

## Unit 1/Concept 2

Grade 8 ELA      Grade 8 ELA

Start Date: September 30, 2013

End Date : October 25, 2013

<p>Unit Overview</p> <p>A Reader's perspective of the elements of informational text.</p>	<p>Content Elaborations</p> <p>Reading: Readers are able to separate text into parts for individual study and look for evidence (either directly stated or inferred) that helps the author convey the intended message to the audience.</p> <p>Readers must understand the use of certain literary terms and the impact that these terms have on a text. Readers also must understand that the structure of a paragraph and the sentences that develop it must give the reader important information that helps the author in conveying the message of a text. The author's point of view is established through the use of language, organization, and details.</p> <p>When presenting a particular topic or idea, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> <p>Speaking and Listening: Applying and adapting effective listening skills to conversational situations, partners and teams will develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. Effective listeners will focus on and analyze information presented in a variety of formats, they must</p>	<p>Unit Resources</p> <p>Lesson 1: "Civil War Journal" IS: Organizer/Foldable</p> <p>Lesson 2: "Civil War Journal"</p> <p>Lesson 3: Newspaper/Magazine Articles IS: Presentation</p> <p>Lesson 4: "The Mysterious Mr. Lincoln"</p> <p>Lesson 5: "The Mysterious Mr. Lincoln" IS: Bingo Board</p> <p>Lesson 6: "The Great Chicago Fire of 1871" IS: Word bags to introduce text</p> <p>Lesson 7: Elements of Persuasive Text (page 985) IS: Create Ad Campaign (p. 983)</p> <p>Lesson 8: "Over the Top: The True Adventures of a Volcano Chaser"</p>
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	<p>also apply critical listening skills. These skills focus on the speakers main ideas or points in order to pose and respond to questions relative to the topic of discussions.</p> <p>Effective speakers prepare for a speech by considering audience and purpose. The speaker is composed and delivers presentations that are engaging, insightful and articulated in a clear, concise manner and to promote active audience engagement.</p> <p>Writing: The focus of this topic is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence.</p>	
<p>Unit Vocabulary See vocabulary associated with each selection.</p>	<p>Enduring Understandings (Big Ideas)</p> <p>Lesson 1: How do readers use and cite elements of a text to support analyses and develop relevant inferences?</p> <p>Lesson 2: How do authors use a variety of text structures to develop and support a central idea/theme?</p> <p>Lesson 3: How does the structure and use of text features support a central idea?</p> <p>Lesson 4: How can readers use elements within an informational text to construct objective summaries?</p>	<p>Connections</p>

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Grade 8 ELA      Grade 8 ELA

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End Date : October 25, 2013

Lesson 5: How does the use of language devices impact meaning in an informational text?

Lesson 6: How do readers analyze and evaluate a text to make connections among and distinctions between individuals, ideas or events (e.g. comparisons, analogies, categories)?

Lesson 7: How do readers delineate and evaluate the argument and claims in texts to assess sound reasoning, the sufficiency of evidence and detect irrelevant evidence?

Lesson 8: How do writers use point of view and purpose to present ideas as well as acknowledge and respond to conflicting evidence in a singular text?

### Standards

#### CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 8 English Language Arts

Strand CCSS.ELA-Literacy.R.8 Reading

CCSS.ELA-Literacy.RI.8 Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Level Standard CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies,

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Grade 8 ELA      Grade 8 ELA

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or categories).

### Craft and Structure

Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grade Level Standard CCSS.ELA-Literacy.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.

### Integration of Knowledge and Ideas

Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade Level Standard CCSS.ELA-Literacy.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.

### Strand CCSS.ELA-Literacy.W.8 Writing

#### Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

### Strand CCSS.ELA-Literacy.SL.8 Speaking and Listening

#### Comprehension and Collaboration

Anchor Standard SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade Level Standard CCSS.ELA-Literacy.SL.8.1 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.

Grade Level Standard CCSS.ELA-Literacy.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.

#### Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.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.

Student Assessment NWEA Map (Benchmark)	Unit Reflection
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## Unit 1/Concept 2

Grade 8 ELA    Grade 8 ELA

Start Date: September 30, 2013

End Date : October 25, 2013

STAR/AR  
End of selection tests

### Quarter 1/Concept 2

Content	Skills	Assessment
<p>A. "Civil War Journal" B. Newspaper/Magazine articles C. "The Mysterious Mr. Lincoln" D. "The Great Chicago Fire of 1871" E. Elements of Persuasive Text F. "Over the Top: The True Adventures of a Volcano Chaser"</p>	<p>A. "Civil War Journal"</p> <ol style="list-style-type: none"><li>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. RI.8.1</li><li>2. Engage effectively in a range of collaborative discussion with diverse partners, building on others ideas and expressing their own clearly. SL.8.1</li><li>3. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. SL.8.2</li><li>4. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5</li></ol> <p>B. Newspaper/Magazine articles</p> <ol style="list-style-type: none"><li>1. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5</li><li>2. Effective speakers compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and to promote active audience engagement. SL.8.4</li></ol> <p>C. "The Mysterious Mr. Lincoln"</p> <ol style="list-style-type: none"><li>1. 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. RI.8.2</li><li>2. Write arguments to support claims with clear reasons and relevant evidence. W.8.1</li><li>3. 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 illusions to other texts. RI.8.4</li></ol> <p>D. "The Great Chicago Fire of 1871"</p> <ol style="list-style-type: none"><li>1. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. RI.8.3</li></ol>	

## Unit 1/Concept 2

Grade 8 ELA    Grade 8 ELA

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2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. SL8.2

3. Engage effectively in a range of collaborative discussion with diverse partners, building on others ideas and expressing their own clearly. SL8.1

E. Elements of Persuasive Text

1. 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. RI8.8

F. "Over the Top: The True Adventures of a Volcano Chaser"

1. 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. RI8.6