

GRADE 8

Unit Eight: Facts and Information

days

Through analysis of the text in Unit 8, students determine a central idea of a text and analyze its development throughout the text, analyze text structure, determine an author's point of view or purpose, and distinguish between fact and opinion. Students provide a summary of a text, use text features to comprehend and locate information, read and comprehend technical discussions, and interpret and evaluate graphic aids. In writing, students create a procedural text, use gerunds and infinitives correctly, and use commas after adverbial phrases. Speaking and listening are taught through presenting and responding to an instructional speech. Students use affixes, root words, and context clues to determine the meaning of words and use word origins to help understand how other languages have influenced English word meanings. Finally, they analyze the purpose of information presented in diverse media and formats and compare how different mediums cover the same event.

Learning Targets:

I can find more than one central idea in a text and explain how the ideas develop throughout the text. (RI.2)

I can give an unbiased summary of a piece of informational text. (RI.2)

I can explain how supporting ideas develop and relate to the central idea of a text. (RI.2)

I can compare and contrast individuals, ideas and events in a text. (RI.3)

I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. (RI.4)

I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational texts. (RI.4)

I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text. (RI.4)

I can break a paragraph into sentences to identify and analyze their functions within the paragraph. (RI.5)

I can explain how sentences support the main idea of a paragraph. (RI.5)

I can identify several ways to present on a topic. (ex: print or digital text, video or multimedia). (RI.7)

I can evaluate the advantages and disadvantages of presenting information in various formats. (RI.7)

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 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 come to discussions prepared to share my ideas because I have read or studied the required material. (SL.1a)

I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion. (SL.1a)

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

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 explain verbals (gerunds, participles, infinitives) and how they work in sentences. (L.1a)

I can use context clues to figure out what words or phrases mean. (L.4a)

I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

Academic Vocab: challenge, design, job, method, communicate

Content Vocab: graphic, procedural text, technical directions, text feature

Informational Text

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none">Unit 8 Assessment - Holt McDougal	<ul style="list-style-type: none">Text Analysis Workshop: Reading Informational Text - Holt McDougalThe Spider Man Behind Spider-Man - Holt McDougalRobo-Legs/ Eureka: Scientific Twists of Fate - Holt McDougal
	CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none">Unit 8 Assessment - Holt McDougal	<ul style="list-style-type: none">Text Analysis Workshop: Reading Informational Text - Holt McDougal

	<p>Craft and Structure: CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Guide to Computers - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Reading Informational Text - Holt McDougal The Spider Man Behind Spider-Man - Holt McDougal Robo-Legs/ Eureka: Scientific Twists of Fate - Holt McDougal Guide to Computers - Holt McDougal
	<p>Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Media Study: News Reports - Holt McDougal

Writing

	Common Core State Standard	Assessment	Resources
	<u>CCSS.ELA-Literacy.W.8.2.a</u> 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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal
	<u>CCSS.ELA-Literacy.W.8.2.b</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal
	<u>CCSS.ELA-Literacy.W.8.2.c</u> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - 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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal
	CCSS.ELA-Literacy.W.8.2.e Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - 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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - 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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal
	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	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal

	should demonstrate command of Language standards 1-3 up to and including grade 8 here .)		
	<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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - 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 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - 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</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Procedural Text - Holt McDougal

	of discipline-specific tasks, purposes, and audiences.		
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Speaking and Listening

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Presenting and Responding to an Instructional Speech - Holt McDougal
	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"> Presentation 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Presenting and Responding to an Instructional Speech - Holt McDougal
	Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.8.4 Present claims and findings,	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Presenting and Responding to an Instructional Speech - Holt McDougal

	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		
	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"> • Presentation 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Presenting and Responding to an Instructional Speech - Holt McDougal
	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"> • Speaking and Listening Workshop: Presenting and Responding to an Instructional Speech - Holt McDougal

Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.8.1.a	<ul style="list-style-type: none"> • Unit 8 Assessment - Holt 	<ul style="list-style-type: none"> • The Spider Man Behind

	<p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p>McDougal</p>	<p>Spider-Man - Holt McDougal</p>
	<p>CCSS.ELA-Literacy.L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> The Spider Man Behind Spider-Man - Holt McDougal
	<p>CCSS.ELA-Literacy.L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Robo-Legs/ Eureka: Scientific Twists of Fate - Holt McDougal