

Grade Level: 8	Trimester 3	Length 4 weeks
<h2 style="color: #4F81BD;">Reading Unit 5 – Romeo & Juliet</h2>		
<p>Unit Overview</p> <p>In this unit students will read the classic Shakespearean tragedy <i>Romeo & Juliet</i>. To provide background knowledge about the time period, location, and Shakespeare, students will access multimedia resources and read background information. In conjunction with their work in social studies, students culminating assignment is a trial-like investigation into who is responsible for the deaths of Romeo & Juliet.</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>8 RL 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8 RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8 RL 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8 RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8 RL 6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> <p>8 RL 7: Analyze the extent to which a filmed or live production of the story or drama stays faithful to or departs from the text or script, evaluating the choices made by the directors or actors.</p> <p>8 W 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		

8 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8 W 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8 SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8 SL 3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8 L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

8 L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Overarching Standards:

8 RL 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8 L 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

Key Understandings to Explore

Students will understand that

- Elements of Shakespearean tragedy and Shakespearean sonnet.
- The nature of a cause and effect relationship.
- The difference between fate and conscious choice.
- The relationship between youth and impulsivity

Essential Questions for thought, discussion, and collaboration

- Are Shakespeare's views on love, loyalty, friendship, and fate still relevant today?
- What are the components of a tragedy and how are they used in “Romeo and Juliet”?
- How does the cause-effect relationship work and how does it relate to the events leading up to the tragic end of the play?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story elements
- Point of View
- Characters and their motivations
- Narrator
- Conflict (internal and external)
- Literature genres
- Text-to-self, text-to-text connections
- Comprehension strategies
- Use of text evidence
- Citing quotes
- Paraphrasing
- Formal writing style
- Rules for class discussion

Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to...

- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them)
- Provide evidence of understanding plots with multiple events and gather information about many characters and their traits and relationships.
- Predict what the character might do in other circumstances.
- Reflect inferences about the main and supporting characters’ feelings, motivations, attitudes, and decisions based on information from the text.
- Show connections between the settings, characters, and events of a text and reader’s own personal experiences.

	<ul style="list-style-type: none"> • Infer characters’ motivations and feelings, understanding inner conflict. • Support thinking beyond the text with specific evidence from the text or personal knowledge. • Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters) • Discuss social issues revealed within the storyline. • Identify conflict in fiction and the implications for the characters.
<p>Key Vocabulary: Theme, internal conflict, external conflict, internal character traits, external character traits, character, characterization, main character, minor character, static character, dynamic character, perspective (point of view), setting, plot, and motive, romantic vs. familial love, sonnet</p>	
<p>Performance Assessments (may be formative or summative)</p> <p>Formative: whole class and small group discussions, book blog prompts. Teachers assess discussion participation.</p> <p>Summative: Final assessment includes multiple choice questions and role play of inquiry into who is responsible for the deaths of Romeo & Juliet.</p>	<p>Other Evidence/Assessments</p> <p>Book blog questions: A weekly question filled out online that deals with a theme of the work.</p> <p>Internal/External characteristics chart</p>

Unit Title (continued from previous page):

Literary Texts: Poems

Literary Texts: Stories/Novels

Drama: *Romeo & Juliet*, *West Side Story* movie

Picture Books:

Non-fiction:

Fable/Folktale:

Other Media: Short Stories:

Informational Texts

Independent Novels

Art/Music/Media

Online Resources

Differentiation for Struggling Learners and ELL

For struggling readers:

-Summaries available

Interdisciplinary Connections

This unit coincides with students' study of judicial proceedings.