Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 12:25PM

Module 3: Informational-Author's Craft (Week 14, 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: Informational Text 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. 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 irrelevant evidence is introduced. **FOCUS CCLS:English Language Arts 6–12, 8th Grade , Writing** 2. Write informative/explanatory texts to examine	**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. 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

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, 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

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.

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.

- 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

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 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.

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 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.

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

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.

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.

of the evidence and identifying when irrelevant evidence is introduced.	▪ 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) Responding to Literature 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. ▪ 11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. **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. 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. 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. 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. 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. 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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 informational text
- Writing with evidence to inform/explain

Micro-concepts:

- Meaning/tone
- Analogies/allusions
- Text structure
- Word choice
- Point of view
- Conflicting evidence
- Informative/explanatory writing
- Narrative writing
- Conducting Research

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
▪ Meanings of words and phrases need to be determined including figurative, connotative and technical meanings. (RI 8.4) ▪ The structure of paragraph(s) refines meaning (RI8.5) ▪ The author has a point of view and purpose for writing and acknowledges conflicting evidence and viewpoints (RI8.6) ▪ An author's reasoning and evidence should support the argument (RI8.8) ▪ 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) ▪ A speaker's argument and claims can be understood by listening and reflecting. (SL8.3)	▪ Understand figurative language, connotative and technical meanings (RI8.4) ▪ Analyze impact of specific word choice on meaning and tone including analogies and allusions (RI 8.4) ▪ Identify the role of particular sentences in developing a key concept(s) (RI8.5) ▪ Analyze how author addresses conflicting evidence and viewpoints (RI8.6) ▪ Evaluate author's argument and reasoning based on textual information (RI8.8) ▪ Assess the validity of reasoning and evidence in support of an argument (RI8.8) ▪ 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) ▪ Evaluate soundness of reasoning (SL 8.3) ▪ Evaluate the relevance and sufficiency of evidence in a speaker's argument (SL8.3) ▪ Identify when irrelevant evidence is introduced (SL8.3)

Vocabulary

Figurative language, connotative language, technical language, analogies, allusions, point of view, inform, persuade

Stage 2: Assessment Evidence

Assessments

Formative Assessment
Formative: Performance: Authentic Task

Module Assessment

Grade 8 – Module 3 – Informational Text

Formative and Summative Assessment Planning Template

Type:

Formative

Summative

Critical Content and skills assessed

- Meanings of words and phrases need to be determined including figurative, connotative and technical meanings. (RI 8.4)
- The structure of paragraph(s) refines meaning (RI 5)
- The author has a point of view and purpose for writing and acknowledges conflicting evidence and viewpoints (RI 6)
- An author's reasoning and evidence should support the argument (RI8.8)
- 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 (W9)
- Collaboration and discussion with other people are important in order to build on your own ideas (SL8.1)

A speaker's argument and claims can be understood by listening and reflecting. (SL8.3)

- Understand figurative language, connotative and technical meanings (RI8. 4)
- Maintain interactive notebooks on content presented throughout module.
- Analyze impact of specific word choice on meaning and tone including analogies and allusions (RI 8.4)
- Identify the role of particular sentences in developing a key concept(s) (RI8.5)
- Analyze how author addresses conflicting evidence and viewpoints (RI8.6)

- Evaluate author's argument and reasoning based on textual information (RI8.8)
- Assess the validity of reasoning and evidence in support of an argument (RI8.8)
- 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)
- Evaluate soundness of reasoning (SL 8.3)
- Evaluate the relevance and sufficiency of evidence in a speaker's argument (SL8.3)
- Identify when irrelevant evidence is introduced (SL8.3)

Summative Assessments

- Write a story or short text employing figurative and connotative language, which includes a clear point of view and understanding of the purpose for writing.
- Multimedia presentation which students teach their peers what they have learned about various authors view points, summarize it, analyze their argument and reasoning, and reflect on validity(ex. Powerpoint, Prezi, posterboard, smartboard)
- Write a short story, poem or drama, that employs effective narrative techniques.
- Students critique peers' presentations based on use of speech and language criteria, as well as listening techniques.
- Prepare for a debate by Researching and analyzing evidence from literary or informational text to support the claim.
- Fishbowl Discussion using text dependent questions in a collaborative group discussion which encourages students to elaborate on each students answer to question.
- Present and discuss contents of interactive notebook

Formative Assessments

- Word match using Figurative, connotative, and technical with examples of each for students to match
- Sort relevant content quotations from irrelevant information from text, analyze how relevant information supports meaning of text.
- Use close passages using multiple words to analyze specific word choice on specific mood
- Cut up paragraphs and have students put back together and state their role in explaining the

concept.

- Debate on conflicting points of view and evidence to assess the validity of the argument.
- Transition word cut & paste (Using sentences generated by students or teacher, cut and paste and write in transition words that make it flow.
- Journal response answering a text depending question evaluating author's claims and assessing validity of those claims.
- Student will create or complete a graphic organizer identifying sequencing experiences in narrative or non-fiction text.

- Students answer and generate text dependent questions based on a reading selection.
- After watching video or reading a story student will outline claims and evidence used in a written paragraph.
- Variety of short checks of understanding on narrative techniques, transitional words or phrases, paragraph format, figurative, connotative, and technical meanings

- Smartboard activities ex. matching, fill in the blank, vortex.
- Sentence strips- ex. chunking pieces of sentences and punctuation separately for students to work together.
- Checklists of techniques
- Students write samples utilizing technique.
- Graphic organizer- student identifies the technique
- Word sort of technique and associated term match
- Short written work using real or imagined ideas to develop narrative text. (ex. Journal or diary entry, letter, email, fake book entry
- Short writing reflecting analysis of claims using evidence from text (text dependent questions to support analysis)
- Discussion/debate analyzing conflicting claims in collaboration with various groups (Ex: 1:1, teacher led, student lead, and small groups) Evaluate soundness of arguments of various groups using presentation rubric
- Graphic organizer (t-chart) delineating different argument/claims in non-fiction and fiction text, with emphasis on non-fiction.
- Vocabulary- ex. Word sorts, (closed and open)Frayer, flash card activities, Smart Board Activities, crossword puzzles, concept definition maps, word questioning organizer, List-Group-Label
- Students respond to text dependent questions to promote critical thinking.
- Evaluate the author's point of view and purpose for writing (Example: Using text on the same subject comparing points of view and purpose) Ex. True Story of the Three Little Pigs with traditional story of the Three Little Pigs
- Graphic organizer delineating Author's Craft (Semantic Feature Analysis Grid)

Estimated Duration of time

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.

Stage 3: Learning Plan	
Learning Activities	**Resources**
	See links for additional resources Grade 8 Resources.docx

<< Previous Year

Last Updated: Friday, October 26, 2012, 12:25PM

Atlas Version 7.2.6
© Rubicon International 2012. All rights reserved