Unit 1a-Explanatory Reading/Writing

Content Area: **Language Arts**
Course(s): **E/LA 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: *Freak The Mighty*

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*, *Sadlier-Oxford Vocabulary Workshop, Foundations*, Brainpop, Discovery Education, Google Platform

Presentation Skills: slides, Socratic seminar

Technology: Google Platform, file management, slides

Critical Concepts

September

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 1-38

CC.7.1.A: Citing Textual Evidence to Support an Analysis of What the Text States Explicitly. Citing Textual Evidence to Draw Inferences

CC.7.1.B: Citing Textual Evidence to Support an Analysis of What the Text States Explicitly. Citing Textual Evidence to Draw Inferences

CRLLKS- Career Education

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 various disabilities, students can highlight the various jobs and services available to those affected. Teachers can facilitate discussions based upon the comparison of job preparation for traditional careers vs. nontraditional ones for individuals with special needs.

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 *Night* by Elie Wiesel, 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, setting and plots in the novels.

Diversity Integration

Holocaust/Genocide

Examine issues of the holocaust and World War II through the novel *Night*.

CSDT 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,

Enduring Understandings

Literature

RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of what the multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2 Determine a theme or of a literary text and course of the text, including how it is conveyed through particular details; provide asummary of the text distinct from personal opinions or judgments.

RL.IT.8.3 Analyze how 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.

RL.TS.8.4 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning, tone, and style.

Informational Text

RI.CR.8.1 Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.8.2 Determine a central idea of an informational text and and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3 Analyze how particular elements of a text, interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.54 Analyze the structure and explain how an author uses to organizes a specific paragraph in a text, including the role of particular sentences to develop and to refine a key concept develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.TS.8.4 Analyze and explain how an author organizes develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

W.IW.8.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.8.2a Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

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

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

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

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

W.IW.8.2f Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

Speaking and Listening

SL.II.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. (Students may analyze the criteria and constraints of a design problem that is the result of the local impact of climate change, taking into account the source of the criteria, its credibility, and the motives behind its presentation.)

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Language

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

L.KL.8.2b Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.KL.8.2c 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).

Resources

Junior Scholastic News, Select WWII Articles & Photographs, *Sadlier-Oxford Vocabulary Workshop,*

Foundations, Brainpop, Discovery Education, Google Platform

Memoir Writing Rubric