

P.Cert: The Giver Novel Study Copied from: Grade 8, Copied on: 09/14/21

Content Area: **English**
Course(s): **Language Arts**
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit is a study of the Novel, the Giver, by Lois Lawry. Students will complete exercises in comprehension, reading and writing throughout the unit to cover common core requirements at the 8th grade level.

Enduring Understandings

A good reader and writer will use a quality novel to extend thier understanding of the world around them, and apply thier learning to becoming more critical thinkers, expressive writers and productive 21st century citizens.

Essential Questions

Objectives:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- 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
- Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision
- 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
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor
- Analyze the extent to which a filmed production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from religious works such as the Bible, including describing how the material is rendered new
- Read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently
- 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

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- 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
- Read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently
- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the text
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- Establish and maintain a formal style
- Provide a concluding statement that follows from and supports the argument presented
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- 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
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply grade 8 Reading standards to literature
- Apply grade 8 Reading standards to literary nonfiction
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 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
- Follow rules for collegial discussions and decision-making
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
- 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
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use punctuation to indicate a pause or break
- Use an ellipsis to indicate an omission
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, and listening
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content
- Use context as a clue to the meaning of a word or phrase
- Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- Verify the preliminary determination of the meaning of a word or phrase
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Interpret figures of speech in context
- Use the relationship between particular words to better understand each of the words
- Distinguish among the connotations of words with similar denotations
- 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
- improve student knowledge of vocabulary
- Connect rules with our democratic system of checks and balances

Instructional Strategies & Learning Activities

The Giver Unit

- Introduce vocabulary lesson.
- Exercises using a found newspaper article of importance.
- Share and respond.

Assessment: group work, open-ended responses

- pre-reading questions for *The Giver*. Students respond to open-ended question

Assessment: homework, open-ended response

- Oral discussion on freedom of choice,

Assessment: homework, brainstorming

- Continue reading *The Giver*.
- Reading comprehension questions for chapter.

Assessment: homework, record rules, prediction

- Complete WWWB vocabulary test.
- Finish reading chapters 1-3 of *The Giver*. Literary Skills-Mood worksheet a

Assessment: test, worksheet

- Introduce next vocabulary lesson.
- *Students respond to reading comprehension question*

Assessment: reading comprehension quiz, prediction

Continue with each chapter assignment

- Comprehension questions
- discussion
- predictions
- Introduce analytical paragraph format on Google Classroom
- Students will then use the analytical format to respond to questions:

Assessment: reading comprehension questions, explanatory analytical paragraph

- Introduce literary element: allusion.

Assessment: explanatory analytical paragraph, discussion

- Students respond to questions with argumentative essay
- **Assessment:** test, argumentative essay, discussion

- Who Has the Power? (Connection to Social Studies: 3 branches of government)

Assessment: homework, chapter 6 response

- *students respond to questions on Chapter 7:*
- Discuss chapter 7

Assessment: reading comprehension questions, homework

- Rite of Passage Ceremony:

Assessment: badge; ceremony participation

- assignment badges.
- Students share responses with a partner on Google Docs and teacher for revision feedback and then revise.
- Read chapter 8 orally

Assessment: differentiated open-ended responses

- Read Ch. 9
- Literary Skills- Character development

Assessment: Literary Skills: Character Development; chapter 9 response

- explanatory open-ended responses on Google with a partner and peer-assess.
- Explanatory writing assignment

Assessment: reading comprehension, discussion, snow response

- Brain Pop quiz

Assessment: Show, Don't Tell Brain Pop quiz, informative/explanatory snow description revision

- Continue with chapters 10, 11
- Complete chapter 11 *The Giver* narrative prompt on Google Docs:

Assessment: reading comprehension quiz, narrative description

- Introduce next WWWB vocabulary words.
- Share memory narrative descriptions.
- Read chapter 12

Assessment: narrative description; response

- Narrative descriptive lesson

Assessment: game

- Show YouTube video: A Pep Talk from Kid President to You, Be the Change
- Discussion of Chapter 14 and relation to film
- Summarize chapter 15.

- Respond to informative/explanatory writing invitation found on Google Classroom page:
- Begin orally reading chapter 16.

Assessment: homework, informative/explanatory writing invitation

Continue with chapters 16 and 17

- Reading
- Discussion
- Writing exercises
- Socratic Circle discussion

Assessment: reading comprehension quiz, discussion, informative/explanatory differentiated responses

- informative/explanatory differentiated questions

Assessment: informative/explanatory differentiated responses, discussion, narrative writing invitation

Chapters 20

- Comprehension questions
- Discussion
- Writing assignment

Assessment: reading comprehension questions; shared song/emotions evoked written responses

- Orally read chapter 21 and discuss.
- Respond to the prompt found in Google Classroom:

Assessment: homework, prompt response

- Summarize chapter 22 reading. Orally read final chapter 23.

Assessment: homework, discussion, reading comprehension vocabulary test

- Literary Skills: Ambiguous Endings and share results.
- Culminating activity

Assessment: test, ambiguous endings

- Character Analysis Graphic Organizer

Assessment: graphic organizer

- Character Analysis informative/explanatory essay.
- grammar/comma usage video.

Assessment: interactive grammar activity

- View the film version of *The Giver*.
- Students will then write an explanatory essay comparing and contrasting

Assessment: draft essay; revisions; final essay

- use a passage from *The Giver* to construct a found poem.

Assessment: found poem

- Pre-reading activities for “Harrison Bergeron” by Kurt Vonegut:
- Reading Strategies for satire
- e [Discussion Web](#)
- Reflective Activity

- **Assessment:** homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Students will interact with the unit using the Smartboard, Google Classroom, document camera and Chromebooks.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Interdisciplinary Connections

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Differentiation

Creative choices allows for students to work at thier appropriate challenge level though classwork and discussion, and plans infuse personal choice into the presentations.

Modifications & Accommodations

Modifications and accomodations as determined by IEP's.

Benchmark Assessments

Aimsweb testing

Writing samples

Linkit testing 3 times a year.

Formative Assessments

Assessment: homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

See imbedded assessment in daily lessons.

Summative Assessments

Assessment: homework, completion of discussion web, group discussions, critical thinking question

responses, journal responses

Instructional Materials

Materials: *Wordly Wise 8; The Giver*; pre-reading questions for *The Giver*; quiz, Notice and Note As You Read log; Literary Skills – Mood worksheet; Analytical Paragraph Format and example;

Standards

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.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.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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.L.8.3.A	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).
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.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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.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.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.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.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning

of a word (e.g., precede, recede, secede).

- 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.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.
- LA.W.8.1.D Establish and maintain a formal style.
- LA.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.
- LA.L.8.4.D 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).
- LA.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- LA.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.
- LA.L.8.2.B Use an ellipsis to indicate an omission.
- LA.L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.
- LA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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).
- LA.L.8.5.B Use the relationship between particular words to better understand each of the words.
- LA.W.8.9.A Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- LA.W.8.9.B Apply grade 8 Reading standards 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”).
- LA.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- LA.W.8.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- 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.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LA.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.
- LA.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LA.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.
- LA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.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.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.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.
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.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
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.RL.8.8

(Not applicable to literature)

LA.RL.8.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.