

GRADE 8

Unit Seven: History, Culture, and the Author

days

Through analysis of the text in Unit 7, students identify and analyze the influence of the writer's background on plot and theme, identify and analyze historical and cultural context of selections and their effect on plot and theme, and analyze the author's purpose. While reading, students compare and contrast, make inferences, and analyze sensory details and their influence on meaning. Students write a cause-and-effect essay, combine sentences to form a compound-complex sentence, and use colons and semicolons correctly. Students are responsible for creating a power presentation, identifying visual aspects of illustrations, and analyzing the message and point of view in political cartoons. Students use reference materials for definitions and pronunciations and understand analogies.

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 a story. (RL.2)

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

I can explain how dialogue and actions in a story work together to develop the story. (RL.3)

I can explain how dialogue and actions in a story work together to develop the story. (RL.3)

I can figure out the deeper meanings of words and phrases as they are used in a 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 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 various sources to complete short research projects in order to answer an assigned question or a question I have created myself. (W.7)

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

I can apply all that I have learned in 8th grade reading to writing literature. (W.9b)

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 give a presentation that makes claims using relevant evidence, details and reasons. (SL.4)

I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. (SL.4)

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

I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate. (SL.6)

I can show that I understand standard English in my speech and in my writing. (L.1)

I can show that I know how to write sentences accurately. (L.2)

I can use what I know about the English language to write, speak, read and listen. (L.3)

I can use print and digital reference sources to help me find the pronunciations of words and to clarify the meanings and parts of speech for new words or phrases. (L.4c)

I can use the relationship between words to help me better understand each of the individual words. (L.5b)

Academic Vocab: contribute, culture, interpret, perceive, similar

Content Vocab: analogy, colon, compound-complex sentences, cultural conflict, cultural context

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 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: History, Culture, and the Author - Holt McDougal The Snapping Turtle - Holt McDougal Out of Bounds - 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 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Snapping Turtle - Holt McDougal
	<p>CCSS.ELA-Literacy.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>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Snapping Turtle - Holt McDougal Out of Bounds - 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,</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: History, Culture, and the Author - Holt McDougal

	including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
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Writing

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.W.8.2.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.	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	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 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal

	CCSS.ELA-Literacy.W.8.2.c Use appropriate and varied transitions Writing Workshop: Cause-and-Effect Essay - Holt McDougal to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - 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 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.e Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - 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 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	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.)	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.5	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay -

	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 .)	(can be assessed separately)	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 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	<p>CCSS.ELA-Literacy.W.8.9.b Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay - Holt McDougal
	Range of Writing:	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Writing Workshop: Cause-and-Effect Essay -

	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.	(can be assessed separately)	Holt McDougal
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Speaking and Listening

	Common Core State Standard	Assessment	Resources
	Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Technology Workshop: Producing a Power Presentation - Holt McDougal
	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Technology Workshop: Producing a Power Presentation - Holt McDougal

	information, strengthen claims and evidence, and add interest.		
	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Technology Workshop: Producing a Power Presentation - Holt McDougal

Language

	Common Core State Standard	Assessment	Resources
	Conventions of Standard English: CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • The Snapping Turtle - Holt McDougal
	CCSS.ELA-Literacy.L.8.2 Demonstrate command of the	<ul style="list-style-type: none"> • Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Out of Bounds - Holt McDougal

	conventions of standard English capitalization, punctuation, and spelling when writing.		
	<p>Knowledge of Language:</p> <p>CCSS.ELA-Literacy.L.8.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Snapping Turtle - Holt McDougal
	<p>CCSS.ELA-Literacy.L.8.4.c</p> <p>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>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Out of Bounds - Holt McDougal
	<p>CCSS.ELA-Literacy.L.8.5.b</p> <p>Use the relationship between particular words to better understand each of the words.</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Snapping Turtle - Holt McDougal