

GRADE 8

Unit Five: Poetry

days

Through the analysis of the text in Unit 5, students identify and analyze figurative language and the impact of word choice on meaning, identify and analyze sound device, and compare poetic form and structure. Students identify and analyze rhyme schemes, rhythm and meter and their effects on text. While reading and comparing themes, students make inferences, paraphrase lines in poetry, and identify and compare treatment. Writing tasks include developing an online feature article, with correct punctuation and appropriate shifts in verb voice. Multimedia elements be incorporated to clearly present information. Latin root words and affixes will help students to determine word meanings.

Learning Targets:

I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. (RL.1)

I can use details from the text to determine the theme or message of a story. (RL.2)

I can give an unbiased summary of the story. (RL.2)

I can explain how characters, setting and plot interact to support and develop the theme. (RL.2)

I can figure out the deeper meanings of words and phrases as they are used in the story. (RL.4)

I can identify several types of figurative language in a text. (RL.4)

I can identify how certain word choices influence the meaning and tone of a text. (RL.4)

I can identify how the author's analogies or allusions to other texts influence meaning and tone of an informational text. (RL.4)

I can compare and contrast two or more texts. (RL.5)

I can explain how the structural differences of two or more texts contribute to their meaning and style. (RL.5)

I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain and expand my topic. (W.2a)

I can use formatting (ex:headings), graphics (ex:charts & tables) and multimedia to add clarification to my writing. (W.2a)

I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. (W.2b)

I can use appropriate and different transitions to present clear connections between my ideas and concepts. (W.2c)

I can use precise wording and specific vocabulary to teach others about a topic. (W.2d)

I can establish and maintain a formal style in presenting written information. (W.2e)

I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)

I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)

I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)

I can use different forms of technology to create and publish my writing. (W.6)

I can appropriately link to and cite the different technology sources I have used in my writing. (W.6)

I can use technology to interact and collaborate with others. (W.6)

I can use various sources to complete short research projects in order to answer a question. (W.7)

I can research a topic and develop more related questions about that topic for further exploration. (W.7)

I can determine if a source is credible and accurate when I gather new information from books or technology. (W.8)

I can quote or paraphrase from print and digital sources without plagiarizing. (W.8)

I can correctly cite sources within or at the end of my writing. (W.8)

I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.10)

I can ask questions to connect group members' ideas and answer questions with relevant information. (SL.1c)

I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly. (SL.5)

I can spell correctly. (L.2c)

Academic Vocab: attitude, mental create, style, emphasis

Content Vocab: form, lyric poetry, metaphor, meter, narrative poetry, paraphrase, rhyme, rhythm, scheme, simile, sound device, stanza, visualize

Literature

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.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>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Speech to the Young: Speech to the Progress - Toward/ Mother to Son - Holt McDougal
	<p>CCSS.ELA-Literacy.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>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Boots of Spanish Leather/ from The Song of Hiawatha - Holt McDougal
	<p>Craft and Structure: CCSS.ELA-Literacy.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 word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop - Holt McDougal Simile: Willow and Gingko/ Introduction to Poetry - Holt McDougal Speech to the Young: Speech to the Progress - Toward/ Mother to Son - Holt McDougal

			<ul style="list-style-type: none"> • On the Grasshopper and Cricket/ Ode to Solitude - Holt McDougal • Boots of Spanish Leather/ from The Song of Hiawatha - Holt McDougal
	<p>CCSS.ELA-Literacy.RL.8.5</p> <p>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.</p>	<ul style="list-style-type: none"> • Unit 5 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Text Analysis Workshop - Holt McDougal • Simile: Willow and Gingko/ Introduction to Poetry - Holt McDougal • On the Grasshopper and Cricket/ Ode to Solitude - Holt McDougal • Boots of Spanish Leather/ from The Song of Hiawatha - Holt McDougal

Writing

	Common Core State Standard	Assessment	Resources
	<p>CCSS.ELA-Literacy.W.8.2.a</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader</p>	<ul style="list-style-type: none"> • Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> • Writing Workshop: Online Feature Article - Holt McDougal

	categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
	CCSS.ELA-Literacy.W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.e Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal

	<p>Production and Distribution of Writing: CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	<p>CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	<p>CCSS.ELA-Literacy.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>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal

	<p>Research to Build and Present Knowledge: CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	<p>CCSS.ELA-Literacy.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 conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal
	<p>Range of Writing: CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Unit 5 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Online Feature Article - Holt McDougal

Speaking and Listening

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<ul style="list-style-type: none"> • Feature Article 	<ul style="list-style-type: none"> • Technology Workshop: Updating an Online Feature Article - Holt McDougal
	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> • Feature Article 	<ul style="list-style-type: none"> • Technology Workshop: Updating an Online Feature Article - Holt McDougal

Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.8.2.c Spell correctly.	<ul style="list-style-type: none"> • Unit 5 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Boots of Spanish Leather/ from The Song of Hiawatha - Holt McDougal

