MP1a-Explanatory Reading/Writing

Content Area: **Language Arts**
Course(s): **Lang. Arts 8**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How can analyzing informational text make me a more effective writer?
- How do I effectively organize ideas and information to support my claim?

Big Ideas

Anchor Standards

AS.W.1-3   Different formats of writing are used for different purposes.

AS.SL.1-3   The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

Core Reading: *Soldier Boys*

Core Writing: Explanatory Essay

Other Formative Writing: Literary Analysis Essay, Response/Reflection Journal Entries, Open-Ended Responses, Various Informational Text Analysis Using Multiple Text Evidence

Supplemental Resources: *Junior Scholastic News*, Select WWII Articles & Photographs, *Sadlier-Oxford Vocabulary Workshop, Foundations*, Brainpop, Discovery Education, Google Platform

Presentation Skills: slides, Socratic seminar

Technology: Google Platform, file management, slides

Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the

appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Explore a virtual field trip to the San Diego Zoo similar to plot points visited in the novel The Pigman.

Publishing: Research Report, Credible Sources,

Cross-Curricular Integration

Area of Integration: Social Studies

6.2.8.A.4.a   Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a   Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Activity:

Using technology, during the study of the fiction texts of *Night* by Elie Wiesel, *Soldier Boys,* by Dean Hughes and the nonfiction texts, *True Stories of the Second World War, Bomb: The Race to Build-and Steal-The Worlds Most Dangerous Weapon* and *The Manhattan Project: A Secret Wartime Mission,* students will participate in various online simulations and virtual tours of locations and landmarks connected with World

War II and the Holocaust to enhance understanding of the events and plots in the novels.

Career Education Integration

9.2.8b.3   Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8b.4   Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8b.5   Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8b.6   Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Connection:

During the Explanatory Unit, while learning about and discussing WWII, students can highlight the differences between the jobs available then, and the jobs available in the present day. Teachers can facilitate discussions based upon the comparison of job preparation for traditional careers vs. nontraditional ones.

Diversity Integration
Holocaust/Genocide

Examine issues of the holocaust and World War II through the novel Soldier Boys.

Enduring Understandings
Literature

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.

RL.8.2   Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.

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.

RL.8.4   Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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.

Informational Text

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.

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.

RI.8.3   Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

RI.8.5   Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences to develop and to refine a key concept.

Writing

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.

W.8.2a   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).

W.8.2b   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d   Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e   Establish and maintain a formal style/academic style, approach, and form.

W.8.2f   Provide a concluding statement or section that follows from and supports the information or explanation presented.

Speaking and Listening

SL.8.2 [M]   Determine the purpose of information in graphical, oral, visual, or multimodal formats and

evaluate the motives (e.g., social, commercial, political) behind its presentation.

Language

L.8.2 [M]   Observe conventions of capitalization, punctuation, and spelling when writing.

L.8.2a [M]   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b [M]   Use an ellipsis to indicate an omission.

L.8.2c   Spell correctly.