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| **C:\Documents and Settings\Susan Jacobs\Local Settings\Temporary Internet Files\Content.IE5\TCWA3842\MC900441708[1].png GRADE 8**  **ELA CCGPS UNIT PLAN: 1st 9 WEEKS** |
| **READING FOCUS : Informational**  **THEME:**  **Coming of Age** |
| **EXTENDED TEXT: *Cold Sassy* *Tree* by Olive Ann Burns; Leaving Cold Sassy by Olive Ann Burns**  **SHORT TEXTS (mixture literary and informational):**     1. **“Who are you” Caterpillar excerpt from *Alice in Wonderland* by Lewis Carroll** 2. **Excerpt from the *Hunger Games* by Suzanne Collins*:* Katniss explains her role as primary caregiver for Prim** 3. **“Raymond’s Run” short story by Toni Cade Bambara (In Literature Textbook)** 4. **“Identity” poem by Julio Noboa** 5. **Excerpt from anthology *Coming of Age in America: “*The Jacket*”*** 6. ***To Kill a Mockingbird*, excerpted, Harper Lee** 7. ***A Summer Life*, Gary Soto** 8. **Excerpt from *Something to Declare* by Julia Alvarez (Dominican Republic 1960s) pg. 302 in *McDougall Litell The Language of Literature Grade 8*** 9. **“Flying” by Reeve Lindbergh(White middle/upper class 1950s)** 10. **Excerpts from “Knots in My Yo Yo String” and “War” by Sebastian Junger (Italian-American –Northeast 1950s)** 11. **Excerpts *Soul Surfer* by Bethany Hamilton (White 2000s)** 12. **“Where I’m From” by George Ella Lyons** 13. **“Rules of the Game” short story by Amy Tan (In Literature Textbook)** 14. **Excerpt from “First French Kiss” by Adam Bagdasarian** 15. **Excerpt from “Out of Bounds” by Beverley Naidoo** 16. **“Barbie Doll” a poem by Marge Piercy** 17. **“All In A Summer Day” by Ray Bradbury** 18. **“Eleven” by Sandra Cisneros** 19. **Ann Curry’s “News Correspondent Today”**   **SUPPLEMENTAL MATERIALS:**  **1951 video clip “Who Are You?” Caterpillar speech from *Alice in Wonderland* directed by Clyde Geronimi**  **“Who are the Ninety-Nines?” Internet article about women aviators (McDougal Little 8th grade textbook)**  **Tide Commercial http://www.popisms.com/TelevisionCommercial/24638/Tide-Commercial-for-Tide-with-Acti-Lift-2011.aspx**  **VW Beetle Commercial http://www.autoblog.com/2011/04/19/video-vw-updates-black-betty-beetle-commercial/** |
| **WRITING FOCUS: Argumentative** |
| **ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**  *Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.* |
| **1. Narrative:** Researching an historical event in context: Write about an important event in your family’s history. Using the internet or other reference material, research the date and location of the event. Use your findings to elaborate on the event, putting it into historical context.  **2. Argument:** Determine and define a minimum of two of the societal expectations placed on boys and girls from your geographic location, and in your time period. Are these expectations fair? Are they in your best interest? Do you agree with them? Is there a logical reason for such expectations to be put on you? (i.e. “in middle Georgia in 2012, males and females are expected to go to college” or “in middle Georgia in 2012, males are expected to play some sort of school sponsored sport”.)  **3. Informative:**  Research one of the locations and time periods from the informational texts provided (i.e. Spinelli’s 1950s Northeastern United States of America). Provide a detailed account of what daily life would have been like for a child your age from that local and time. Students should include examples from the text.  **4. Argument:**  Using evidence from three of the provided informational texts, explain the idea of “ever-changing adolescent identities” as they have been presented in the literature. Analyze how the societal expectations vary between the three chosen texts and why/how do you believe the social expectations changed? Students must support all claims with evidence from each of the three texts chosen.  **5. Argument:** Using the informative texts in this unit, choose one and defend why you believe that time period, geographical location, and even gender to be the most constrictive. Students must support all claims with evidence cited directly from the text of their choosing. |
| **NARRATIVE/RESEARCH/ROUTINE WRITING** |
| **NARRATIVE**  **1.** In the short story, “Raymond’s Run” the main character Squeaky puts her brother’s success ahead of her own personal goals. In a similar fashion, Katinss from the novel *Hunger Games* puts her needs behind those of her sister. Think of a time in your life where you have put someone else’s needs or wants, like a family member or friend, ahead of your own desires. Convey to an audience of your peers what the circumstances of that time were, who you sacrificed for and what lead you to that decision. Incorporate figurative language into your writing.  **2.** The article, “Who are the Ninety-Nines” details the experiences of women who dared to defy their traditional roles in society. Conduct an interview with a relative who has also dared to defy his or her traditional role. Generate meaningful and relevant questions to ask during this interview and bring their story to life with an oral narrative to share with your classmates. Be sure to include dialogue in your narrative. (Not all students will have a relative that has challenged traditional roles; you could open it up to family friends, coaches, teachers, or even characters in literature). |

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| **PLANS FOR ASSESSMENT 1:** *integrating reading selections from the unit into a writing task* |
| PROMPT: Discuss and dissect prompt before starting instruction  **Narrative: Researching an historical event in context: Write about an important event in your family’s history. Using the internet or other reference material, research the date and location of the event. Use your findings to elaborate on the event, putting it into historical context.** |
| **SKILL BUILDILNG TASKS** |
| **ESSENTIAL QUESTION: How does the historical context of a text impact my reading/understanding of the content?** |
| **TASK: Pre-reading** |
| Standards:  ELACC8RI4-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.  ELACC8RL2-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.  **Instruction:**   * Set up composition literary notebook * Narrative essay origami – Make sure you always ask yourself why or how or what or when to add to your essay! * Activate background knowledge: Have students write an essay describing their town and drawing an illustration of what they see; using introduction, body, and conclusion paragraphs. * Students brainstorm movies or television shows that depict or exemplify the South; characteristics that exemplify the South. * Teacher read aloud to class Chapters one and two of novel * Students read Chapters three and four by themselves |
| **ESSENTIAL QUESTION: Why is it important to ask questions/make annotations when reading a text? Particularly for the first time?** |
| **TASK: Annotating/note-taking** |
| Standards:  ELACC8RI10: 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.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **Instruction:**   * Share PowerPoint/Web quest/Prezi on Smart Board providing background on Olive Ann Burns, and the historical context of the early 1900’s in Georgia. * Class discussion of possible explanations for the title of the book * Conclude with a discussion making predictions about the text * Review again literary notebook and provide first assignment in notebooks; record three passages and respond to them in your journals including setting, point of view, author’s style and purpose. * Read Chapters 5 and 6 of novel   Teacher Notes:  ~Add to movies/television list: *Fried Green Tomatoes, Sweet Home Alabama,*"The Andy Griffith Show", etc.  ~Possible questions to parallel reading: What is the setting of the story? What do you know about the early 1900s? Although GB’s situation might not seem like such a big deal in today’s society, do you think that Mary Willis and Aunt Loma were justified in their reactions? What is your impression thus far of Will Tweedy? Do you feel that he is a credible narrator?  ~Vocabulary words (In notebooks): *genteel:* having or showing good taste and refinement, *lockjaw:*tetanus; an infectious disease which enters the body through a wound, *trestle:*a bridge for trains, *chifforobe:*a dresser for clothing, *pottage:*a thick stew or soup, *privie:*an outhouse, *buster:*slang for something or someone remarkable or great, *suffragette:*a woman who advocates the right of women to vote, *arbor:*a place shaded by trees or shrubs, *booger:* a person, animal, or thing which often causes trouble for a person |
| **ESSENTIAL QUESTION: What are the elements of autobiographical genre?** |
| **TASK: Define terms, invitation to imitate/mentor texts** |
| Standards:  ELACC8RI2: Determine the 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.  ELACC8RI3: Analyze how a texts makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   * 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.   **Instruction:**   * Explore genre (autobiographical narrative/memoir). * Have students create a cold sassy family tree and their own family tree * Discuss allusion: add examples in notebooks of allusion used in novel * Review definitions of *character* and *characterization*, *plot structure, setting, etc.* * Students read Chapters seven thru ten in novel * Read Chapters 7 and 8   *Teacher Notes:*   * *Remind students to pay close attention to characters for future assignment* * *Allusion: Katzenjammer Kids* |
| **ESSENTIAL QUESTION: How can you distinguish the differences in the types of characters?** |
| **TASK: Character Analysis** |
| Standards:  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8L4: 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.   1. 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.   **Instruction:**   * Take notes in notebook on Characterization * Students will fill in charts on each character * Students will complete character analysis on themselves * Students will complete “Who Am I” poem * Read Chapters 9 and 10 * Use reference materials (e.g., encyclopedia, Wikipedia, history textbooks, etc) to help clarify meanings/concepts of new words, ideas, or places   Teacher Notes   * Methods of characterization: 1. showing the character of acting and speaking 2. Giving a physical description of the character 3. Revealing the characters thoughts 4. Revealing what other characters think about the character 5. Commenting directly on the character. Items 1-4 are indirect methods of characterization, by using these methods a writer shows or dramatizes the character and allows the reader to draw their own conclusions. Item 5 is a direct method of characterization, the writer tells the reader directly what the character is like. * Types of Characters: Flat-a character who only has one or two sides, representing one or two traits, often a stereotype, such as an anxious miser; Round-a character who is complex and has many sides or traits with unpredictable behavior and a fully developed personality; Dynamic-a character who experiences an essential change in personality or attitude; Static-a character who does not change or develop beyond the way in which he/she is first presented. |
| **ESSENTIAL QUESTION: How do I compare different authors writing in the same genre?** |
| **TASK: Read chapter 2 of *Soul Surfer* entitled “Roots” compare/contrast/evaluate the similarities in style and purpose** |
| Standards:  ELACC8RI6: 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.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. 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.   c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.   1. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of evidence presented.   **Instruction:**   * Have students read “Roots” from Bethany Hamilton’s memoir *Soul Surfer* * Discuss commonalities in themes and/or ideas; author’s style * As a class discuss societal differences, expectations (e.g., male/female, time period, etc.) * In literature notebooks have students reflect on the different nuances in author style and purpose in their literary notebooks and respond to the prompt: *I feel that I have a deeper connection/understanding to the family history of (Burns, Hamilton) because…………………..* (be sure to include evidence/examples from the text of your choosing) * Homework?: In notebooks find a song that you feel represents the south and relates to CST; copy section of song in notebook and explain how it relates to book. * Read Chapters 11 and 12 and be prepared to discuss key concepts in class |
| **ESSENTIAL QUESTION: How do I master the use of verbals in my writing?** |
| **TASK: Analyze and imitate composition and function of verbals in mentor sentences** |
| Standards:  ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.   ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **Instruction:**   * Review verbals with the students: gerund-verb acting as a noun, participle-verb acting as an adjective and infinitive-to + verb. * What are the types of the sentences? (compound, complex, compound-complex, simple) * How does the verbal impact the sentence? * How do these sentences relate to your writing? * Using the chosen sentences as models, have students create their own versions of the sentences. (Running into a wall, Jumping into the pool, Joey screamed his head off.) * Students work in class to create 7 sentences of concepts learned in class * Discuss plot and conflict and as it relates to the story * Read Chapters 13 and 14. * Test on Verbals/Types of Sentences   Questions for discussion:  Read the passage regarding the sassafras tree. What do you think it represents in the novel? \*Creativity is the spice of life! (Chapter 11).  Why does Will like Lightfoot McClendon? How does he feel about the other mill children?  Briefly summarize Chapter 12. What is the significance of this chapter? |
| **ESSENTIAL QUESTION: How can I support my discussion and claims with textual evidence?** |
| **TASK: Review the character analysis chart** |
| Standards:  ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.   1. 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. 2. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events.   **Instruction:**   * Instruct students on writing a character analysis about the character of their choice * Use notes and previous information learned in class * Cite textual evidence from the novel * Use rubric as a guide * Read Chapters 15 and 16   Question for discussion: Who is Loomis? |
| **ESSENTIAL QUESTION: What is the difference between plot, setting, conflict, etc?** |
| **TASK: Students will choose two terms and discuss in a half page journal entry explore these terms in terms of passages from the novel.** |
| Standards:  ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC8RL2: 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.  ELACC8RL3: 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.  **Instruction:**   * Discuss and review literary terms with the class * Students will choose two terms and find passages where these terms evident and discuss as such in a half page journal entry in notebook. * Read Chapters 17 and 18 |
| **ESSENTIAL QUESTION: How does the movie version differ from the text?** |
| **TASK: Compare and contrast film version to text** |
| ELACC8RL5: 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.  ELACC8RL7: 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.  **Instruction:**   * Students will watch some of the movie version of Cold Sassy Tree * Students will write a compare/contrast essay between book and movie version of text * Students will read Chapters 19 and 20 * Quiz on Chapters 1-17   Teacher Notes: Questions to correspond with the video: Develop a comparison/contrast chart (folding paper in half)   * Does each of the characters look the way you pictured them? Why or why not? In what way? * Do you feel that the film captured important character details comparable to the novel? Why or why not? * Has this film strengthened your understanding of the characters and their development so far? Why or why not? * What might the directors of the film have done differently to better portray the characters? |
| **ESSENTIAL QUESTION: How does poetry enable us to give voice to our sense of self? What are poetic devices?** |
| **TASK: Read “Identity” by Julia Noboa and “Where I’m From” by George Ella Lyons** |
| Standards:  ELACC8RL2: 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.  ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.  ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.   1. 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. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information explained or presented.   ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 reading standards to literature. 2. Apply grade 8 reading standards to literary nonfiction.   **Instruction:**   * Provide direct instruction on elements of poetry (rhyme scheme, verse, stanzas, figurative language, etc.). * Students will read two poems, “Identity” and “Where I’m From” by George Ella Lyons * Students should compare and contrast the two poems (double bubble, Venn diagram, T-chart, etc.) * What is the theme? * Ask students to choose one poem and respond in literature notebook explaining how the poem relates to our extended text. * Have students write a letter to them in the future (5 years) detailing how they plan/hope to overcome those restrictions. * Have students complete a “Where I’m From” poem * Seal the letters in individual envelopes and save to give to students at the end of the year. * Read Chapters 21-22   Teacher Notes:  ~Brief discussion of Will Tweedy as the narrator.  ~In what point of view is the story? What do you think of WT as the narrator? Is he credible? Why or why not? |
| **ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?** |
| **TASK: Using the rubric students will create in class essay for the culminating assessment.** |
| Standards:  ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood.  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.  **Instruction:**   * In class, provide students will final assessment prompt for the timed response to literature they will create in class. * Thoroughly dissect the prompt with the class and allow for any last minute clarifications. * Provide students with graphic organizer for idea gathering/brainstorming. * Students will collect information/materials and support from the extended text. * **Narrative:** Researching an historical event in context: Write about an important event in your family’s history. Using the internet or other reference material, research the date and location of the event. Use your findings to elaborate on the event, putting it into historical context. |
| **PLANS FOR ASSESSMENT 2:** *integrating reading selections from the unit into a writing task* |
| Discuss and dissect prompt before starting instruction  **Argumentative**: Determine and define a minimum of two of the societal expectations placed on your gender, in your geographical location, and your time period. Are these expectations fair? Are they in your best interest? Do you agree with them? Is there a logical reason for such expectations to be placed on you? |
| **SKILL BUILDILNG TASKS** |
| **ESSENTIAL QUESTION: How do preconceived notions affect our reading/understanding of a text? How can I move past “what I thought I knew”?** |
| **TASK: Read “Who are the Ninety-Nines?”** |
| Standards:  ELACC8RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC8RI6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting points of view.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8SL2: Analyze the purpose of information presented in diverse media formats and evaluate the motives behind its presentation.  **Instruction:**   * Pre reading: Before giving students the article, write the article title on the board “Who are the Ninety-Nines?” and ask students to predict the answer. * After acknowledging their answers ask students to describe a typical pilot; record their answers on the board. * Pass out the article for students to read * Ask students what they learned? Were their preconceived notions right or wrong? * Have students respond to the following prompt in literature notebook-“What stereotypes (gender, cultural, social, economical, geographical, etc) have you experienced in your life? Have you ever been told you can’t play a sport because you are a girl? Have you ever been stereotyped as “slow” because you are from the south? Etc) * Discuss students responses as a class * Ask students to reflect upon, in their writer’s notebooks, journals, etc., the stereotypes they have seen in the readings so far. When have you been stereotyped and when have you stereotyped someone. * Chapters 23-24 |
| **ESSENTIAL QUESTION: How does the historical context alter my understanding of text?** |
| **TASK: Recast (put into an alternate time period/place) the article “Flying” by Reeve Lindbergh** |
| Standards:  ELACC8RI10: 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.  ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  ELACC8W7: 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.  ELACC8SL4: 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.  **Instruction:**   * Review with the class the elements of setting (time/place). * Ask the class to think of things they are allowed to do now that they may not have been able to do 20 years ago. Write a few on the board. For example, you can speak to a loved one half way across the globe via skype. Today we are able to pay bills online. In addition, ask the class to think of things they can’t do now that they could before 9/11-explore in small groups some of the possible reasons for these changes. * Give the class “Flying” by Reeve Lindbergh to read in groups. * How would the story look if it was in a different time period and geographical location to ‘recast’ the article in (2011, America; 1990 Japan; 1984, Russia; etc) * Read Chapters 25-26 |
| **ESSENTIAL QUESTION: How do different authors approach a similar concept?** |
| **TASK: Compare and Contrast author’s style** |
| Standards:  ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what they text says explicitly as well as inferences drawn from the text.  ELACC8RI2: Determine the central idea of a text analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.   1. 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. 2. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events.   **Instruction:**   * Students take notes on point of view * Conduct small group readings (or whole class) of the excerpt from the *Hunger Games* and the short story “Raymond’s Run.” * Students should annotate the texts and discuss their understandings of the texts within the groups. * Compare the excerpt from the *Hunger Games* (Katniss explains her role as primary caregiver for Prim) to the short story “Raymond’s Run” by Toni Cade Bambara. * How do the two different authors (Collins and Bambara) approach the tangled complexity of sibling love/connection? * What points of view are considered? * What literary techniques are employed? (figurative language, character, etc) * Ask students to consider the different sacrifices Katniss and Squeaky make for their siblings. Specifically consider what each sacrifice costs the stronger sibling. * Post the following prompt in class:   **Narrative:** In the short story, “Raymond’s Run” the main character Squeaky puts her brother’s success ahead of her own personal goals. In a similar but also vastly different manner Katniss puts Prim’s needs and well-being ahead of her own desires. Think of a time in your life when you have put someone else’s needs or wants, like a family member or friend, ahead of your own desires. Consider your choice, did your situation mirror Katniss’s decision or was it more closely related to the Squeaky’s dilemma? Convey to an audience of your peers what the circumstances of that time were, who you sacrificed for and what lead you to that decision. Incorporate figurative language into your writing.   * Have students write a one to two paragraph response, in literature notebook, they may begin work in class and finish for homework. * Read Chapters 27-28 |
| **ESSENTIAL QUESTION: How can you recognize the theme in a text?** |
| **TASK: Students will work in pairs to discuss the themes presented in CST** |
| Standards:  ELACC8RI8: 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 information is introduced.  ELACC8RI9: 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.  ELACC8W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  ELACC8W8: 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.  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on other’s ideas and expressing their own clearly.   1. 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 upon the ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   **Instruction:**   * Provide direct instruction on theme * Students will discuss the theme of their chosen song lyrics * Read Chapters 29-30   Teachers Notes   * What is theme? What are the themes in CST? What from the notes can be related to CST? * Vocabulary: annulled: ended, done away with; grip: a small bag for holding clothes; predestination: the doctrine that God foreordains everything that happens; gelding: a castrated male horse; truck: exchange or barter |
| **ESSENTIAL QUESTION: How does figurative language add depth to writing?** |
| **TASK: Exploring figurative language in “The Jacket” by Gary Soto from  *Coming of Age in America*** |
| Standards:  ELACC8RI4: 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.  ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech in context. 2. Use the relationship between particular words to better understand each of the words. 3. Distinguish among the connotations of words with similar denotations.   ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  **Instruction:**   * Provide direct instruction (or review) for figurative language:  1. Simile 2. Metaphor 3. Personification 4. Onomatopoeia 5. Hyperbole 6. Idioms 7. Symbolism  * Conduct an in class read aloud of “The Jacket” ask students to annotate places in the text where they see an example of figurative language (“My clothes have failed me”-personification; “that ugly green brother that breathed over my shoulder that day”-metaphor and personification) * As a class examine the ways in which figurative language creates a clearer picture of how the narrator feels about “The Jacket” * Hand students an index card, each with a different noun on it, ask them to write the noun in a sentence using figurative language to add detail * Students will complete scavenger hunt of CST theme. Turn in paper with top three hunt topics for project, news report presentation. * Read Chapter 31-32   Teacher Notes:   * Sacrilegious: failure to show proper respect for religion |
| **ESSENTIAL QUESTION: How can I use background knowledge and context to draw inferences from the text? Specifically to support my understanding of the text?** |
| **TASK: Students will read “The Whistle” and drawn inferences from the text, using peer collaboration to support their claims** |
| Standards:  ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC8RI2: Determine the 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.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **Instruction:**   * Students will be given a passage and discuss how it relates to CST in their notebooks * Review “inferences” give several examples on reading between the lines, inferring meaning from what the texts suggests, not says outright * Students will read “The Whistle” and complete all annotation for the story. * Read Chapters 33-34   Teacher Notes: Passage for warm-up  "Southern stories treat concerns of growing up common to all regions: loss of innocence, sexual awakenings, family relationships, social adjustments, schools and teachers, religions and values, emotional development and growing responsibility. They also explore regional concerns that have been specific to the South: a love of storytelling, a preoccupation with family and with manners, the support and suffocation occasioned by a close-knit community, a concern with race relations, social classes, and gender roles, and a passion for a place that is tied up with the past and with rural life." ~Suzanne Jones,*Growing up in the South*  Student directions: Respond to the passage. How does this relate to what we’ve read so far in the novel |
| **ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?** |
| **TASK: Students will be instructed on the elements of argumentative writing and will work collaboratively to create the final written assessment rubric** |
| Standards:  ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).  ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.  **Instruction:**   * Students will read Chapters 35-36 * Students will respond to a theme of their choice that was discussed in these two chapters in their notebook * Students will take a Test on Figurative Language   Teacher Notes: Possible themes  ~prejudices and social constraints, the dawning of a modern era, growth and maturity  Vocabulary: excrement: waste matter from the bowels |
| **ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?** |
| **TASK: Using the collaborative rubric students will create in class essay to the culminating assessment prompt** |
| Standards:  ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.  **Instruction: Day**   * In class, provide students with the final assessment prompt for the timed response to literature they will create in class. * Thoroughly dissect the prompt with the class and allow for any last minute clarifications. * Provide students with graphic organizer for idea gathering/brainstorming. * Students will collect information/materials and support from three texts (for example: excerpt from the *Hunger Games*, “The Whistler” and “Flying”). They will then analyze and explain the thematic link of “ever-changing adolescent identities” as it has been presented in the literature read and discussed in the unit. How do the societal expectations vary between the three chosen texts and why/how do you believe the societal expectations have changed? Students must support all claims with evidence from each of the three texts chosen. * It is paramount students have the flexibility to choose between any of the texts read in this unit. |
| **PLANS FOR ASSESSMENT 3:** *integrating reading selections from the unit into a writing task* |
| PROMPT:Discuss and dissect prompt before starting instruction  **INFORMATIVE: Research one of the locations and time periods from the informational texts provided. Provide a detailed account of what daily life would have been like for a child your age from that locale and time. Research should include proper citations, works cited page/bibliography and should include visual aids or digital media representations.** |
| **SKILL BUILDILNG TASKS** |
| **ESSENTIAL QUESTION: How do the meanings, connotative, figurative and technicality, of words effect my understanding of a text?** |
| **TASK: Read excerpt “War” from *Knots in My Yo Yo String* and analyze the impact of specific words or phrases from the text** |
| Standards:  ELACC8RI4: 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.  ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **Instruction:**   * Have excerpt from *Knots in My Yo Yo String* written out on the board as students enter class.   “Then I feel the pliers grip the end of the nail on my right index finger, and cold sweat pours from me, and I feel the tug of the pliers and then the pain begins—and I sing. I sing like the Vienna Boys’ Choir. I empty my head like a box of cornflakes. I tell them everything from our deepest military secrets to my shoe size.”   * As a warm up activity ask students to write down what they notice, like, or have questions about from the passage in their notebook. * Ask for volunteers to share their thoughts on the chosen excerpt (I like…….) * Answers will include such thoughts as vivid verbs, unique sentence structure, word choice, figurative language, etc. * Show students the same paragraph but now altered to include less vivid verbs, simple sentence structure, trite word choice and no figurative language-ask them their thoughts on the new paragraph? * Have students pull a special paragraph from their reading and write it in their notebook in language without the vivid verbs and figurative language * Read Chapter 37-38 |
| **ESSENTIAL QUESTION: Where does our sense of identity come from?** |
| **TASK: Using the text “Who are you?” from *Alice in Wonderland* and the 1951 film version compare and contrast the Caterpillar’s questioning rant of young Alice’s identity** |
| Standards:  ELACC8RL7: 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.  ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital texts, video, multimedia) to present a particular topic or idea.  ELACC8SL2: Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  **Instruction:**   * Remind students this unit is about “ever changing adolescent identities”. * Ask students what they think of when they hear the title of the unit. * Why do people their age (adolescents) struggle with understanding who they truly are? (they are still maturing, they haven’t had enough experiences, they still live with their parents) * Give students a text copy of “Who are you” and allow them to read it in class. * Ask students what they believe the Caterpillar wants from Alice. * How does the text apply to them? * Watch the video clip from the 1951 animated version of the film. * Ask students what differences they notice * Which version has the deeper impact? Why? (Discuss the music from the film version, the colors chosen by the illustrators/artists, how is hearing the exchange different than reading it?) * Students take test on Chapters 18-36 * Students read Chapters 39-40 |
| **ESSENTIAL QUESTION: How can I incorporate poetic devices into my writing? How does writing about my life’s experiences help me to shape my sense of self?** |
| **TASK: Using the previous task as a springboard, students create a poem about their identities (including specific references to the time period)** |
| Standards:  ELACC8W4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.  ELACC8W5: 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.  **Instruction:**   * Ask students to brainstorm “signs of the times” (e.g., facebook status updates, # (hashtags) brb (text language) going to dinner and seeing a family of four not speaking to each other but playing on their phones instead, etc.) * Review the elements of poetry   -stanzas  -verse  -rhyme scheme   * Allow students to create a response to the Caterpillar’s musings “who are you?” in their notebooks * Presentation news reports on topic 2-3 minutes per student on scavenger topic * Read Chapter 41-42   Expectations for presentations:  ~Everyone should clap for every student before and after presentations.  ~students will be asked in no particular order to comment on each presentation, giving the presenter one compliment on something they did well and telling them one area that could use improvement.  ~Students should speak on their topic for 2-3 minutes, and should include historical information as well as how the topic relates to Cold Sassy. |
| **ESSENTIAL QUESTION: How can I master and use the conditional and subjunctive moods in my writing?** |
| **TASK: Using the text “Something to Declare” by Julia Alvarez identify, understand and create conditional and subjunctive moods in writing** |
| Standards:  ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor in action; expressing uncertainty or describing a state contrary to the fact).   ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  **Instruction:**   * Provide direct instruction on subjunctive and conditional moods * Using “mentor sentences” from “Something to Declare” have students practice identifying and understanding conditional and subjunctive moods * In class, students should begin identifying subjunctive and conditional sentences from their reading. * Play Andy Griffith and Jerry Clower tapes * Have students list at least 10 southern words they hear in their notebooks; making up definitions for these words * Have students create final exam * Read Chapters 43-44 |
| **ESSENTIAL QUESTION: What is the purpose of information presented in diverse media formats?** |
| **TASK: Using radio ads, television ads and print ads (from various time periods 1920s-2010s) determine the purpose of the content** |
| Standards:  ELACC8SL2: 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.  ELACC8L6: 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.  ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  ELACC8RI7: 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 information is introduced.  **Instruction:**   * Pre-reading/viewing: prep students with PowerPoint on different advertising and propaganda techniques   -bandwagon  -faulty cause and effect  -transfer  -testimonial  -celebrity endorsement   * Show students the famous James Montgomery Flagg’s “I Want You” poster of Uncle Sam * Ask students to explain in their own words what the purpose of the poster is….How do they know? What clues, words, visuals let them know? * Call students attention to the different advertising and propaganda techniques used in the poster * Walk students through two more ads (I like the Tide commercial for the too short white skirt and Volkswagen’s 2012 Black Betty commercial) * Tide Commercial http://www.popisms.com/TelevisionCommercial/24638/Tide-Commercial-for-Tide-with-Acti-Lift-2011.aspx * VW Beetle Commercial <http://www.autoblog.com/2011/04/19/video-vw-updates-black-betty-beetle-commercial/> * Students will analyze a radio, television, or print advertisement and write a conclusion about the advertisement * Students will research the meanings of the 10 southern words they listed. * Read Chapters 45-46 |
| **ESSENTIAL QUESTION: How do I recognize and correct inappropriate verb shifts in my writing?** |
| **TASK: Using student generated writing and peer response identify and correct inappropriate shifts in verbs** |
| Standards:  ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Recognize and correct inappropriate shifts in verb voice and mood.   **Instruction:**   * Provide direct/explicit instruction on subject verb agreement * Have students complete subject verb agreement practice work * Have students review peer writings in literature notebooks making suggestions for change. * Have students begin a Cold Sassy Brochure * Read Chapters 47-48 |
| **ESSENTIAL QUESTION: How can I determine the central idea or theme in a text?** |
| **TASK: Read Chapter 19 from *Bad Boy* and discuss the evolution of theme/motif in the novel** |
| Standards:  ELACC8RL2: 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.  ELACC8RI2: Determine the 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.  ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  **Instruction:**   * Finish reading the novel * Students will revisit character analysis and their original assumptions of their character and compare what really happened to the character. Explain how it makes you feel and whether or not it changes their overall perception of the south or their southern experience (one page response) * Students will take a final test on the novel |
| **ESSENTIAL QUESTION: How do I determine the meaning of unknown and multiple meaning words or phrases in a reading?** |
| **TASK: Using “Ashes in the Grass” from *Knots in My Yo Yo String* by Jerry Spinelli analyze new vocabulary and content** |
| Standards:  ELACC8L4: 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.   1. Use context (e.g., 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. 2. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,precede, recede, secede). 3. 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. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   **Instruction:**   * Pre-reading: As students enter the room have them copy the words and phrases (below) from the board * There should be chart paper/bulletin board paper stationed around the room with each word or phrase written on it * Ask students to write down what they think each word or phrase means in their literature notebooks * During the reading: as students encounter the word or phrase during the reading ask them to annotate the text and mark any “clues” they find that help them determine the meaning * Post-reading: Have students write on a post-it note their determined meaning of the words and phrases. Students should place post it notes on coordinating chart paper around the room * Discuss with the class the student responses and have them work together to clarify any confusion or discrepancies in   understanding   * elusive * gorge * “If Jerry Fox were a letter of the alphabet, he would have been an *S*. He was untouchable.” * header * dump * “snag a liner” * Donned |
| **ESSENTIAL QUESTION: How does the structure of a specific paragraph, including particular sentences, develop and refine key concepts in a text or writing?** |
| **TASK: Pull a paragraph from “Cold Sassy” a chapter in Spinelli’s *Knots in My Yo Yo String*  and analyze style, diction, sentence choice and their effects on the audience** |
| Standards:  ELACC8RI5: 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.  ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character or provoke a decision.  **Instruction:**   * Pre-reading: ask students to think of their favorite scene in their favorite movie. Have 2 to 3 volunteers describe those scenes to the class * Tell students to consider what makes those scenes memorable * Provide students with a copy of the following paragraph (they need a copy so they can write on it)   “A mother cow and her calf were hanging around just inside the fence, close enough for some of us to reach out and touch. Then as we watched in amazement, the mother—who, you must understand, was a lot taller than her offspring—backed up to the calf and pooped on its head. Until Mrs. Care finally wiped it off, the poop just stayed there, like a brown beret. Was it my imagination, or did the calf really have an expression on its face, as if to say, “Hey Ma—wha’d I do?”   * After reading the text to the students have them go back and mark on their papers what makes the recounting of the story special (the personification of the calf, the physical details-height, the simile) * Ask student how this paragraph enforces how the author’s feel that he is a “good boy” * Have students pull a memorable paragraph from a book they are currently reading and in literature notebook discuss why it is memorable |
| **ESSENTIAL QUESTION: How do I create a narrative that successfully develops my real experiences or life events-using descriptive details?** |
| **TASK: Using the “Cold Sassy” from Spinelli’s *Knots in My Yo Yo String* as a mentor text students will write a narrative about a memorable moment that helped define them** |
| Standards:  ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.   1. 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. 2. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events.   **Instruction:**   * Students will brainstorm life altering, defining moments in their lives (moving, birth of a sibling, death of a parent, etc). * Have students choose one moment and reflect on it in their literature notebook * Elbow partner share-students should share their reflections from the previous day with their elbow partners. * Ask listening elbow partners to think of what information (questions they need answered) they need to have a clear understanding of the moment the writer is trying to create. * Students will now take critiques from elbow partner and correct writing. |
| **ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?** |
| **TASK: Students review elements of informational writing (at this point it should take all of 5 minutes) and work collaboratively with the teacher to create final assessment rubric/presentation standards** |
| Standards:  ELACC8RI4: 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.  ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.   1. 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. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information explained or presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).  ELACC8W6: Use technology, including the Internet, to produce and publish writing and present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.  ELACC8W7: 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.  ELACC8W8: 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.  ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.  **Instruction:**   * Discuss grade level standards and final assessment prompt:   INFORMATIVE: Research one of the locations and time periods from the informational texts provided. Provide a detailed account of what daily life would have been like for a child your age from that locale and time. Research should include proper citations, works cited page/bibliography and should include visual aids or digital media representations.   * Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment * Determine medium for final assessment, this would be a great one to do in pairs and with digital media (a Prezi would be ideal!!) * Students can choose to create a PowerPoint presentation, a life-size diorama, a skit, a Prezi, a video, etc. * Examine key concepts (content vocabulary, figurative language, specific grammar conventions you have covered (verbs, advertising techniques and propaganda, etc) and share models of good work * Provide rubric worksheet and as a group determine what expectations should be met and how you will determine if those expectations have been met. * Have students work in pairs or teams to determine a peer review checklist they will use before turning in their final assessment |
| **PLANS FOR ASSESSMENT 4:** *integrating reading selections from the unit into a writing task* |
| PROMPT: Discuss and dissect prompt before starting instruction  **ARGUMENT:** Using evidence from three of the provided informational texts, explain the idea of “ever-changing adolescent identities” as they have been presented in the literature. Analyze how the societal expectations vary between the three chosen texts and why/how do you believe the social expectations changed? Students must support all claims with evidence from each of the three texts chosen. |
| **SKILL BUILDILNG TASKS** |
| **ESSENTIAL QUESTION: How do word choice and connotation work to assist the reader in making inferences (specifically the analogy of baseball) and more clearly comprehend the author’s purpose?** |
| **TASK: Read selected excerpts from *To Kill a Mockingbird* by Harper Lee (selected text or film clip)** |
| Standards:  ELACC8RI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8RI6: 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.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **Instruction:**   * As students enter the room ask them to pull out a sheet of paper and write down everything that comes to mind when they think “summer” * Chances are the responses will vary; each response a different perspective or point of view. * Ask students to consider why their responses are what they are. The responses are logical conclusions based on their experiences. * Have students consider what it means to enjoy a summer vacation and the freedom it brings. * Ask students to reflect on their own personal experiences of life lessons learned over summer vacations. They should write their reflections in their literature notebook. |
| **ESSENTIAL QUESTION: How does the use of active and passive voice affect the writer’s purpose?** |
| **TASK: Examine active and passive voice in texts** |
| Standards:  ELACC8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  b. Form and use verbs in the active and passive voice.  ELACC8RL10: 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.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **Instruction:**   * Review active and passive voice with students. * Active voice = subject is doing the verb (Joey is returning the movie) * Passive voice = subject is being acted upon by the verb (The movie was returned by Joey) * Have students examine the excerpts from *To Kill a Mockingbird* for examples of active or passive voice. * Have students write examples of active and passive voice in literature notebook. |
| **ESSENTIAL QUESTION: What are the reasons for different viewpoints within the same genre?** |
| **TASK: Students will read and analyze a selected short story from “A Summer Life” by Gary Soto** |
| Standards:  ELACC8RI9: 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.  ELACC8RI6: 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.  ELACC8RL5: 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.  **Instruction:**   * Have students read a short story of the teacher or class’s choice from the collection * Students should annotate the text as they read/ keep notes on points of interest or points for discussion. * After students have finished their reading call on a student to summarize the short story - write key concepts/timeline on the board. * Have a second student summarize the excerpt from *To Kill a Mockingbird*. Determine and analyze the two different ideas of social acceptance within the texts. * Compare and contrast the two in a double bubble thinking map or a Venn diagram. * Read a second selection from the Gary Soto collection |
| **ESSENTIAL QUESTION: How do I make a text-to-self connection?** |
| **TASK: Students will read and analyze a selected short story from “A Summer Life” by Gary Soto** |
| Standards:  ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.  ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.  **Instruction:**   * As a warm up activity ask students to look up the term **relevancy** in a dictionary. My favorite is “connected to the matter at hand” * Using a bubble map or brain tree; have students write about what is relevant in their lives (food, death, friends, love, parents, sports, etc.). * Direct students to pair up with elbow partners. * Discuss any connections to the homework assignment. * Consider the following: What similarities do I see between myself and the narrator? * At the end of class ask students to share their conclusions with the class. * Read a third selection from the Gary Soto collection |
| **ESSENTIAL QUESTION: How do I use punctuation to indicate a pause or break in thought?** |
| **TASK: Read a third selection from the Gary Soto collection and examine the texts for examples of punctuation indicating pauses or breaks in thought.** |
| Standards:  ELACC8L2: Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or a break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly.   ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  **Instruction:**   * Review use uses of comma, ellipsis and dash. * Ask students to pull examples of these uses from a story read in class. * These examples will be their only guide to completing the next activity. * Turn in the answers before leaving for the day. |
| **ESSENTIAL QUESTION: How do I incorporate newly acquired knowledge into an organized and structured narrative response?**  **ESSENTIAL QUESTION: What are the ways in which subjects and verbs must agree?** |
| **TASK: Write a narrative using punctuation to indicate pauses or breaks in thought.** |
| Standards:  ELACC8L1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shift in verb voice and mood.  ELACC8L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Use an ellipsis to indicate omission. 3. Spell correctly.   ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.   ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.   1. 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. 2. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events.   **Instruction:**   * Using those examples as mentor texts, have students create their own short narrative writing in which they use * Students should use one ellipsis for omission. * Students should use one dash for a series within a phrase. * Students should use one comma for a pause or a break * Students can use any mentor text from this unit module as a mentor text * Review subject verb agreement |
| **ESSENTIAL QUESTION: How do I draw evidence from my readings to support my understandings, ideas, and claims in a text?** |
| **TASK: Draw evidence from the Lee and Soto texts to prepare text analysis.** |
| Standards:  ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  ELACC8SL4: 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.  ELACC8RL2: 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.  ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 reading standards to literature.   **Instruction:**   * Students will gather all notes/materials from the short stories read during this module. * Assign students to groups of 4 and assign each group a short story. * Each group will be responsible for reviewing the short story again and determining the theme or central idea the author is trying to express or convey. * The group will work to create a 5 minute presentation, using the jigsaw approach, (including multi-media component) in which they will “teach” the class about the theme or central idea. * The multi-media component can be a student made video clip, a Powerpoint, a movie trailer for the short story, artwork, etc. * Each group should also include some type of interactive student activity. * Presentation day. * Students should distribute and collect, possibly even grade, their interactive student activity. |
| **ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?** |
| **TASK: Using the collaborative rubric students will create in class essay to the culminating assessment prompt** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood.  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.  **Instruction:**   * Assign and clarify purpose of persuasive essay (understanding the foundations of expectations and why they are placed on certain people). * Model and discuss the concept of a strong thesis statement. * Model and discuss paragraph organization—main idea, primary supporting sentences, secondary supporting sentences. * Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning. * Allow class time for planning and draft writing in response to the assessment prompt. |
| **ESSENTIAL QUESTION: How can I effectively demonstrate what I know about the character I picked?** |
| **TASK: Students will demonstrate their knowledge of the south and their character by presenting information by poster, food, and discussion.** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of topic or text. 3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shifts in verb voice and mood.  ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Spell correctly   **Introduction:**   * Groups of students with similar characters will present information to class * Information will be turned in for grading * Food will be distributed for class * Students will finish watching Cold Sassy Tree if time permits |