Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 8* / Grade 8 (ELA Regional Curriculum)

Friday, October 26, 2012, 12:27PM

Module 2: Literature-Author's Craft (Week 7, 7 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:English Language Arts 6–12, 8th Grade , Reading: Literature Craft and Structure 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. ▪ 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. 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. ▪ 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. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 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. ▪ 6a. Analyze multiple interpretations of full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. **FOCUS CCLS:English Language Arts 6–12, 8th Grade , Writing** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts,	**SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Reading: Literature** Key Ideas and Details 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. ▪ 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 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. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 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. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ▪ 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. 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.

and information through the selection, organization, and analysis of relevant content.

- 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 3a. 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.
- 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 3c. 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.
- 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating

- 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.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

Responding to Literature
11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

- 11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Reading: Informational Text
Key Ideas and Details
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.

- 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.

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

- 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.

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

understanding of the subject under investigation.

- 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.

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

- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9a. Apply grade 8 Reading standards to literature (e.g., "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").
- 9b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

FOCUS CCLS:English Language Arts 6–12, 8th Grade , Speaking & Listening

Comprehension and Collaboration

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.

- 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.
- 1a. 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.
- 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

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.

- 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.

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.

- 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.

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

- 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

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

- 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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.

- 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

▪ 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ▪ 1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	irrelevant evidence is introduced. 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. ▪ 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. ▪ 9a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 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. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write arguments to support claims with clear reasons and relevant evidence. ▪ 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ▪ 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ▪ 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ▪ 1d. Establish and maintain a formal style.

	▪ 1e. Provide a concluding statement or section that follows from and supports the argument presented. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 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.) ▪ 4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 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. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 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. 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. ▪ 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. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ▪ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Speaking & Listening** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 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. ▪ 2a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 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. Presentation of Knowledge and Ideas 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. ▪ 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.

	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ▪ 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 8th Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ▪ 1b. Form and use verbs in the active and passive voice. ▪ 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ▪ 1d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

	▪ 2b. Use an ellipsis to indicate an omission. ▪ 2c .Spell correctly. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ▪ 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ▪ 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ▪ 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. ▪ 4a. 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. ▪ 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ▪ 4c. Consult general and specialized 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. ▪ 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

	checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ▪ 5a. Interpret figures of speech (e.g. verbal irony, puns) in context. ▪ 5b. Use the relationship between particular words to better understand each of the words. ▪ 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ▪ 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.

Concepts
Macro-concepts: Author's craft in literature Writing with evidence **Micro-concepts**: ▪ Meaning

- Analogies/allusions
- Text structure
- Meaning and style
- Theme/Central idea
- Point of view
- Informative/explanatory writing
- Narrative writing

Enduring Understandings

Collaborative, self-directed learners use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ Prefixes, suffixes, word origins, and context clues can help readers understand the meanings of unfamiliar words (RL8.4) ▪ Literary elements and techniques, such as allusions, analogies, connotations, word choice, and tone, are used to convey meaning and purpose (RL8.4) ▪ Authors use different structures and styles (RL8.5) ▪ Point of view helps develop the author's meaning and purpose and can impact plot and effects like suspense and humor (RL8.6) ▪ Stories from different cultures and genres will have a variety of messages and points of view (RL8.6) ▪ Informational text can have both relevant and irrelevant content (W8.2) ▪ Writing is organized logically into meaningful parts (W8.2a) ▪ Narrative writing requires details and sequencing to convey real or imagined experiences (W8.3) ▪ Questions, including self-generated, can be a starting point for research (W8.7) ▪ Arguments support claims with reasons and evidence (W8.7) ▪ Evidence from literary or informational text(s) can be used to support writing (W8.9) ▪ Collaboration and discussion with other people are important in order to build on your own ideas (SL8.1)	▪ Determine the meanings of words (RL8.4) ▪ Understand and apply literary elements and techniques, such as figurative language (RL8.4) ▪ Determine connotations of different words (RL8.4) ▪ Analyze the impact of specific words on meaning and tone including analogies or allusions to other texts (RL8.4) ▪ Compare and contrast structure of multiple texts (RL8.5) ▪ Analyze how structure contributes to meaning and style (RL8.5) ▪ Recognize how different points of view impact the events and outcome of the story (RL8.6) ▪ Analyze how points of view of characters and reader (e.g., created through use of dramatic irony) create effects such as humor, suspense, etc. (RL8.6) ▪ Read and analyze novels, stories, poems, and other genres from diverse world cultures (RL8.6) ▪ Recognize, analyze and select relevant content, quotations etc. from text (W8.2) ▪ Organize ideas, concepts, and information into broader categories (W8.2) ▪ Format information (paragraph, topic sentences, stanzas, graphics, charts, and multimedia etc.) (W8.2) ▪ Use transitional words, phrases, or clauses to create cohesion (W8.2) ▪ Use real or imagined experience to develop narrative writing (W8.3) ▪ Use effective narrative techniques (dialogue, pacing, reflection, sentence variety, establish a context, and point of view) (W8.3) ▪ Answer and generate focused questions that allow for multiple avenues of explorations (W8.7) ▪ Analyze and reflect evidence from literary or informational text(s) (W8.9) ▪ Research evidence from literary or

	informational text(s) (W8.9) ▪ Collaborate and discuss in various settings and with different groupings (one-on-one, in groups, teacher-led, small groups) (SL8.1)

Vocabulary

Figurative language, connotative language, meaning, tone, analogies, allusions, suspense, humor, culture, perspective, informative, explanatory, genres, structure, style, point of view, dramatic irony, analysis, relevance, narratives, literary, informational, collaborative

Stage 2: Assessment Evidence

Assessments

Formative
Formative: Performance: Authentic Task

Module 2 Assessment #1

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Prefixes, suffixes, word origins, and context clues can help readers understand the meanings of unfamiliar words (RL8.4)
- Literary elements and techniques, such as allusions, analogies, connotations, word choice, and tone, are used to convey meaning and purpose (RL8.4)

Skills Assessed:

- Determine the meanings of words (RL8.4)
- Understand and apply literary elements and techniques, such as figurative language (RL8.4)
- Determine connotations of different words (RL8.4)
- Analyze the impact of specific words on meaning and tone including analogies or allusions to other texts (RL8.4)

Estimated Duration of time

40 min.

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

Task #1: For prefixes and suffixes:

Give the meaning of each prefix and suffix, and then create three words using that prefix and suffix and tell, in your own words, what it means.

EX:

Un: not

Unbreakable (not breakable), unhappy (not happy), unruly (not manageable)

-ious: full of

Envious (full of envy), ambitious (full of ambition), cautious (full of caution)

Task #2: For word definitions:

Create word webs with vocabulary words using the following graphic organizer for each word:

Denotation

Vocab.

Word

Task #3:

Students will read a poem with a lot of figurative language in it (example: “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein.)

While reading, write down any examples of figurative language they come across. Then, write a few sentences about what the mood of the story is (humorous) and how the figurative language examples helped shape the mood.

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Authors use different structures and styles (RL8.5)

Skills Assessed:

- Compare and contrast structure of multiple texts (RL8.5)
- Analyze how structure contributes to meaning and style (RL8.5)

Estimated Duration of time

45 min.

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

Students will read two different fiction pieces with different structures. One could be written as journal entries with dates. The other could be a short story. After reading and annotating the texts, students will answer the following questions:

1. How would you describe the structure of both texts?
2. How does the structure of the journal entry help you better understand the main idea?
3. How does the structure of the short story help you understand the main idea?
4. Which one do you think is easier to read and understand based on the structure? Why?
5. Which structure gives you a better idea of the main character's thoughts, feelings, and emotions?

Module 2 Assessment #3

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Point of view helps develop the author's meaning and purpose and can impact plot and effects like suspense and humor (RL8.6)
- Stories from different cultures and genres will have a variety of messages and points of view (RL8.6)
- Evidence from literary or informational text(s) can be used to support writing (8.9)

Skills Assessed:

- Recognize how different points of view impact the events and outcome of the story (RL8.6)
- Analyze how points of view of characters and reader (e.g., created through use of dramatic irony) create effects such as humor, suspense, etc. (RL8.6)
- Read and analyze novels, stories, poems, and other genres from diverse world cultures (RL8.6)
- Analyze and reflect evidence from literary or informational text(s) (W8.9)
- Research evidence from literary or informational text(s) (W8.9)

Estimated Duration of time

50-60 min.

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

Students will read an original version of the story "The Three Little Pigs." After reading, they will answer questions.

1. What kind of narrator is in the story?
2. What point of view is the story told from?
3. Who do you feel bad for in the story, the pigs or the wolf? Why?
4. Who is the protagonist(s)? Who is the antagonist(s)?

Students will read the story "The True Story of the 3 Little Pigs" by Jon Scieszka, A. Wolf, Lane Smith.

After reading, answer the following questions:

1. Who is the narrator of the story?
2. What point of view is the story told from?
3. How is the point of view different from the original story "The 3 Little Pigs?"
4. What does the change in point of view change about the whole story?
5. Is the wolf convincing? Why or why not?
6. Who do you feel sorry for in this version? Why?
7. The intention of both authors is different for each story. How?

Module 2 Assessment #4

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Informational text can have both relevant and irrelevant content (W8.2)
- Evidence from literary or informational text(s) can be used to support writing (W9)

Skills Assessed:

- Recognize, analyze and select relevant content, quotations etc. from text (W8.2)
- Organize ideas, concepts, and information into broader categories (W8.2)
- Format information (paragraph, topic sentences, stanzas, graphics, charts, and multimedia etc.) (W8.2)
- Use transitional words, phrases, or clauses to create cohesion (W8.2)
- Analyze and reflect evidence from literary or informational text(s) (W8.9)
- Research evidence from literary or informational text(s) (W8.9)

Estimated Duration of time

4 days

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

In anticipation of reading "The Diary of Anne Frank," students will conduct a short research project on the Holocaust. They will use sources such as the online United States Holocaust Memorial Museum (www.ushmm.org), and books from the library and other websites.

In a five-paragraph essay, they will answer the following research questions:

- What were some causes of the Holocaust and how did we get to that place?
- What were some effects of the Holocaust?
- How were victims treated before going to the concentration camps?
- What was life was like in the concentration camps?
- What did other countries do to help? Or what did they not do?
- What led to liberation?

Teachers will create their own rubric and guidelines for grading.

Module 2 Assessment #5

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Narrative writing requires details and sequencing to convey real or imagined experiences (W8.3)

Skills Assessed:

- Use real or imagined experience to develop narrative writing (W8.3)
- Use effective narrative techniques (dialogue, pacing, reflection, sentence variety, establish a context, and point of view) (W8.3)

Estimated Duration of time

Weekly

Description of the task

Please include:

- Instructions that will be given to students
- A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
- The format of the assessment—multiple choice, short answer, essay, etc.

Students will keep a writing journal to complete bell-ringer warm-ups and respond to literature and text-

dependent questions. These warm-ups could be about their own life and experiences, or be in response to characters, themes, and stories. Teachers should look for completeness, creativity, proper writing technique, and conventions.

summative
Summative: Performance: Authentic Task
Module 2 Summative Assessment
Formative and Summative Assessment Planning Template
Type:
Formative

Summative Summative
Critical Content and skills assessed

Critical Content:
(All content from previous formative assessments for Module 2)

Skills Assessed:
(All skills from previous formative assessments for Module 2)

Estimated Duration of time
60 min.
Description of the task
Please include:
• Instructions that will be given to students
• A description of the reading pieces to be used. Feel free to include suggested titles or any weblinks if you have them
• The format of the assessment—multiple choice, short answer, essay, etc.

Students will take a summative assessment consisting of reading passages and multiple choice questions.

For the first part: 10 questions which consist of sentences of paragraph using underlined vocabulary words. Students must use the context and knowledge of prefixes and suffixes to determine the meaning of the word (multiple choice)

For the second part:
Students will read a poem containing several examples of figurative language (ex. "Loo Wit"). 5 multiple choice questions will point students to specific lines in the poems. Students must identify what type of figurative language is in that line, or what the connotation of the underlined word is in the line. There will be 1 short answer question after the MC asking how the figurative language impacts the meaning and tone of the poem.
Students will read 2 short fiction passages. They will then answer 5 multiple choice questions which ask them to identify the point of the view for each, as well as the narrator's viewpoint and opinions.

Writing: Students will write a letter to Cinderella as if he or she is the wicked stepmother. Students will include in the letter:
• Their apology to Cinderella for their cruel behavior
• Their motives behind their actions
• Proper narrative writing (voice, 1st person narration, description, proper conventions)

Stage 3: Learning Plan

Learning Activities	Resources
	****Click on the links button for three sample units on *The Hunger Games*** See links for additional resources Sample Unit 1 of 3 Sample Unit 2 of 3 Sample Unit 3 of 3 Text for Sample Units Text for Sample Units Text for Sample Units

	Text for Sample Units Text for Sample Units Text for Sample Units Grade 8 Resources.docx

<< Previous Year

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