Unit 6: Understanding People: Family and Social Ties

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **May**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

It is helpful to examine family and social ties when seeking to understand how people think and act.

Essential Questions

How do family and social ties affect how people think and act?

Content

1. Key vocabulary terms related to the theme

2. How to write dialogue (direct speech) as well as how to indicate indirect speech

3. How to write an expository piece about social ties

4. How to write a narrative piece about family ties

- Narrative structure
- Quotation marks in direct speech
- Indirect discourse
- Argumentative structure
- Compound and complex sentences
- Apostrophes in possessives
- Spelling patterns with *x, qu, wh*
- Review of parts of speech
- Writing dialogue (quotation marks, punctuation)
- Modals and the conditional tense
- Reading cursive handwriting

5. Phonics: initial, medial, and final digraphs */ch/, /sh/, /th/*; *x* as */ks/*; *qu* as */kw/*; *wh* as */hw/*

6. Word Study

- Foundational Skills: spelling initial, medial, final digraphs *ch, sh, th;* spelling patterns with *x, qu, wh;* spelling patterns with double letter words; parts of speech review; cognates (comparisons of six English words to Chinese, Hmong, Cambodian, Spanish, French, and Vietnamese)
- Vocabulary skills: words that tell *when*, homophones

7. Speaking and Listening

- Discussions of readings and listening exercises
- Audio recordings
- Pronunciation exercises
- Reading dialogue aloud as a class

8. Reading (Fiction and Informational)

- Fluency
- Literal Comprehension Skills – selecting the topic sentence of a paragraph, identifying the central idea of a passage, identifying the supporting details in a passage, offering details for events or explanations of the events, analyzing text structure of multiple genres, comparing and contrasting text

Inferential Comprehension Skills – understanding the intonation of characters' words and relationships to one another, provide explanations for ideas based on point of view that are presented in the text, inferring mood, determining the meaning of words by context, interpreting figurative language

Skills

- Cite several pieces of textual evidence to support what the text explicitly says as well as what it infers
- Determine theme/central idea and analyze its development
- Determine meaning of words in a text
- Determine how a play, drama, or informational text’s structure contributes to its meaning
- Analyze connections between individuals, ideas, or events in a text
- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Write an expository essay
- Write narratives to develop real or imagined events using such elements as dialogue, description, and sensory action
- When writing arguments, provide an introduction, supporting details, transitions, and a conclusion using a formal style
- Produce writing appropriate to task, purpose, and audience
- Strengthen writing with revising and editing, focusing on purpose and audience
- Engage in thoughtful, prepared and unprepared collaborative discussions and following discussion rules
- In discussion, pose thoughtful information-eliciting , questions, acknowledge others’ views, and modify personal views if warranted
- Use quotations
- Form and use modals and the conditional tense
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English punctuation
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases using various strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Develop a sense of empathy and gain an appreciation for the differences of people
- Interview a family member to determine their family’s background
- Observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups
- Recognize and understand the relationship between people and geography and apply their knowledge in real-life situations
- Learn the various skills necessary to research from different media and to take notes from that research
- Learn the principles of standing in front of a class and giving a presentation and the different media they can use in order to

give a presentation

- Describe how climate, location, and physical surroundings affect the lives of people, such as their food, clothing, shelter, transportation, and recreation
- Learn about some of the historical trends that have occurred in patterns of immigration to America
- Develop skills in conducting research on the Internet
- Read a variety of different genres of nonfiction literature
- Identify text features and use them to comprehend text
- Use information from the text to support one's thoughts when answering a question related to a reading
- Use information provided in a text to infer meaning beyond the text
- Connect his/her prior knowledge, previous experiences, or personal beliefs to information presented in a text
- Identify the main idea and supporting details in a nonfiction text
- Respond to a text (i.e. graphic organizer, turn and talk) demonstrating his or her understanding as he or she reads
- Utilize nonfiction texts to gather information focusing on one topic
- Record relevant information from the reading; notes are then used to organize information when drafting the piece
- Use signal words to connect ideas within categories of information

Learning Activities

Flip Book

Have the students create a flip book. Have the students add 3 pieces of information (illustration, adjectives to describe, examples of roles and responsibilities) for each family member. In groups of 3 or 4, students share information in their flip book. After one student explains his/her information, the next student begins by sharing a similarity between his/her work and the student who previously shared.

Resources

Directions for flipbook: http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf

View video from **Discovery Education: All About Families**

http://player.discoveryeducation.com/index.cfm?guidAssetId=4B41257A-F89A-4E49-AAF3-8D1ACF8E3F8F&blnFromSearch=1&productcode=Us

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.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.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.3.A	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.
LA.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.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.4	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.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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 fact).