction as appropriate. |

| Closure | 1. Complete a status of the class to see how much students were able to complete. Ask students to share one or two things they learned about a character in one of the plays. | 1. Display two to three sentences containing clauses that require commas but are missing them. As a class, punctuate correctly.  
2. Ask: How can you use adverbial and adjectival clauses to improve your writing? Discuss responses. |
Exploring Drama

**Lesson Preparation**

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<tr>
<th>Daily Lesson #: 14</th>
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<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
</tr>
<tr>
<td></td>
<td>8.2A</td>
<td>8.Fig19D,F</td>
<td>8.17C</td>
</tr>
</tbody>
</table>

**Key Understandings and Guiding Questions**

- Understanding new words and concepts enhances comprehension and oral and written communication.
  - How does knowledge of roots and affixes help you determine the meaning of unfamiliar words?
- Readers use strategies to support interpretation of text.
  - What strategies can you use to improve your understanding while reading?
- Readers create connections to make text personally relevant and useful.
  - How do you analyze literary elements in order to create connections?
- Authors use conventions of written language to communicate clearly and effectively.
  - How do you apply the rules of written language in order to improve your writing?

**Vocabulary of Instruction**

- Root
- Affix
- Prefix
- Suffix
- Complex inference
- Conclusions
- Textual evidence
- Intertextual link
- Connection
- Play
- Dialogue
- Staging
- Character
- Protagonist
- Antagonist
- Adjectival phrase
- Adjectival clause
- Adverbial phrase
- Adverbial clause

**Materials**

- Vocabulary Notebook (1 per student)
- Teacher Vocabulary Notebook (1)
- Reader’s Notebook (1 per student)
- Teacher Reader’s Notebook (1)
- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
### Daily Lesson #: 14

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>READING</th>
<th>WRITING</th>
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</table>
| • Set of three different color highlighters (1 set per student)  
• Chart paper (if applicable) | • 2 grade-appropriate plays or excerpts from plays from Daily Lesson 13 (class set of each)  
• Chart paper (if applicable) | • Chart paper (if applicable) |

### Attachments and Resources

<table>
<thead>
<tr>
<th>Attachments and Resources</th>
<th>Word Study Resources</th>
<th>Reading Resources</th>
<th>Writing Resources</th>
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<tbody>
<tr>
<td>• Teacher Resource: Grade 8 Unit 01 Word Study Overview (1)</td>
<td>Teacher Resource: Grade 8 Unit 01 Reading Appetizer (1)</td>
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</tbody>
</table>

### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Select a suffix. Prepare to define and discuss the origin of the suffix.
3. Select an example of a grade-level academic word that contains the suffix. If possible, select a word related to or from texts used in Reading or Writing.
4. Refer to Teacher Resource: Grade 8 Unit 01 Word Study Overview. Plan accordingly.

1. Prepare to display visuals as appropriate.
2. Refer to Teacher Resource: Grade 8 Unit 01 Reading Appetizer. Plan accordingly.
3. Prepare to display visuals as appropriate.
4. Prepare to revise an entry in the Teacher Notebook for adverbial and adjectival phrases and clauses.

### Background Information

This Instructional Routine partially assesses Performance Indicator 06.

This Instructional Routine assesses Performance Indicator 02.

### Teacher Notes

This Daily Lesson is a continuation of Daily Lesson 13 Reading. Students should complete the Performance Indicator in this Daily Lesson.
## Instructional Routines

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<tr>
<th>Daily Lesson # 14</th>
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</thead>
</table>
| **Duration and Objective** | Suggested Duration: 15-20 min.  
Content Objective: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. | Suggested Duration: 35-40 min.  
Content Objective: Students draw conclusions supported by textual evidence in order to evaluate how effectively playwrights use dialogue and staging to develop characters. | Suggested Duration: 35-40 min.  
Content Objective: Students revise their drafts for the use of simple, compound, and complex sentences. |

### Mini Lesson

<table>
<thead>
<tr>
<th></th>
<th>WORD STUDY</th>
<th>READING</th>
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<tbody>
<tr>
<td>1.</td>
<td>Refer to the Word Wall and explain that they will be introduced to another suffix.</td>
<td>1. Reading Appetizer: 3-5 min.</td>
<td>1. Review Daily Lessons 12 and 13 Writing. Ask students what was learned about adjectival and adverbial phrases and clauses.</td>
</tr>
<tr>
<td>2.</td>
<td>Display the selected suffix.</td>
<td>2. Refer to the character maps students worked on in Daily Lesson 13 Reading. Ask: What do you find interesting and convincing about these characters? Discuss responses.</td>
<td>2. Discuss with students that adjectival and adverbial phrases and clauses are important in writing because they add description and clarification.</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the meaning and origin of the suffix.</td>
<td>3. Instruct students to complete their character maps and to respond to the following prompt in their Reader’s Notebooks: Write a paragraph evaluating how effectively the playwrights used dialogue and staging to develop their characters. Provide text evidence to support your ideas.</td>
<td>3. Ask: How can you use adverbial and adjectival phrases and clauses, to improve your writing? Why are the rules of written language important? Discuss responses.</td>
</tr>
<tr>
<td>4.</td>
<td>Display an example of a grade-level academic word containing the suffix. Highlight the suffix and any other roots or affixes using different colors.</td>
<td></td>
<td>4. Display an entry from the Teacher Writer’s Notebook. Think Aloud and model revising for the use of simple, compound, and complex sentences, including adding...</td>
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</table>
### Learning Applications

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Students work individually or in small groups to brainstorm as many words they can think of that contain the suffix. Students record the words in their Vocabulary Notebooks.</td>
</tr>
<tr>
<td>2.</td>
<td>Record and display a list of the words students brainstorm. Students may add words to their own list.</td>
</tr>
<tr>
<td>3.</td>
<td>Engage students in the <strong>Interactive Process</strong> in order to analyze each word and highlight the roots, prefixes, and suffixes using separate colors.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss the effect of the roots and affixes on the meaning of the words.</td>
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<tbody>
<tr>
<td>1.</td>
<td>Students complete their character maps from Daily Lesson 13 Reading.</td>
</tr>
<tr>
<td>2.</td>
<td>Students write a paragraph that evaluates how effectively the playwrights used dialogue and staging to develop their characters. Students support conclusions with textual evidence and use quotations when appropriate.</td>
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<tr>
<td>3.</td>
<td>Students engage in Independent Reading if time allows.</td>
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**Engage in Small Group Instruction as appropriate.**

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<tbody>
<tr>
<td>1.</td>
<td>Students reread entries in their Writer’s Notebook and choose one to revise.</td>
</tr>
<tr>
<td>2.</td>
<td>Students revise for the use of simple, compound, and complex sentences including adding phrases and clauses to enhance meaning. Students use proper punctuation as they revise their sentences.</td>
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</table>

### Closure

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<tbody>
<tr>
<td>1.</td>
<td>Identify grade-level vocabulary words from the list of words</td>
</tr>
<tr>
<td>1.</td>
<td>Students display their character maps and paragraph.</td>
</tr>
<tr>
<td>1.</td>
<td>Students share their revised drafts in the <strong>Author’s Chair</strong>.</td>
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<tr>
<td>containing the suffix. Post words next to the suffix on the Word Wall.</td>
<td>2. Students participate in a <strong>Gallery Walk</strong>.</td>
</tr>
<tr>
<td>3. Ask: <strong>How does analyzing character development contribute to your understanding and connections to a text?</strong> Discuss responses.</td>
<td></td>
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</tbody>
</table>

**Bold black definitions:** Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency
Story Map

Climax

Conflicts

Introduction (Exposition)

Rising Action

Falling Action

Conflict Resolution

Characters

Main:

Others:

Setting

Place:

Time:
What is a Clause?

**Clause**: a group of related words that contains a __________ or __________. A clause can act like a(n) __________ or an __________.

**Adjectival Clause**:

1. a group of words with a __________ and a __________ that acts as an __________ by describing a __________ or __________

2. adjectival clauses usually begin with __________ __________:
   - __________, __________
   - o Which refer to __________ and __________
   - o Who, whose, and whom refer to __________ (or __________)
   - o That usually refers to __________

3. adjectival clauses may also begin with __________ __________:
   - __________, __________

Examples:
What is a Clause?

Punctuation

Do I need a comma?

Use commas to set off adjectives clauses that begin with __________

*Examples:*

Use a comma after an adverb clause if it is a ____________ ____________ (comes before and independent clause)

*Examples:*

Use a comma whenever it is needed for ______________

*Examples:*

Why do clauses matter in writing?
What is a Clause?

Adverbial Clause

1. a dependent clause beginning with a ___________ ___________ that acts as an ___________ by modifying a _____________, ___________, or other ___________

2. remember AAAWUBBIS as a mnemonic device for subordinate conjunctions:
   __________, __________, __________, __________, __________,
   __________, __________, __________, __________, __________

Examples:
What is a Clause? KEY

Clause: a group of related words that contains a subject or verb. A clause can act like a(n) adjective or an adverb.

Adjectival Clause

1. a group of words with a subject and a verb that acts as an adjective by describing a noun or pronoun

2. adjectival clauses usually begin with relative pronouns: who, whom, whose, which, that
   - Which refer to things and animals
   - Who, whose, and whom refer to people (or beloved animals)
   - That usually refers to things

3. adjectival clauses may also begin with relative adverbs: when, where, why

Examples:

Provide examples of sentences with adjectival clauses. Use sentences from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.
What is a Clause? KEY

Punctuation

Do I need a comma?

Use commas to set off adjectives clauses that begin with **which**

**Examples:**
Provide examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.

Use a comma after an adverb clause if it is a **sentence opener** (comes before and independent clause)

**Examples:**
Provide examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.

Use a comma whenever it is needed for **clarification**

**Examples:**
Provide examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.

Why do clauses matter in writing?
What is a Clause? KEY

Adverbial Clause

1. a dependent clause beginning with a **subordinate conjunction** that acts as an
   **adverb** by modifying a **verb**, **adjective**, or other **adverb**

2. remember **AAA WWU BBIS** as a mnemonic device for subordinate conjunctions:
   **after**, **although**, **as**, **when**, **while**, **until**, **because**, **before**, **if**, **since**

Examples:

**Provide examples of sentences with adverbial clauses. Use examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.**
Complete Sentences

Terms to Know:
Complete sentence
Fragment
Subject
Verb
Simple sentence

Notes

A complete sentence contains a subject and a verb and expresses a complete thought.

Example: Provide examples of complete sentences. Use examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.

The sentence test: how do you know it’s a sentence? A sentence must express a complete thought and be able to answer these two questions:
1. Who or what did something?
2. What did they do or what are they?

Example: Provide examples to practice the sentence test. Use examples from engaging texts read during reading instruction, or create your own sentences using topics that are relevant and interesting to your students.

If you cannot answer these two questions, then it is a fragment: A fragment is missing a subject or a verb, and it does not express a complete thought.

Example: Provide examples of fragments. Use examples from engaging texts read during reading instruction, or create your own using topics that are relevant and interesting to your students.

There are three types of sentences: simple sentences, compound sentences, and complex sentences.

subject + verb = simple sentence

Example: Provide examples of simple sentences. Use examples from engaging texts read during reading instruction, or create your own sentences using topics that are relevant and interesting to your students.
Compound Sentences

Terms to Know:
Compound sentence
Coordinating conjunction
Comma
Semicolon

Notes

Remember, there are three types of sentences: simple sentences, compound sentences, and complex sentences.

A simple sentence is made up of a subject and a verb. A simple sentence is also called an independent clause.

Examples of simple sentences:
Provide examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.

A compound sentence is two or more sentences joined with a comma and a coordinating conjunction or a semicolon.

Examples of compound sentences:
Students will search for examples from engaging texts during the mini lesson.

A mnemonic for remembering the coordinating conjunctions is “FANBOYS“.
For, And, Nor, But, Or, Yet, So
Complex Sentences

Terms to Know:
Complex Sentence
Main clause
Subordinate clause
Subordinating conjunction

Notes

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple sentence</td>
<td>Contains a subject and a verb and expresses a complete thought</td>
<td>Provide examples from engaging texts read during reading instruction, or create your own sentences using topics that are relevant and interesting to your students.</td>
</tr>
<tr>
<td></td>
<td>A.K.A.: independent clause or main clause</td>
<td></td>
</tr>
<tr>
<td>Compound sentence</td>
<td>Two or more sentences joined with a comma and a coordinating conjunction or a semicolon</td>
<td></td>
</tr>
<tr>
<td>Complex sentence</td>
<td>One or more subordinate clauses joined with a main clause</td>
<td></td>
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</tbody>
</table>

Main clause vs. Subordinate clause

<table>
<thead>
<tr>
<th></th>
<th>Main clause</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.K.A.?</td>
<td>Independent clause</td>
<td>Dependent clause</td>
</tr>
<tr>
<td>What does it contain?</td>
<td>A subject and a verb, expresses a complete thought</td>
<td>A noun and a verb, begins with AAAWWUBBIS</td>
</tr>
<tr>
<td>Can it stand alone as a sentence?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

AAAWWUBBIS (A.K.A. subordinating conjunctions) after, although, as, when, while, until, because, before, if, since
**Phrases**

**Phrase** – a group of related words that does not include a subject or verb. A phrase can act like either an adjective or an adverb.

<table>
<thead>
<tr>
<th>Adjectival Phrase</th>
<th>Adverbial Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a prepositional or participle phrase that acts like an adjective and modifies a noun or a pronoun</td>
<td>a prepositional phrase that modifies a verb, adjective, or other adverb</td>
</tr>
</tbody>
</table>

**Examples:**

Provide examples from engaging texts, or create your own sentences using topics that are relevant and interesting to your students.
**Plot for Teachers**

**Plot**—is the essential series of events or actions that happen in a story. Plot is composed of many essential components.

**Linear Plot**—contains all of the plot elements in chronological order.

- **Introduction/Exposition** — the beginning of the story where the character, setting, and conflict are introduced.

- **Conflict** — the struggle between two opposing forces that drive the story forward. Without a conflict, there is no story to be told.
  
  There are two (2) different kinds of conflict: **internal** and **external**.
  
  - **Internal** is the conflict within the character himself.
  - **External** is the conflict between the character and an outside force.

  There are four types of conflict that can occur in a story:
  
  - **man vs. self** (internal conflict)
  - **man vs. man**
  - **man vs. nature**
  - **man vs. society** (external conflict).

- **Rising Action** — these are the events that develop the conflict and lead to the climax of the story. Tension builds.

- **Climax** — the point of highest tension in the story. After it occurs, the events lead to the end of the story and the resolution of the conflict.

- **Falling Action** — these are the events after the climax occurs that lead to the resolution of the conflict and the end of the story.

- **Conclusion/Conflict Resolution/Denouement** — this is where all loose ends are “wrapped up” and questions are answered and secrets revealed.
Grade 8 Unit 01  
Alternative Plan

<table>
<thead>
<tr>
<th>Instructional Day</th>
<th>Component</th>
<th>Exemplar Lesson Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>3</td>
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<tr>
<td>6</td>
<td>Reading</td>
<td>4</td>
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<tr>
<td>7</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Writing</td>
<td>Combine 5/6</td>
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<tr>
<td>11</td>
<td>Writing</td>
<td>10</td>
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<tr>
<td>12</td>
<td>Writing</td>
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<tr>
<td>13</td>
<td>Writing</td>
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<tr>
<td>14</td>
<td>Writing</td>
<td>13</td>
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<tr>
<td>15</td>
<td>Reading</td>
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<tr>
<td>16</td>
<td>Reading</td>
<td>9</td>
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<tr>
<td>17</td>
<td>Reading</td>
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<td>18</td>
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<td>19</td>
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<td>20</td>
<td>Writing</td>
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<td>Writing</td>
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<tr>
<td>25</td>
<td>Reading</td>
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<tr>
<td>26</td>
<td>Reading</td>
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<td>Reading</td>
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<td>29</td>
<td>Reading</td>
<td>19</td>
</tr>
<tr>
<td>30</td>
<td>Reading</td>
<td>20</td>
</tr>
</tbody>
</table>

*Implement the Word Study component as time permits or on extra days of instruction.
Grade 8 Unit 01
Reading Appetizer

Purpose: Enjoy a novel and use the text as a model for teaching strategies and skills.

Time: 3-5 minutes

Description: At the beginning of each class period, read a few pages from a high-interest novel modeling appropriate fluency and prosody. Engage students with short discussions and opportunities to share their thoughts. The novel will be read throughout Lessons 01 and 02. In Lesson 03, refer to the novel as a model during Instructional Routines. The Reading Appetizer is not meant to serve as a grade or assignment. It is also not recommended for students to read aloud. This is an opportunity for students to listen and enjoy literature.

Preparation: Select a high-interest novel that students will enjoy. Consider choosing a different novel for every class period to encourage student discussion outside of class.
Grade 8 Unit 01
Writing Appetizer

Purpose: Writing Appetizers serve to help students develop writing fluency and voice while generating ideas for future writing.

Time: 5-10 minutes

Description: The Writing Appetizer is implemented at the beginning of class to provide multiple opportunities for writing and creative expression. Students use prewriting strategies to generate their own topics for writing and write their ideas in their Writer's Notebooks. Students share their work with a partner or with the class.

Preparation: Generating ideas for student writing is explicitly taught in Daily Lessons 1-4 in Unit 01. After these Daily Lessons, Writing Appetizers are used throughout Unit 01, so that students have the opportunity to expand on these ideas and build on their understanding of writing. The Writing Appetizer entries in the Writer's Notebooks will then be used to practice strategies for writing improvement and application of conventions skills.

Establish expectations for the Writing Appetizers and allow no more than 10 minutes to ensure time for the Instructional Routine.
Possible Word Wall Organization

<table>
<thead>
<tr>
<th>Word Wall</th>
<th>Prefixes</th>
<th>Root Words</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix #1</td>
<td>Words that use the prefix</td>
<td>Root Word #1</td>
<td>Suffix #1</td>
</tr>
<tr>
<td>Prefix #2</td>
<td>Words that use the prefix</td>
<td>Root Word #2</td>
<td>Suffix #2</td>
</tr>
</tbody>
</table>

Activities

Day 1: Students analyze words in order to understand the affect of roots and affixes on the meaning of words. *This Instructional Routine also introduces the Vocabulary Notebook.* (TEKS 8.2A)

Day 2: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 4: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 6: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 8: Students apply knowledge of roots and affixes and use a dictionary in order to understand new vocabulary. (TEKS 8.2A,E)

Day 10: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 12: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 14: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 16: Students analyze words in order to understand the effect of roots and affixes on the meaning of words. (TEKS 8.2A)

Day 18: Students apply knowledge of roots and affixes and use a dictionary in order to understand new vocabulary. (TEKS 8.2A,E)
Day 20: Students apply knowledge of roots and affixes and use a dictionary in order to understand new vocabulary. (TEKS 8.2A,E)

At the completion of Unit 01, remove the roots, affixes, and words from the Word Wall. Use new roots, affixes, and words for the Word Walls in Units 02 and 03. If appropriate, return some or all of the previously learned words to the Word Wall when reviewing activities.

Note: Do not let the Word Wall become word wallpaper. Use the Word Wall on a daily basis and watch for words in texts to add to the Word Wall. Encourage students to use the class Word Wall and their Personal Word Wall.