

Unit 2/Concept 2

Grade 8 ELA Grade 8 ELA

Start Date: January 02, 2014

End Date : January 24, 2014

<p>Unit Overview</p> <p>Integration of Knowledge</p>	<p>Content Elaborations</p> <p>Reading (L & I): Readers understand the importance of citing text evidence in order to analyze text and that the evidence itself is the primary focus. An author can distinguish himself by his or her use of language, literary techniques, and point of view. Readers will need to analyze the different versions of text to evaluate how one version is different or better than the other.</p> <p>Writing: Writers are able to develop complete, logically sequenced text with relevant, credible evidence and detail. The writing is clear and coherent and clarifies the intended meaning, enhances word choice, unity and the coherence of thoughts, ideas and details. Writers are able to activate prior knowledge and engage in the process of inquiry and research and gather new and relevant information, assessing whether the evidence is sound and recognize when it is irrelevant.</p>	<p>Unit Resources</p> <p>Lesson 1: http://abcnews.go.com/WhatWouldYouDo/ I S: Generalizations and personal bias: discussion and debate.</p> <p>Lesson 2: "The Last Seven Months of Anne Frank"</p> <p>Lesson 3: "The Sisterhood of the Traveling Pants" (pg. 106-109) & Film Clip on Media Smart</p> <p>Lesson 4: "One More Round"</p> <p>Lesson 5: TED Talks Videos/Magazines/Newspapers</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 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</p>	<p>Connections</p>

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background (culture, historical, political contexts, etc.) to evaluate the structure, purpose, audience, and ideas presented in a text?

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?

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?

Lesson 5: How do readers analyze multiple texts providing conflicting information on the same topic and determine instances where texts disagree on matters of fact or interpretation?

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.

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.

Craft and Structure

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.8.6 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.

Integration of Knowledge and Ideas

Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standard RL.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the

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choices made by the director or actors.

Grade Level Standard CCSS.ELA-Literacy.RL.8.9 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.

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.

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.

Craft and Structure

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.8.6 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.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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.

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.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.8.7 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.

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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Content	Skills	Assessment
A. Lesson 1: http://abcnews.go.com/WhatWouldYouDo/	A. Lesson 1: http://abcnews.go.com/WhatWouldYouDo/	

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IS: Generalizations and personal bias: Discussions and debate.	<p>IS: Generalizations and personal bias: Discussions and debate.</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. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RL8.63. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RL8.74. Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. RL8.95. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI8.16. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. RI8.67. Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. RI8.98. Write arguments to support claims with clear reasons and relevant evidence. W8.19. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.410. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W8.711. Draw evidence from literary or informational text to support analysis, reflection, and research. W8.9	
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