

UNIT2 – HOW MUCH INFORMATION IS ENOUGH?

<p>Established Goals (Standards):</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 choices made by the director or actors.</p> <p>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</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>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</p>	Transfer	
	Students will be able to: Write a persuasive essay based on reading of argumentative text. Their essay should reflect points given in their reading, introduce and present evidence to back up their opinion, and use persuasive techniques introduced in the text. Additionally, students will complete a research based project that explores holidays around the world. Students will choose a country, research a holiday celebrated in December, and create a presentation for the class to share the information.	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • There are many types of literary nonfiction • Information is presented in various text types • There are 4 purposes of nonfiction writing • Author's use persuasive techniques that may not be fact. 	<ul style="list-style-type: none"> • How much information is enough? • What information is necessary? • How is information presented? • How do I recognize misinformation?
	Acquisition	
	KNOWLEDGE	SKILLS
	Students will know how to...	Students will be skilled at...
	<ul style="list-style-type: none"> • compare and contrast the structure of multiple texts. • analyze how different structures impact meaning and style of a text. • analyze how difference in points of view between characters and audience create effects in writing. • analyze the extent to which a filmed or live production follows the text or script of the same literary text. • evaluate the choices made by a director or actors in presenting an interpretation of a script. • select texts to read to develop personal choices in reading. • evaluate and make informed judgments about the quality of texts based on a set of criteria. • determine the meaning of words and phrases in text (figurative, connotative, and technical 	<ul style="list-style-type: none"> • citing text-based evidence that provides the strongest support for my analysis of literary text. • determining a theme or the central ideas of literary text. • analyzing the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). • objectively summarizing literary text. • analyzing how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. • determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) • analyzing the impact of word choice on meaning and tone (analogies or

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<p>summary of the text.</p> <p>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.</p> <p>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.</p> <p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>meanings).</p> <ul style="list-style-type: none"> • analyze the impact of word choice on meaning and tone (analogies or allusions). • analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). • evaluate the advantages and disadvantages of using different mediums to present an idea. • produce clear and coherent writing that is appropriate to task, purpose and audience. • use the writing process to ensure that purpose and audience have been addressed. • use evidence from literary or informational texts to support analysis, reflection, and research. • effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues • express my own ideas clearly during discussions • use a variety of strategies to determine the meaning of unknown words or phrases. 	<p>allusions).</p> <ul style="list-style-type: none"> • citing text-based evidence that provides the strongest support for an analysis of literary text. • determining a theme or the central ideas of an informational text • analyzing the development of a theme or central idea throughout the text (including its relationship to supporting ideas). • objectively summarizing informational text. • determining an author's point of view or purpose in an informational text. • analyzing how the author acknowledges and responds to conflicting evidence or viewpoints. • writing arguments to support claims with clear reasons and relevant evidence. • writing narrative texts about real or imagined experiences using relevant details and event sequences that make sense. • building on others' ideas during discussions • using correct capitalization, punctuation and spelling to send a clear message to my reader. • analyzing figurative language, word relationships and nuances in word meanings.
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Unit	Vocabulary	Instruction and Pacing (suggested order to teach)
<p>Section 1</p>	<p>Accumulate, challenge, decision, development, discrimination, explanation, exploration, factor, global, inequity, quality, quantity, reveal, statistics, valuable, invariably, fugitives, incentive, dispel, mutinous, bleak, authorized, criteria, harmonious, anonymously, eloquent, unanimous</p>	<p>Section 1: Facts and Visions</p> <p>Weeks 1-3</p> <ul style="list-style-type: none"> • Launching the Unit: How Much Information is Enough? • Intro Literary Nonfiction and types of Nonfiction • Determining point of view and structures(pg.204-207) • Present Story Vocabulary • Intro/read “Harriet Tubman: Conductor on the Underground Railroad” • Amistad Study and research - intro • Comprehension questions for understanding of text • Literary Analysis/writing to source/conventions of Language • Apply Essential questions to texts • Writing-biographical essay • Comparing text to film • Intro next text, “The Vision of Maya Ying Linn” /vocabulary/background • Listen to story/answer comprehension • Language-Verb tenses • Analyzing/comparing text and characterization • Analyzing how text structure in stories and narratives contribute to meaning and style • Writing- Open-ended responses to text • Reflective essay based on 1 of the stories • Speaking/Listening skills-pg. 272

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<p>2</p>	<p>Constructive, diverts, passively, pervading, trivial, skeptically, exultantly, awed, cataclysm, radiation, conceivable, contraction,</p>	<p>Section 2: Weeks 4-6</p> <ul style="list-style-type: none"> • Intro Section 2 Pgs. 236-237 Fact/Opinion and Persuasive Techniques • Vocabulary/grammar • Read “Trouble with Television” and ”Science and the Sense of Wonder” • Comprehension check/open-ended responses – Text Writing to Sources • Speaking/Listening – Oral Presentations/Argument (text Prompts) • Writing- informative essay • Independent Research – “Holidays around the World”
<p>3</p>	<p>Readers Theater, transitional, diverge(s), response, commentary, peer critique,</p>	<p>Section 3: Week 7-9</p> <ul style="list-style-type: none"> • Intro Section 3 Pgs. 254-268 Active/passive voice • Vocabulary/grammar • Text organization • Read “Forest Fire” pg. 258; “The Seasons” pg. 262; “Why Leaves Turn Color” pg. 264 • Comprehension check/open-ended responses – Text Writing to Sources • Language study – text origins • Speaking/Listening – Oral Presentations/Argument (text Prompts) • Writing- Informational Essay • Independent Research – “Holidays around the World” Oral presentation

<p>Common Misconceptions</p>	<p>Proper Conceptions</p>
<p>Students may develop an informative essay based on the words of others, not including their own thought and ideas with references.</p>	<p>Students should research a topic, develop an idea based on the topic, and follow up statements with references to the source.</p>
<p>Students might think they only need to know a word’s definition to successfully understand the word in a story.</p>	<p>Some words have multiple definitions and the context of the word is very important.</p>

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Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

Resources

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Texts

Pearson Common Core Literature

Pearson related activity workbooks: Close reading, All-In-One Student book

Underground Railroad (related video)

Websites

Pearson Realize

Common Core

Other:

SMARTBOARD related images

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Differentiation and Accommodations

Accommodations:

Some students may dictate or record their scripts.

Provide tutoring opportunities

Provide retesting opportunities after remediation (up to teacher and district discretion)

Teaching concepts in different modalities

Adjust pace and homework assignments

Advanced options:

Students may organize a public performance of their Readers Theater scripts.

Students may combine each group's script into a full-length script to create a single performance.

For all students independently proficient with technology, consider allowing them to incorporate script passages, imagery, and/or sound effects/musical score by using appropriate technology (e.g., PowerPoint, Prezi, OpenOffice Impress, Garage Band).

Students interested in, or independently proficient in, the arts may consider:

- * Enlarging script passages and creating accompanying illustrations
- * Creating a "playbill" for their performance
- * Producing a radio or print advertisement about their play
- * Writing a short song or poem to conclude the play
- * Designing or determining costumes (as part of props)
- * Choreographing/"staging" actors for the performance

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Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day.

21st Century Skills

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding

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- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

Performance Task

Holidays Around the World Presentations

After reading the stories in Unit 3, students will analyze the text to assess the writer's way of presenting information to the reader. Students will choose one technique and present their research to the class, showing an understanding of the material, as well as demonstrating the writing technique.

ASSESSMENTS

Unit 1

Mid-Unit Assessment: Pearson End of Part 1 test

Benchmark Unit 1 TEST

Unit 2

Mid-Unit Unit tests

End of Unit Argument Essay: (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b)

scaffolded essay

Benchmark Test

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