

Grade 8 Unit 2: The Collaboration of Fiction and Fact

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **marking period 2**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading: Students will be able to

- recognize an author's purpose for writing
- delineate different forms of non-fiction writing
- understand the importance of setting (time, place, important conditions, mood) to plot and theme

Writing: Students will be able to

- conduct research using multiple sources to provide information
- compose an expository essay
- compose a descriptive fictional passage

Language: Students will be able to

- demonstrate command of conventions of standard English (subject/verb; dependent clauses)
- clarify the meaning of unknown and multiple-meaning words and phrases

Speaking and listening: Students will be able to

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

Interdisciplinary connections:

- Social Studies: close reading of Thurgood **Marshal's** response to the preamble of the Constitution; historical fiction about the Cold War
- Develop command of cross-curricular academic vocabulary:

Integration of 21st century themes and skills

- Use multiple points of view to create alternative solutions
- Implement problem-solving strategies to solve a problem in school or the community

- LA.8.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- LA.8.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- LA.8.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.8.4.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.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.8.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.8.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.8.L.8.2.B	Use an ellipsis to indicate an omission.
LA.8.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.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.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.8.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.8.RI.8.8	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.8.4.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.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.8.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.8.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.8.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.RL.8.3	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.
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.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.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.8.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.8.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.8.W.8.6	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.

Central Ideas/Enduring Understandings

Authors write for different purposes.

Identifying the author's purpose will enable the reader to think critically about a text.

Writers cite evidence to support opinions and provide factual information.

Appropriate grammar and voice will clarify and enhance a writer's meaning.

Essential/Guiding Questions

Essential questions:

- What strategies do effective readers of non-fiction use and why?
- How does an author's purpose affect his writing?
- How does knowing an author's purpose affect reader's understanding?

Guiding questions:

- How can using evidence support an opinion?
- How will an author's purpose determine the form of writing?
- What methods can effectively convey experiences, opinions, or ideas?
- What information do verbs convey about their subjects?
- How can I find/share information about a topic?

Content - Students will know...

Students will know key vocabulary terms: argument, works cited, narrative non-fiction, setting (time, place, important conditions) mood

Students will know the following Tier 2 vocabulary (cross content for grade level): organize, argument, mood, connections, interaction, perspective, deduce

Students will be able to identify and create forms of figurative language.

Students will know how to incorporate evidence from research into informational writing.

Students will know the structure of the essay for informational writing,.

Skills - Students will be skilled at...

Students will be able to

- cite textual evidence to support reasoning.
- use reading signposts to think critically about their reading.
- write sentences containing dependent clauses.
- identify author's purpose in a non-fiction text.
- compose a five paragraph essay with introduction, body paragraphs and conclusion.
- incorporate description, sensory language, and figurative language into a narrative passage

Stage 2: Assessment Evidence

Performance Task(s)

- Expository essay: self-selected research topic
- Crystal Moment narrative passage
- Roundtable Oral presentation on setting and mood from independent reading
- Written analysis of setting and theme study from independent reading

Other Evidence

- Reading tests and quizzes
- Grammar and vocabulary quizzes
- Academic prompts
- Individual independent reading conference notes
- Unit 2 will be assessed through the Benchmark Midterm.

Stage 3: Learning Plan

Learning Opportunities/Strategies

Notice and Note strategies

Peer revision and editing

Read and analyze historical fiction, narrative non fiction, and informational writing (close reading/finding textual evidence)

Writing conference with teacher

Cooperative group research and writing

Oral presentation with peer evaluation

Venn diagram

Modifications for students:

- readings are leveled and matched appropriately to student instructional level
- Literacy Lab support for students with identified learning difficulties
- self selection of topics for writing assignments
- "The Black Cat"- revised and original versions

who are ELL- academic vocabulary word wall, vocabulary games, images and media to build background on the U.S. Constitution; graphic organizers for writing the essay; essays broken into small chunks with partner edit or teacher conference during writing process.

who have IEPs or identified learning difficulties: pull-out Literacy Lab support in lieu of Spanish class; "The Black Cat" by Edgar Allan Poe- revised / abridged lower level versions; Cloze notes for essay writing; frequent writing conferences during the writing process; graphic organizers with sentence starters for writing; word bank of transition phrases for writing. Repeated reading of selected passages for fluency; Cloze reading to build fluency.

Gifted and talented: interview author Patti Sheehy and/ or protagonist Frank Mederos online and present to class;

research other revolutions such as French, American, or Russian, and make connections to Castro's regime in Cuba; research the effect of the US sanctions against Cuba and the current US administrations efforts to improve relations with Cuba; debate the fairness of the US embargo on Cuba.

Resources

Notice and Note by Beers and Probst

Unit academic vocabulary

Self-selected independent reading novels at individual lexile levels

"The Black Cat" by E.A.Poe- revised and original versions (below/above)

"The Cask of Amontillado" by E.A. Poe (above)

The Boy Who Said No, chapters 1-5 by Patti Sheehy (on level)

Holt Handbook (Second Course)

"Words We Live By"- close reading of the Constitution (cross-curricular lesson) (above)

Prentice Hall literature:

"Baseball"

"Always to Remember"

"On woman;s right to suffrage"

"The War in Vietnam"

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