Unit 3: Author's Craft Through Horror & Dystopian Fiction (Weeks 19-27)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Author's Craft Through Horror & Dystopian Fiction

Unit Rationale

In this unit, students will connect the themes expressed in the selections of their own lives and to the world around them. Through a variety of texts, students will understand variations of literary forms and author's use of language. This unit will emphasize the synthesis of information gleaned from multiple literary and informational texts. Students will analyze the structures and modes of organization that writers use to refine and develop concepts, and evaluate the medium used to convey them. In addition, students will evaluate how these structures contribute to meaning and style.

Essential Questions

- How can I make meaningful connections between the texts that I read and my daily life?

- How can I analyze the points of view of various authors and compare them to create my own unique point of view?

- How can I evaluate the effectiveness of the arguments/claims that are being presented within the provided literature?

Pre-Assessments

Pre-assessment: SOMEONE MIGHT BE WATCHING — AN INTRODUCTION TO DYSTOPIAN FICTION By Common Lit.

Data could be pulled from previous trimester benchmarks, as well.

Instructional Plan

See lessons below.

Resources for this unit:

Edgar Allan Poe short [stories](#)

Dystopian short [stories](#)

Mirrors and Windows

CommonLit

ALL LESSONS CAN TAKE SEVERAL DAYS.

Additional lessons and resources can be found [here](#).

Skill Set 1: Mood & Tone

Student Learning Intentions or We are learning to … (WALT)

WALT compare mood and tone.

WALT identify the mood a reader gets from a text.

WALT identify the tone presented by the author.

WALT analyze the effect of word choice.

WALT identify text evidence that supports the mood and tone of a text.

Student Success Criteria … "I can statements"

I can...differentiate between mood and tone.

I can...identify different moods a reader feels from a text.

I can...provide text evidence that supports the mood of a text.

I can...explain how specific word choice lends itself to the mood.

I can...identify the author's tone from a text.

I can...provide text evidence that supports the tone of a text.

I can...explain how specific word choice lends itself to the tone.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work
- Jigsaws
- Interactive Notebook

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Independent Reading activities

Instructional Materials and Resources

- Mood & Tone movie trailer analysis (options)
- Tell-Tale Heart, Poe
  - supplementary activity
- The Black Cat, Poe
  - supplementary activity

Reflections and Suggested Modifications

ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.8.2.C	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).
ELA.L.VL.8.3.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.
ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

Skill Set 2: Word Choice & Figurative Language
Student Learning Intentions or We are learning to … (WALT)

WALT analyze the purpose of specific word choice.

WALT identify word choice that impacts a story.

WALT name and define types of figurative language.

WALT analyze the literal meaning behind figurative language.

WALT identify text evidence to support the literal meaning behind figurative language.

Student Success Criteria … "I can statements"

I can,..identify impactful word choice in a text.

I can...explain how specific word choice is impactful.

I can...define different types of figurative language.

I can...analyze the use of figurative language.

I can...explain what the author really means when they use figurative language.

I can...provide text evidence that supports the real meaning behind figurative language.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work
- Jigsaws
- Interactive Notebook

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Independent Reading activities

Instructional Materials and Resources

- Figurative language chart for choice stories
- "I have/who has" game
- GimKit
- Sorry, Wrong Number,Lucille Fletcher
    - Supplementary activity

Reflections and Suggested Modifications

ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VL.8.3.D	Consult 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.
ELA.L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

Skill Set 3: Theme

Student Learning Intentions or We are learning to … (WALT)

WALT identify the theme of a text.

WALT locate key details that support the theme of a text.

Student Success Criteria … "I can statements"

I can...identify the theme of a text.

I can...provide text evidence to support the theme of a text.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work
- Jigsaws
- Interactive Notebook
- Annotation

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Notes
- Independent Reading activities

Instructional Materials and Resources

- [Theme resource](#) for any story
- Examination Day, Henry Slaser
    - [supplementary activity](#)
- If Cornered, Scream, Patricia Thurmond
    - [supplementary activity](#)

Reflections and Suggested Modifications

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

Skill Set 4: Point of View

Student Learning Intentions or We are learning to … (WALT)

WALT compare different points of view and their effects on a story.

WALT identify effects point of view has on a story.

WALT analyze how an author develops perspective throughout a text.

Student Success Criteria … "I can statements"

I can...differentiate different points of view in a story.

I can...compare how a specific point of view presents a story differently.

I can...analyze perspective throughout a text.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work

- Jigsaws
- Interactive Notebook

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Independent Reading activities

Instructional Materials and Resources

- All Summer in a Day, Bradbury
  - [supplementary activity](#)
- GimKit
- Role-playing

Reflections and Suggested Modifications

ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Skill Set 5: Irony

Student Learning Intentions or We are learning to … (WALT)

WALT analyze author's craft in a text.

WALT name and define types of irony.

WALT analyze the use of irony in a text.

WALT identify text evidence that supports the use of irony in a text.

Student Success Criteria … "I can statements"

I can...analyze the use of author's craft in a text.

I can...differentiate the types of irony.

I can...analyze the use of irony in a text.

I can...provide text evidence to support the use of irony.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work
- Jigsaws
- Interactive Notebook

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Independent Reading activities

Instructional Materials and Resources

- Videos
- Gimkit
- If Cornered, Scream, Patricia Thurmond
  - supplementary activity
- CommonLit - Upswing, TJ Resler

Reflections and Suggested Modifications

ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Skill Set 6: Writing About Reading

Student Learning Intentions or We are learning to … (WALT)

WALT summarize a text.

WALT write a critical response to a text.

Student Success Criteria … "I can statements"

I can...summarize a text.

I can...write a RACE response.

Instructional Strategies and Activities

- Direct instruction
- Gradual release
- Class Discussions
- Group Work
- Jigsaws
- Interactive Notebook

Formative Assessments

- Observation
- Written responses
- Exit Tickets
- Google Forms
- Independent Reading activities
- RACE response

Instructional Materials and Resources

- Summary writing
  - self-reflection
  - taamios method
- RACE response

Reflections and Suggested Modifications

ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
ELA.W.RW.8.7	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.
ELA.SL.PE.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.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks.

The novel and short story variety allows for discussions about same climate, government, control, loss of rights, etc.

https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?usp=sharing

New Jersey Student Learning Standards: Content Area

ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.8.2.C	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).
ELA.L.VL.8.3.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.
ELA.L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
ELA.L.VL.8.3.D	Consult 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.
ELA.L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
ELA.L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
ELA.L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or

allusions to other texts.

ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
ELA.RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
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ELA.W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
ELA.W.RW.8.7	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.
ELA.SL.PE.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.

Integration of Career Readiness, Life Literacies and Key Skills

Individuals can use their talents, resources, and abilities to give back.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

The reading skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading is required.

https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqfjfVAJiet6rbmQ3THg-sXDz2rEnXk/edit?usp=sharing

SOC.6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

21st Century Life and Career

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

SEL Competencies and Standards

SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed