



# Collection 1- Telling Stories

8<sup>th</sup> Grade Communication Arts  
Literature

# Introduction to Collection 1

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- ▶ Human beings have the basic urge to tell stories. The stories in this collection involve emotional experience that teach the readers a lesson.
- ▶ Literary Skills- Evaluate the plot's structure and development and the way conflicts are resolved.
- ▶ Reading Skills- Retell and summarize a story's plot; analyze proposition and support patterns in texts
- ▶ Vocabulary Skills- Understand the history of the English Language.



# Elements of Literature- Plot

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- ▶ Plot- is the chain of related events that tells us what happens in a story
- ▶ Conflict- problems faced by a character; as you read you learn how the conflict is resolved
- ▶ Complications- situations or events that develop the conflict
- ▶ Climax- the point in which the conflict reaches its peak
- ▶ Resolution- the end of the story; conflict is resolved and we know what happens to the characters
- ▶ Subplots- plots that are part of the larger story but are not as important
- ▶ Parallel Episodes- the repetition of plot with minor changes



# Plot Practice

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- ▶ As a class, map out the plot structure of the story “Cinderella”
- ▶ Use the Plot Graphic Organizer to record the chain of events



# Before you read

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- ▶ “The Wise Old Woman” retold by Yoshiko Uchida
- ▶ About the Author
  - ▶ Her and her family were imprisoned during World War II; wrote about her experiences; after the war she traveled to Japan to rediscover her roots and to collect Japanese folk tales
- ▶ Reading Skills- Retell and summarize the story’s plot
- ▶ Retelling- summarizing a story
- ▶ Retelling Tips: A good retelling should...
  - ▶ 1- state the title and author
  - ▶ 2- identify the main character
  - ▶ 3- describe the setting
  - ▶ 4- relate main events
  - ▶ 5- use time order words like first, next, and finally
  - ▶ 6- keep events in the right order
  - ▶ 7- explain how the story ends



# Reading Assignment

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- ▶ Read “The Wise Old Woman” pgs. 5-12
- ▶ As you read, record plot events on the retelling guide
- ▶ After you read, partner up with someone to take turns retelling the story and using the checklist to rate each other



# Before you read

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- ▶ “Broken Chain” by Gary Soto
- ▶ About the Author
  - ▶ Born and raised in California and is the setting for many of his works; tries to recreate the sights and sounds of the Mexican American neighborhood in which he grew up
- ▶ Literary Skills
  - ▶ Evaluate the plot’s structure and development, and the way conflicts are resolved
- ▶ Reading Skills
  - ▶ Summarize a story’s plot



# Before you read, cont.

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## ▶ Literary Focus- Conflict

- ▶ Conflict- any problem or struggle a character faces
- ▶ External conflict- the character struggles against outside forces
- ▶ Internal conflict- a struggle with self

## ▶ Background

- ▶ This story is about a boy's first date. You'll see that his problems are like those many of us face- he worries a lot about how he looks- and everything seems to go wrong.





# Vocabulary Development

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- ▶ Apparent- visible
- ▶ Sullen- grumpy; resentful
- ▶ Impulse- urge
- ▶ Retrieved- got back
- ▶ Emerged- came out



# Reading Assignment

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- ▶ Read “Broken Chain” by Gary Soto pgs. 17-24
- ▶ As you read, complete foldable
- ▶ After you read, complete Vocabulary Development Worksheet



# Before you read

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- ▶ Informational Text- “Road Warriors, Listen Up: Some Rules for Streetwise Biking”
- ▶ Reading Skills- Analyze proposition and support patterns in texts
- ▶ Reading Focus- Proposition & Support
  - ▶ Proposition- an important idea or opinion
  - ▶ Support- providing reasons like statistics, examples, anecdotes, and expert opinions



# Reading Assignment

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- ▶ Read “Road Warriors, Listen Up” pg. 30
- ▶ After you read, answer the following questions:
  - ▶ 1- What is the proposition?
  - ▶ 2- What types of supports were used? Provide an example of each type used.
  - ▶ 3- What were the reasons to support the proposition?
  - ▶ 4- What was the overall purpose of the article?
  - ▶ 5- What would be another good title for this article? Why?
    - ▶ Walk, Don't Bike
    - ▶ My Experiences as a Cyclist
    - ▶ Bike Now, Drive Later
    - ▶ Biking Safely: Your Best Defense on 2 Wheels



# Before you read

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- ▶ **“Flowers for Algernon” by Daniel Keyes**
- ▶ **About the Author**
  - ▶ Was fascinated by the human mind; won several awards for this story; made story into novel and into a movie
- ▶ **Literary & Reading Skills**
  - ▶ Evaluate structural elements of the plot, including subplots and parallel episodes; use context clues
- ▶ **Literary Focus- Subplots and Parallel Episodes**
  - ▶ Subplot- a minor plot that relates to the major story
  - ▶ Parallel Episodes- certain elements of the story are repeated
  - ▶ Context clues- hints that help you figure out the word's meaning



# Vocabulary Development

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- ▶ Misled- fooled; led to believe something wrong
- ▶ Tangible- capable of being seen or felt
- ▶ Refute- prove wrong using evidence
- ▶ Invariably- always
- ▶ Regression- return to an earlier or less advanced condition
- ▶ Verified- confirmed
- ▶ Obscure- hide
- ▶ Deterioration- worsening; decline
- ▶ Hypothesis- theory to be proved
- ▶ Introspective- looking inward



# Vocabulary Practice

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- ▶ 1. Misled
- ▶ 2. Tangible
- ▶ 3. Refute
- ▶ 4. Invariably
- ▶ 5. Regression
- ▶ 6. Verified
- ▶ 7. Obscure
- ▶ 8. Deterioration
- ▶ 9. Hypothesis
- ▶ 10. Introspective
- ▶ A. Conceal
- ▶ B. Educated guess
- ▶ C. Deceived
- ▶ D. Self-examining
- ▶ E. Always
- ▶ F. Real
- ▶ G. Disprove
- ▶ H. Confirmed
- ▶ I. Reversal
- ▶ J. Worsening



# Reading Assignment

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- ▶ Read “Flowers for Algernon” pgs. 33-62
  - ▶ Read Part I pgs. 33- 49- individually
  - ▶ Read Part II pgs. 51-62- as a class
- ▶ As you read, complete worksheet
- ▶ After you read, complete vocabulary development worksheet





# Before you read

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- ▶ Informational Text “Memory a Matter of Brains and Brawn” by Lauran Neergaard
  - ▶ Reading & Literary Skills
    - ▶ Analyze proposition and support; recognize differences between facts, supported inferences, and opinions
  - ▶ Reading Focus- Recognizing Proposition & Support
    - ▶ Proposition- important idea or opinion
    - ▶ Supports- reasons that support the proposition
    - ▶ A proposition can be supported with the following evidence:
      - ▶ Facts- statements proven true by results of scientific research & surveys
      - ▶ Statistics- facts in number form
      - ▶ Examples- specific instances that illustrate reasons or facts
      - ▶ Anecdotes- brief stories or personal experiences
      - ▶ Definitions
      - ▶ Expert Opinions
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# Before you read, cont.

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## ▶ Reading Focus- Recognizing Proposition and Support

### ▶ Fact Versus Opinion

- ▶ A fact is something that can be proved true by direct observation or by check a reliable source of information
- ▶ An opinion is a belief or an attitude; cannot be proved true or false but can be supported with facts



# Vocabulary Development

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- ▶ Inevitable- unavoidable
- ▶ Crucial- highly important
- ▶ Provocative- stirring up thoughts or feelings
- ▶ Irrevocably- in a way that cannot be undone or changed
- ▶ Cognitive- have to do with the process of knowing and being able to remember



# Reading Assignment

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- ▶ Read “Memory a Matter of Brains and Brawn” pgs. 68
- ▶ As you read, answer questions 1-5 and 1-6 on pg. 69
- ▶ After you read, complete vocabulary development worksheet



# Before you read

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- ▶ “The Landlady” by Roald Dahl
- ▶ About the Author
  - ▶ The source of his dark humor comes from his unpleasant experiences at boarding school
- ▶ Literary & Reading Skills
  - ▶ Evaluate structural elements of plot, including foreshadowing; make predictions
- ▶ Reading Focus- Making Predictions
  - ▶ Guessing what will happen next; based on the clues the writer has planted for you or based on what you know already
- ▶ Literary Focus- Foreshadowing
  - ▶ Clues that hint at what will happen later; makes us feel suspense or anxiety



# Reading Assignment

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- ▶ Read “The Landlady” pgs. 72-80
- ▶ Before you read, complete prediction chart
- ▶ As you read, pay close attention to what Billy sees and senses that creates suspense and provides foreshadowing
- ▶ As you read, stop at the open book signs to make predictions as to what you think is going to happen to Billy
- ▶ As you read, complete the story map and comprehension worksheet to map out the plot structure



# Before you read

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- ▶ **Comparing Literature- “The Monkey’s Paw” and “The Third Wish”**
- ▶ **Literary and Reading Skills**
  - ▶ Analyze story motifs, compare and contrast stories
- ▶ **Literary Focus- Story Motifs**
  - ▶ Motifs- an element that recurs in stories from many cultures and from many periods of history; 3 repeats is common- three riddles, three choices, three tests, three wishes
  - ▶ Familiar Story Motifs- the #3, the use of magic, impossible tasks, evil villains, helpful animals, wicked stepmothers, a journey, a door or box that shouldn’t be opened, transformations
- ▶ **Reading Focus- Comparing and Contrasting**
  - ▶ Looking for ways in which stories are similar and different



# Reading Assignment

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- ▶ Read “The Monkey’s Paw” by W.W. Jacobs pgs. 85-99
- ▶ Read “The Third Wish” by Joan Aiken pgs. 101-107
- ▶ As you read- complete Story Maps and Comparing Stories Chart

