Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 12:30PM

Module 1: Lit/ Info Text-Unlocking the Text (Week 1, 6 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 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. **FOCUS CCLS:English Language Arts 6–12, 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.	**SUPPORTING CCLS:English Language Arts 6-12, NYS: 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. 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

- 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).

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
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.

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

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 of American and world cultures.

- 11b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

SUPPORTING CCLS:English Language Arts 6-12, NYS: 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

- 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 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 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.

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

Production and Distribution of Writing
4. Produce clear and coherent writing in which the

is introduced”). **FOCUS CCLS:English Language Arts 6–12, 8th Grade , Speaking & Listening** 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. 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.	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.) 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** 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. 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. 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. 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. **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:

- Literal understanding of text
- Inferential understanding of text
- Writing with evidence

Micro-concepts:

- Theme/central idea
- Supporting details
- Setting
- Character traits
- Plot; sequence of episodes
- Story elements
- Dialogue
- Action
- Connections between individuals, events, or ideas (informational texts)

Enduring Understandings

Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ Readers cite relevant information from a variety of sources to support analysis of or inferences from a text (RL8.1, RI8.1) ▪ Readers use implied information and context	▪ Cite textual evidence (RL8.1, RI8.1) ▪ Draw inferences (RL8.1, RI8.1) ▪ Determine a theme/central idea (RL8.2,RI8.2) ▪ Analyze development of theme/central idea

clues to draw inferences (RL8.1) ▪ Theme is developed throughout a story using elements such as plot, characterization, setting, mood, point of view, and tone (RL8.2) ▪ Dialogue and characters' actions impact the plot of a story (RL8.3) ▪ Central ideas are developed over the course of a text using supporting details (RI8.2) ▪ There are meaningful connections between people, ideas, and events in a text and between texts (RI8.3) ▪ An author's reasoning and evidence should support the argument (RI8.8) ▪ Arguments support claims with reasons and evidence (W8.1) ▪ 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) ▪ Evidence from literary or informational text(s) can be used to support writing (W8.9) ▪ Delivery of a presentation includes appropriate language, pacing, volume, eye contact, pronunciation (SL8.4) ▪ Content should be focused and coherent with valid reasoning (SL8.4) ▪ Speakers must understand their audience and purpose (SL8.6)	(RL8.2/RI8.2) ▪ Provide a summary of the text (RL8.2, RI8.2) ▪ Analyze how dialogue impacts the story and characters' actions (RL8.3) ▪ Analyze connections and distinctions between individuals, ideas, or events (RI8.3) ▪ Recognize important ideas and events and how they are connected (RI8.3) ▪ 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) ▪ Write arguments to support claims (W8.1) ▪ Use relevant information to support argument (W8.1) ▪ 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 evidence from literary or informational text(s) (W8.9) ▪ Analyze and reflect evidence from literary or informational text(s) (W8.9) ▪ Research evidence from literary or informational text(s) (W8.9) ▪ Present claims in a focused and organized way (SL8.4) ▪ Use relevant evidence and specific details (SL8.4) ▪ Speak clearly to the directed audience (SL8.4) ▪ Focus on eye contact, volume, and pronunciation in public speaking (SL8.4) ▪ Adjust language based on context and audience (SL8.6)

Vocabulary

Theme, central idea, theme development, story elements, dialogue, action, cite, citation, argumentative, narrative, inferences, character, setting, plot, analogies, relevant, irrelevant, sequencing, analysis, claims

Stage 2: Assessment Evidence

Assessments

Formative
Formative: Performance: Authentic Task

Module 1 Assessment #1

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Readers use implied information and context clues to draw inferences (RL8.1)
- Theme is developed throughout a story using elements such as plot, characterization, setting, mood, point of view, and tone (RL8.2)
- Dialogue and characters' actions impact the plot of a story (RL8.3)

Skills Assessed:

- Draw inferences (RL8.1)
- Determine a theme/central idea (RL8.2)
- Analyze development of theme (RL8.2)
- Analyze how dialogue impacts the story and characters' actions (RL8.3)
- Analyze evidence from literary or informational text(s) (W8.9)
- Analyze and reflect evidence from literary or informational text(s) (W8.9)

Estimated Duration of time

40-50 minutes

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.

Please read the following literary and informational passages and answer the multiple choice questions that follow.

Students will read a short fiction passage at the 8th grade complexity level band. They will then answer 5 multiple choice questions (2 inferences, 3 theme)

Students will then read a short fiction passage at the 8th grade complexity level band. They will then answer 5 multiple choice question s (2 literal, 3 central idea).

Module 1 Assessment #2

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Readers use implied information and context clues to draw inferences (RL8.1)
- Theme is developed throughout a story using elements such as plot, characterization, setting, mood, point of view, and tone (RL8.2)
- Dialogue and characters' actions impact the plot of a story (RL8.3)
- There are meaningful connections between people, ideas, and events in a text and between texts (RI8.3)

Skills Assessed:

- Cite textual evidence (RL8.1)
- Draw inferences (RL8.1)
- Determine a theme/central idea (RL8.2)
- Analyze development of theme (RL8.2)
- Provide a summary of the text (RL8.2)
- Analyze how dialogue impacts the story and characters' actions (RL8.3)
- Analyze connections between individuals, ideas, or events (RI8.3)
- Recognize important ideas and events and how they are connected (RI8.3)

Estimated Duration of time

50-60 minutes

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.

Please read the following short story (choose short story from unit). After reading the story, complete the

following task:

1. Write 2-3 paragraphs answering the following prompts:

- What is the theme of the story?
- What pieces of evidence can you choose to support your theme?
- How do the character's actions and dialogue contribute to the theme?
- How does setting contribute to the theme?
- How do mood and tone contribute to the theme?
- Why is the theme of the story important to the plot and characters?

Module 1 Assessment #3

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Analyze connections and distinctions between individuals, ideas, or events (RI8.3)
- Recognize important ideas and events and how they are connected and how they are different (RI8.3)

Skills Assessed:

- There are meaningful connections and distinctions between people, ideas, and events in a text and between texts (RI8.3)

Estimated Duration of time

20 minutes

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.

Using a short story being read in the unit (or a novel if applicable) complete the following Venn Diagram showing connections and distinctions between characters.

Character 1 Similarities Character 2

Include connections and distinctions in appearance, background, character traits, actions, and beliefs

Module 1 Assessment #4

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- An author's reasoning and evidence should support the argument (RI8.8)

Skills Assessed:

- 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)

Estimated Duration of time

40 minutes

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.

Read the following non-fiction argument essay (choose one that applies to curriculum and is on 8th grade complexity level band). Then, complete the following chart by picking out what information is relevant and what information is irrelevant. In the third column, note information you think should have been included in the author's argument, or questions you need answered about the argument.

Relevant Info:

Irrelevant Info:

Additional info. to add/Questions to answer:

Then, write a paragraph evaluation the author's argument. Explain whether you thought their argument was supported with claims and the evidence was relevant and sufficient.

Module 1 Assessment #5

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

Summative

Critical Content and skills assessed

Critical Content:

- Questions, including self-generated, can be a starting point for research (W8.7)
- Arguments support claims with reasons and evidence (W8.7)
- Delivery of a presentation includes appropriate language, pacing, volume, eye contact, pronunciation (SL8.4)
- Content should be focused and coherent with valid reasoning (SL8.4)

Skills Assessed:

- Write arguments to support claims (W8.1)
- Use relevant information to support argument (W8.1)
- Answer and generate focused questions that allow for multiple avenues of explorations (W8.7)
- Present claims in a focused and organized way (SL8.4)
- Use relevant evidence and specific details (SL8.4)
- Speak clearly to the directed audience (SL8.4)
- Focus on eye contact, volume and pronunciation in public speaking (SL8.4)
- Adjust language based on context and audience (SL8.6)

Estimated Duration of time

2 weeks

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.

1. Brainstorm a list of topics that people have strong and differing viewpoints on (ex. Smoking, texting while driving, parental and school Internet control, homework, bullying consequences, etc.)
2. From this list, choose one topic. Create a research question to answer. (Should parents be able to have access to your Facebook? Should students have homework every night? What should the consequences for bullying be?)
3. Choose a viewpoint (don't be in the middle—take a stand.)
4. Over the next few weeks, we will research our topics in the library and on the Internet. Take notes with facts and information to support your claim about your research question. Remember to cite

your sources for an MLA works cited page with your essay. (NoodleTools, EasyBib)

5. After research is completed, write your argument essay (5 paragraphs—follow rubric and guidelines created by teacher) to support your claims with clear reasons and relevant evidence.
6. Present your claims and findings to the class in a focused, coherent manner following the guidelines of public speaking discussed with your teacher.

Module 1 Assessment #6

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxx

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

2 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.

Read an excerpt from a short story. (The excerpt should be the beginning and middle of a story, but leave the ending out). Once students have read the excerpt they will:

1. Write their own ending for the story
2. The narrative should go along with what has been established in the story already. Use clues and events from the story to predict a likely and reasonable ending.
3. The narration should:

- remain in the same point of view as the story,
- follow an organized sequence of events
- Use techniques like dialogue, description, reflection, transition words, precise sensory language
- Provide a conclusion that reflects experiences in the story

Summative
Summative: Performance: Authentic Task

Module 1 Summative Assessment

Formative and Summative Assessment Planning Template

Type:

Xxxxxxxxxxxxxxxxxxx

Formative

sdsdsd

Summative

Summative

Critical Content and skills assessed

Critical Content:

(All content from previous formative assessments for Module 1)

Skills Assessed:

(All skills from previous formative assessments for Module 1)

Estimated Duration of time

90 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 have 1 literary passage and 2 non-fiction argument passages (with differing viewpoints on the same topic).

Students will read the literary passage, and answer multiple choice questions on the following:

- Identifying theme
- Drawing inferences
- Text-based detail questions

- How characterization, dialogue, and setting impact the plot

Students will complete a short answer question identifying the theme of the story and giving at least three details from the story to support the theme.

Students will read 2 paired non-fiction passages. The passages will be from two different authors with opposing viewpoints on the same topic.

Students will answer multiple choice questions about the two passages on the following:

- Central idea
- Drawing inferences
- Text-based detail questions
- Supporting details
- Author's argument
- Point of view

Students will complete an essay on the paired passages. They will contrast the two author's arguments in one paragraph. In another paragraph, they will evaluate which author's argument is most valid and relevant and why.

Stage 3: Learning Plan

Learning Activities	Resources
	See links for additional resources Grade 8 Resources.docx

<< Previous Year

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