Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 12:22PM

Module 5:Genre (Week 26, 8 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 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. **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, 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	**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

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 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

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.

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

a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	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). 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 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. 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.) 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** 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. 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:

- Writing with evidence to inform/explain
- Analyzing a particular genre

Micro-concepts:

- Informative/explanatory writing
- Narrative writing

- Conducting research

Enduring Understandings

Collaborative, self-directed learners recognize the distinguishing features of texts in a genre in order to develop a deeper understanding to broaden personal reading experiences.

Critical Content	Skills
▪ There is continual influence of historical literature on later and modern day literary works (RL8.9) ▪ Informational text can have both relevant and irrelevant content (W8.2) ▪ 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)	▪ Analyze themes and patterns of events from myths, traditional stories, religious works including the Bible (RL8.9) ▪ Understand character types from myths, traditional stories, religious works including the Bible (RL8.9) ▪ Describe how these older sources of literature are rendered new in modern literature (RL8.9) ▪ 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) ▪ Delineate and evaluate arguments and claims in texts, assessing credibility and relevance (W8.9b)

Vocabulary

transitional words

narrative

dialogue

pacing

reflection

relevant

Stage 2: Assessment Evidence

Assessments

Formative: Performance: Authentic Task

Grade 8 Module 5 Assessment

Formative and Summative Assessment Planning Template

Type:

Formative

Summative

Formative

And Summative

- **Critical Content**

- There is continual influence of historical literature on later and modern day literary works (RL8.9)
- 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)

Skills assessed

- Analyze themes and patterns of events from myths, traditional stories, religious works including the Bible (RL8.9)
- Understand character types from myths, traditional stories, religious works including the Bible (RL8.9)
- Describe how these older sources of literature are rendered new in modern literature (RL8.9)
- 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)

- Delineate and evaluate arguments and claims in text assessing credibility and relevance
-

Estimated Duration of time

SUMMATIVE ASSESSMENTS

Write a myth which includes theme, character development, and narrative techniques. Assess with rubric.

Multimedia presentation which analyzes the influences of traditional literary work on a modern work. (ex. Powerpoint, Prezi, posterboard)

Write a short story, poem or drama, that employs effective narrative techniques.

Examine propaganda and/or advertisement and evaluate the credibility and relevance of the claims. Present findings in writing or multimedia format.

Prepare for a debate by Researching and analyzing evidence from literary or informational text to support the claim.

FORMATIVE ASSESSMENTS

Journal response answering a focus question that requires analysis of the theme or character types.

Student will create or complete a graphic organizer identifying character traits.

Compare a traditional work with a modern work with similar theme or character a short writing piece.

Students answer and generate focused 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.

Short quiz on reading selections (multiple choice or fill in the blank)

Variety of short checks of understanding of narrative techniques –

- 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)

Delineate and evaluate arguments in text– ex graphic organizer, lists, debates.

Vocabulary- ex. Word sorts, Frayer, flash card activities, Smart Board Activities, Puzzles,etc.

Students respond to text dependent questions which promotes broader thinking .

Summative
Summative: Performance: Authentic Task

SUMMATIVE ASSESSMENTS

Write a myth which includes theme, character development, and narrative techniques. Assess with rubric.

Multimedia presentation which analyzes the influences of traditional literary work on a modern work. (ex. Powerpoint, Prezi, posterboard)

Write a short story, poem or drama, that employs effective narrative techniques.

Examine propaganda and/or advertisement and evaluate the credibility and relevance of the claims. Present findings in writing or multimedia format.

Prepare for a debate by Researching and analyzing evidence from literary or informational text to support the claim.

Stage 3: Learning Plan

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

<< Previous Year

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