

Grade 8 Unit 4: Putting it all together

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **marking period 4**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading: Students will be able to

- identify and analyze elements of fiction in short stories
- delineate different forms and purposes of non-fiction writing

Writing: Students will be able to

- compose an original short story or memoir
- summarize a non-fiction article

Language: Students will be able to:

- demonstrate command of the conventions of standard English (pronouns, structure, mechanics, usage) and figurative language
- clarify the meaning of unknown and multiple-meaning words and phrases

Speaking and Listening: Students will be able to

- engage effectively in a range or collaborative discussions
- present claims and findings
- delineate a speaker's claims

Interdisciplinary connections:

- Social Studies: Holocaust unit: summarize and present findings from *10,000 Children: true stories of the Holocaust*; "Emancipation"; "Brown vs, the Board of Education"
- Science: different perspectives as presented in "Science and a sense of wonder"

Standards & Indicators

LA.8.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.8.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.8.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.8.L.8.1.B	Form and use verbs in the active and passive voice.
LA.8.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.8.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.8.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.8.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.8.L.8.4.C	Consult 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.
LA.8.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.8.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.8.L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.
LA.8.L.8.5.B	Use the relationship between particular words to better understand each of the words.

LA.8.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
LA.8.W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LA.8.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.8.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.8.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.8.L.8.4.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.
LA.8.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.8.RL.8.2	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.
LA.8.SL.8.1.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.
LA.8.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.8.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.8.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.8.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.8.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.8.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.8.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.8.RL.8.4	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.
LA.8.SL.8.3	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.
LA.8.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Central Ideas/Enduring Understandings

Having a plan will enhance one's writing.

Good stories develop all elements of fiction(setting, character, plot, and theme).

A text is structured to show connections and distinctions between individuals, ideas, and events.

Writers use paragraphs and word relationships to develop key concepts.

Appropriate use of phrases, clauses and conventions can clarify meaning.

Essential/Guiding Questions

Essential questions:

- What strategies to effective readers use and why?
- What strategies do effective writers use and why?

Guiding questions:

- How can our reading make us better critical thinkers?
- How can our critical thinking make us better readers and writers?

Content - Students will know...

students will know key vocabulary terms and academic vocabulary: articulate, delineate, interpret, synthesize, theme, atrocity, bias

Students will know how elements of fiction interact.

Students will know how to write a variety of sentences.

Students will be able to cite evidence from a text to support claim.

Skills - Students will be skilled at...

Students will be able to

- identify stylistic devices in literature.
- identify elements of fiction in literature.
- cite textual evidence to support analysis of a text.
- use reading signposts to think critically about their reading.
- summarize a non-fiction article.
- conduct research to locate specific information.
- identify persuasive writing techniques

Stage 2: Assessment Evidence

Performance Task(s)

- Original writing- short story or memoir
- Roundtable oral presentation (genre study) from independent reading
- Written analysis of text structures and central ideas from independent reading
- Group presentation of story analysis

- Group project- sentence variety (Stick figure story)

Other Evidence

individual reading conference notes

grammar and vocabulary quizzes

final exam

Stage 3: Learning Plan

Learning Opportunities/Strategies

- cooperative group reading and teaching units
- Notice and Note strategies
- Peer revision and editing
- read and analyze prose and non-fiction independently and with a partner

Modification and differentiation:

- Readings are leveled and matched appropriately to student instructional level
- Literacy Lab for students with identified difficulties
- Self-selection of topics for writing assignments

ELL: analyze sample memoirs before composing; break memoir up into small chunks and conference frequently with teacher or writing partner; illustrate multiple-meaning words;

Gifted and Talented: choose 4 stories instead of one for analysis and comparison

IEP: videos such as Brainpop! grammar; frequent reading and writing conferences; highlighter tape for marking and citing text evidence

Resources

- Notice and Note by Beers and Probst
 - Heath Middle Level Literature- self-selected assorted short stories
 - Holt Handbook (second course)
 - excerpts from *Ten Thousand Children* (cross-curricular reading project)
 - Prentice hall: "Science and a sense of Wonder", "Emancipation," "Brown vs. the Board of Education."
 - selected persuasive readings
 - independent self-selected reading on individual lexile level
 - membean
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