MP2-3 Writer As Researcher

Content Area: **Language Arts**
Course(s): **Lang. Arts 8**
Time Period: **Marking Period 2**
Length: **MP 2-3**
Status: **Published**

Essential Questions

- How do I analyze and synthesize informational text to support my position?
- What are the strategies and structure that contribute to an effective research report?

Big Ideas

Anchor Standards

AS.R.1-3   The interactions of literary elements contribute to its overall meaning.

AS.R.4-6   Authors use the structure of text and nuances of language to craft their work.

AS.R.7-9   Good readers deduce meaning from text through interpretation and comparison.

AS.W.4-6   Technology is a useful tool for assisting authors with the writing process.

AS.W.7-9   Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

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

AS.SL.4-6   Presenters consider a variety of tools to assist in effectively organizing and communicating their ideas to an audience.

AS.L.1-2   Demonstrating a command of Standard English is an essential life skill.

Core Reading: *True Stories of the Second World War, Night*

Core Writing: Research Report

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

Supplemental Resources: *Bomb: The Race to Build—And Steal—The World's Most Dangerous Weapon* by:

Steve Sheinkin; *The Manhattan Project: A Secret Wartime Mission* by: Kenneth Deitch; *Air Raid—Pearl Harbor! The Story of December 7, 1941* by: Theodore Taylor, *Prentice Hall Literacy, Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop, Select Modern Genocide Articles and Videos, Foundations,* Google Platform

Presentation Skills: Socratic seminar

Technology: Google Platform, formatting, reader response, online collaboration

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:

Complete digital research using credible sources on [medals of WWII](#) as it relates to the study of Soldier Boys.

Publishing: Explanatory Essay

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: Women's History Month

During the Writer as a Researcher Unit, when writing the Women of WWII research paper, students have the opportunity to analyze women's role in the workplace during that time period. Teachers can then facilitate discussions around the evolution of women's career path as time went on.

Enduring Understandings

Literature

RL.8.5 [M]   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.

RL.8.6. [M]   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.

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.

Informational Text

RI.8.2 [M]   Determine a 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.

RI.8.4 [M]   Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.

RI.8.5 [I]   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.

RI.8.7 [M]   Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing

W.8.6   Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

W.8.7 [M]   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.

W.8.8 [M]   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.

W.8.9 [M]   Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9a   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).

Speaking and Listening

SL.8.1 [M]   Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a [M]   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.

SL.8.1b [M]   Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c [M]   Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d [M]   Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4 [M]   Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 [M]   Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

L.8.1 [M]   Observe conventions of grammar and usage when writing or speaking.

L.8.1a   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b   Form and use verbs in the active and passive voice.

L.8.1c   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d   Recognize and correct inappropriate shifts in verb voice and mood.

L.8.6   Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.