Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 12:20PM

Module 6: Literary Analysis (Week 33, 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 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. ▪ 11a. Self-select text to develop personal preferences. ▪ 11b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. **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	**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.

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.

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

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.

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

▪ 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** 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.	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** 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 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. 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. 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. **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:

- Literary analysis
- Writing with evidence to argue

Micro-concepts:

- Interpretation of text
- Evaluation of text
- Argumentative writing
- Narrative writing
- Conducting research

Enduring Understandings

Collaborative, self-directed learners obtain, analyze, and synthesize information from a variety of resources to express information, change perspectives, clarify thinking, and make informed decisions.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ Narratives, poetry and drama can be analyzed artistically and ethically (RL8.11) ▪ Criteria must be established to classify, select, and evaluate texts(RL8.11) ▪ Claims can be used to support an argument in writing (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) ▪ Arguments support claims with reasons and evidence (W8.7) ▪ Information can be quoted and paraphrased from multiple print and digital sources. Citations are necessary from credible sources (W8.8) ▪ Evidence from literary or informational text(s) can be used to support writing (W8.9) ▪ Speakers must understand their audience and purpose (SL8.6)	▪ Interpret, analyze and evaluate literature making connections to texts, cultural views, events, and eras (RL8.11) ▪ Self-select texts (RL8.11) ▪ Establish and use criteria to evaluate texts (RL8.11) ▪ provide clear reasons and relevant evidence (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) ▪ Use search terms effectively (W8.8) ▪ Assess credibility and accuracy (W8.8) ▪ Quote or paraphrase data and conclusions of others avoiding plagiarism(W8.8) ▪ follow standard format for citation(W8.8) ▪ Analyze and reflect evidence from literary or informational text(s) (W8.9) ▪ Research evidence from literary or informational text(s) (W8.9) ▪ Adjust language based on context and audience (SL8.6)

Vocabulary

Perspective, eras, interpretation, author's message, informed judgment

Stage 2: Assessment Evidence

Assessments

Summative: Written: Essay

Students write a literary essay to evaluate a piece of literature by making connections to text, cultural views, events, or eras (ex. Students read the *Diary of Anne Frank* and a short piece on genocide in Kosovo and compare the circumstances in the two settings). Students will provide clear reasons and relevant evidence from the text.

Summative: Written: Narrative

Students will write a narrative on a real or imagined experience which will demonstrate understanding of audience ,purpose and narrative techniques. (ex. Memoir, personal essay, fiction story,)

Summative: Written: Narrative

Students will create an "I search" where they research a time period or an event in history then write a narrative incorporating historical events in the first person, as if they were there.

Summative: Performance: Authentic Task

Student creates a research based brochure, newsletter/newspaper, group magazine, Power-Point, speech, feature article, biography, or essay on an approved topic.

Summative: Written: Informative

Students will write a literature-based essay, personal reaction, letter essay, or character diary

Formative: Oral: Discussion

Discuss the artistic components of literary genres (word choice, sentence style, character development, plot development etc.)

Formative: Performance: Authentic Task

Create and complete a graphic organizer that includes criteria to evaluate a literary text artistically

Formative: Written: Journal/ Diary

Journal entry making a judgment based on in an ethical situation in a text

Formative: Performance: Authentic Task

Students complete a reading interest assessment that includes author, genre, etc. Journal response answering a focus question that requires analysis of the theme or character types.

Formative: Performance: Authentic Task

Students answer and generate focused text dependent questions based on a reading selection.

Formative: Other: Quiz

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

Formative: Performance: Authentic Task

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

Formative: Written: Narrative

Short written work using real or imagined ideas to develop narrative text. (ex. Journal or diary entry, letter, email, fake book entry,)

Formative: Performance: Authentic Task

Students will analyze and select relevant details from a text, based on stated criteria.

Formative: Written: Informative

Short writing reflecting analysis of claims using evidence from text (text dependent questions to support analysis)

Formative: Performance: Authentic Task

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

Formative: Performance: Authentic Task

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

Formative: Performance: Authentic Task

Students respond to text dependent questions which promotes broader thinking .

GC Writing Curr 4 genres w/rubrics
Summative: Performance: Authentic Task

Narrative, Informational, Persuasive, and Poetry tasks with skill lists and rubrics

GC writ curr 4 genres w rubrics

narrative writing outline.doc

Stage 3: Learning Plan

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

<< Previous Year

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