

Unit 2/Concept 1

Grade 8 ELA Grade 8 ELA

Start Date: November 18, 2013

End Date : December 20, 2013

<p>Unit Overview</p> <p>Making inferences and drawing conclusions.</p>	<p>Content Elaborations</p> <p>Reading (R & L): Readers are able to choose the best evidence from a text as well as know why the evidence is the best and continue to use tools to analyze literary text and strengthen their comprehension and critical thinking skills. They are also able to analyze how the elements of setting and plot affect characters, supporting their understandings with specific details from the text. Readers can extend meaning by analyzing figurative and connotative meanings of words and understand how author's use of point of view can create different effects.</p> <p>Writing: Writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning, and enhances word choice, unity and the coherence of thoughts, ideas, and details. Writers activate prior knowledge and then engage in the process of inquiry and research, gathering new and relevant information, and assessing whether the evidence is sound and recognizing when it is irrelevant.</p>	<p>Unit Resources</p> <p>Lesson 1: "One Last Time" IS: Notes or Foldable</p> <p>Lesson 2: "Identity" IS: Write and pair/share</p> <p>Lesson 3: "Out of Bounds"</p> <p>Lesson 4: "Can a Cartoon Have a Point" (pg.850-853) I.S. Political Cartoons</p>
<p>Unit Vocabulary</p> <p>See vocabulary associated with each selection.</p>	<p>Enduring Understandings (Big Ideas)</p> <p>Lesson 1: How do readers distinguish among</p>	<p>Connections</p>

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	<p>elements within a text (informational and literary) to determine which elements most strongly support analyses and inferences?</p> <p>Lesson 2: How do readers analyze an author's background (culture, historical, political contexts, etc.) to evaluate the structure, purpose, audience, and ideas presented in a text?</p> <p>Lesson 3: How do readers distinguish and analyze an author's point of view to determine its impact on the delivery of ideas in a text?</p> <p>Lesson 4: How do an author's structure, point of view, and use of various elements reveal bias and impact a reader's interpretation of a text?</p>	
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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.RL.8 Literature

Key Ideas and Details

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

Grade Level Standard CCSS.ELA-Literacy.RL.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.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.

Craft and Structure

Anchor Standard RL.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

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choices shape meaning or tone.

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

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.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.

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.

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.

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.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.8.6 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.

Strand CCSS.ELA-Literacy.W.8 Writing

Production and Distribution of Writing

Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

Anchor Standard W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Assessment NWEA Map STAR/AR End of selection tests	Unit Reflection
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Unit 2/Concept 2

Content	Skills	Assessment
A. "One Last Time" B. "Identity" C. "Out of Bounds" D. "Can a Cartoon Have a Point"	A. "One Last Time" 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 2. Determine the 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. RI.8.2 3. 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 4. Determine the 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. RI.8.2 5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4 B. "Identity" 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 2. 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 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4 4. 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. W.8.8 C. "Out of Bounds" 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. RI.8.6	

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| | <ol style="list-style-type: none">2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.43. Draw evidence from literary and informational text to support analysis, reflection, and research. W8.9 <p>D. "Can a Cartoon Have a Point"</p> <ol style="list-style-type: none">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. RL8.12. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI8.13. Determine the 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. RL8.24. Determine the 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. RI8.25. 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. RL8.46. 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. RI8.47. 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. RI8.68. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.4 | |
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