

MARKING PERIOD 3 AT A GLANCE: Reading: Fiction; Writing Mini-Research, Literary Comparison Essay

Essential Questions:

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| 1. What do good readers do? | • Cite textual evidence | • Capitalization |
| 2. Am I clear about what I just read? | • Theme | • Context Clues |
| 3. Author's choice: Why does it matter? | • Dialogue | • Commas, ellipsis, dashes |
| 4. What makes a story a "great" story? | • Word Choice | • Figurative Language |
| 5. What do good writers do? | • Compare and contrast two stories | • Analogy |
| 6. What's my purpose and how do I develop it? | • Point of view | • Active/Passive Verbs |
| 7. Writing clearly: What makes a difference? | • Analyze film production/movie for comparison | • Verbals, Gerunds, Participles, Infinitives |
| 8. What do good researchers do? | | |
| 9. "Cut and Paste:" What's the problem? | | |
| 10. Final product: What does it take? | | |

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
<p>Fiction, Poetry</p> <p><u>Writing</u> **We are doing a Literary Essay comparing two texts</p> <p>Mini Research Topic that connects to the setting or theme of a story you read (Intro to citation, works cited page)</p>	<p>Reading Standards - Literature RL.8</p> <p>RL.8.1--Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2-- 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.</p> <p>RL.8.3--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.</p> <p>RL.8.4--Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific</p>	<p>Reading Skills</p> <ul style="list-style-type: none"> • Define textual evidence • Define inference and explain how a reader uses textual evidence to reach a logical conclusion • Read closely and find answers explicitly in text • Analyze author's words and determine text that supports explicit and inferential questions • Define theme • Analyze plot and how it contributes to theme • Define summary and compose an objective summary 	<ul style="list-style-type: none"> • Quizzes • Tests • Informal Assessment • Various formative assessments. • Journals • Progress Monitoring • Informative Writing – Brief Research Project • Writing Portfolios 	<p><i>Selections from Elements of Literature, Second Course may include but are not limited to:</i></p> <p>There Will Come Soft Rains The Inn of Lost Time</p> <p>Wise Old Woman People Could Fly (Companion pieces for Comparison essay)</p> <p>Charles Ransom of Red Chief (Companion Pieces for comparison essay)</p> <p>The Giver <i>Film - The Truman Show</i> (Companion Pieces for comparison essay)</p>

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	<p>word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5--Compare and Contrast the structure of two or more texts and analyze hoe the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6--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.</p> <p>RL.8.7--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 the directors or actors.</p> <p>RL.8.9--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.</p> <p style="text-align: center;">Writing Standards W.8</p> <p>W.8.2--Write Informative /explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of</p>	<ul style="list-style-type: none"> • Identify dialogue and analyze how it propels action • Analyze dialogue to reveal character and it provokes their decision • Analyze how an incident propels action or reveals character/decision • Define and identify various forms of figurative language • Distinguish between literal and figurative language • Recognize point of view and how it can create various effects • Analyze how the differences affect the meaning of the text • Identify and compare thematic connections between classic/modern works. <p style="text-align: center;">Writing Skills</p> <ul style="list-style-type: none"> • Select a topic and identify and gather relevant information • Define common formatting/organizational structures 	<p style="text-align: center;">Dec. 1th</p> <p style="text-align: center;">Informational Pre-writing</p> <p style="text-align: center;">(provided by Assessment Office)</p>	<p style="text-align: center;">WRITING</p> <ul style="list-style-type: none"> • http://oaklandk12-public.rubiconatlas.org

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	<p>relevant content.</p> <p>a) 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.</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or</p>	<ul style="list-style-type: none"> • Analyze information and organize into broader categories • Present information in a formal style (introduction, supporting details, transitions, concluding statement). • Compose clear piece of writing that demonstrates understanding of a specific writing style • Identify and use technology to compose writing • Collaborate with others through technology to enhance writing • Identify and distinguish how research writing is different from other writing • Focus research around a central question • Choose and analyze information from several sources • Evaluate credibility of sources • Define plagiarism • Quote sources • Paraphrase sources 		

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	<p style="text-align: center; color: red;">explanation presented.</p> <p>W.8.4--Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5--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.</p> <p>W.8.6--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.</p> <p>W.8.7—Conduct short research projects to answer a question (including a self generated question) drawing on several sources and generating additional related, focus questions that allow for multiple avenues of exploration.</p> <p>W.8.8—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</p>	<ul style="list-style-type: none"> • Properly cite information in bibliography <p>Language Skills</p> <ul style="list-style-type: none"> • Define and identify and explain purpose of 		

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	<p>conclusion of others while avoiding plagiarism and following a standard format for citation.</p> <p style="text-align: center;">Language Standards L.8</p> <p>L.8.1--Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b) Form and use verbs in the active and passive voice.</p> <p>c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d) Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L.8.2--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b) Use an ellipsis to indicate an omission.</p> <p>c) Spell correctly.</p>	<p>gerund, participle and infinitive verbs</p> <ul style="list-style-type: none"> • Explain difference between active and passive voice • Explain the difference between and use indicative, imperative, interrogative and subjunctive verbs • Identify and correct verb shifts in tense and mood • Determine when to capitalize words • Determine when to use commas, ellipses, dashes • Identify misspelled words and use resources to correct • Infer meaning of words by using context clues • Recognize and define affixes and roots • Consult reference material • Recognize difference between Tier Two and Three words and use them to increase 		

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	<p>L.8.3--Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</p> <p>L.8.4--Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) Verify the preliminary determination of the meaning of a</p>	<p>comprehension and expression</p> <p>Speaking and Listening Skills</p> <ul style="list-style-type: none"> Determine key points or central ideas 		

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	<p>word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.6--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.</p> <p>Speaking and Listening – SL.8</p> <p>SL.8.1--Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines,</p>	<ul style="list-style-type: none"> • Define the roles and rules for collaborative discussion • Participate and contribute to collaborative discussion groups • Determine, support and present key points with relevant evidence in a logical sequence. 		

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	<p>and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL. 8.2-- Analyze the purpose of information presented in diverse media and formats (eg visually, quantitatively, orally) and evaluate the motives (eg social, commercial, political) behind its presentations</p> <p>SLSL.8.3--Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when a irrelevant evidence is introduced.</p> <p>SL.8.4--Present claims and findings, emphasizing salient points in a focus, coherent manner with relevancy evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume and clear pronunciation</p>			

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	<p>SL.8.5-- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6--Adapt speech to a variety of contexts and tasks and demonstrating command formal english when indicated or appropriate.</p>			