Unit 7 Writing: Literary and Comparative Analysis Essay

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will be able to be able to differentiate topics and concepts of a literary work; identify and apply the use of a thesis statement and textual evidence. Students will write effective thesis statements and analyze text from different perspectives; students will emulate the craft moves of published authors; students will self-assess their writing using rubrics, reflection, and accelerate their writing by setting goals.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

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Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.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.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.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.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.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.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	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.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.

Essential Questions

- How can I draw on everything I know about writing about reading and about essays to go through the editing process of writing a literary essay about a story, poem, or drama?
- How do writers support their ideas about a text with evidence from the text?
- How do writers utilize a variety of strategies to develop their essays and convey their ideas more precisely and effectively?

Enduring Understandings

- How can you best support your thesis statement?
- What is literary analysis?
- Why do you need to support your thesis statement?

Students Will Know

- Students will be able to select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.
- Students will identify a theme of a story, drama, or poem.
- Students will refer to text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.
- Students will use various strategies to develop their essays and convey their ideas more precisely and effectively..

Students Will Be Skilled At

- Creating quality text sets for analysis
- Identifying author's craft and using it as a basis for literary analysis.
- Self-assessing their writing using rubrics, reflection, and writing goals.
- Using textual evidence, direct quotes or paraphrased, to support thesis statements in a written essay.
- Writing a literary analysis essay by exploring the themes of various literature.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as

formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Peer Conferences/Partnership Discussion
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative:

- Students should have 1-2 final pieces.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- On-demand Writing Assessments
- Standards should be addressed
- Student-generated multi-genre writing project
- Student reflection and self-assessment of written work including examples of best features of the writing and goal setting for writing

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year

- Grade-level Standards-based Rubrics

Learning Plan

Middle School Writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where writers share their work with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Throughout the year, students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Instructional Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- "Broken Chain" and "Oranges," Gary Sot
- "Lamb to the Slaughter," Roald Dahl
- "The Tell-Tale Heart," Edgar Allen Poe
- "There Will Come Soft Rains," Ray Bradbury, Elements of Literature, Second Edition, Holt, Rinehart, and Winston
- "Writing About Reading." Units of Study in Argument, Information and Narrative Writing, Grades 6-8, Lucy Calkins, TCRWP
- Writer's Notebook (marble composition book)
- Writing Pathways book for performance assessment, learning progression, student checklists, rubrics, and leveled writing examples

Teacher Resources

- *Units of Study in Argument, Informatiion, and Narrative Writing, Grade 8*, Lucy Calkins, Teachers College Reading and Writing Project
- Associated Online Resources, Teachers College Reading and Writing Project, readingandwritingproject.org
- *The Good Writer's Guide,* Gretchen Bernabei
- *Everyday Editing*, Jeff Anderson
- *Fearless Writing*, Tom Romano
- *Blending Genre, Alternating Style*, Tom Romano
- *Read Write Teach: Choice and Challenge in the Reading-Writing Workshop*, Linda Rief
- *Lessons that Change Writers*, Nancie Atwell
- *In the Middle: New Understandings about Writing, Reading, and Learning*, Nancie Atwell, associated videos
- *Energize Research Reading and Writing,* Chris Lehman, Grades 4-8
- *Comprehension and Collaboration: Inquiry Circles in Action*, Stephanie Harvey and Harvey Daniels
- *Finding the Heart of Nonfiction,* Georgia Heard
- *The Power of Grammar,* Mary Ehrenworth and Vicki Vinton
- *A Writer's Notebook,* Ralph Fletcher
- *Writing a Life,* Katherine Bomer
- *Study Driven*, Katie Wood Ray
- *Thinking Through Genre*, Heather Lattimer
- *Assessing Writers*, Carl Anderson
- *The Journey is Everything*. Katherine Bomer
- *Writing with Mentors*, Allison Marchetti, Rebekah O'Dell
- *Crafting Digital Writing*, Troy Hicks

- *The Digital Writing Workshop*, Troy Hicks