Unit 2-3 Writer As Researcher

Content Area: **Language Arts**
Course(s): **E/LA 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: *The Boy Who Dared*

Core Writing: Research Report

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

Supplemental Resources: *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

Critical Concepts

November

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 111-132

CC.8.3.B: Analyzing Plot. Describing How the Plot Unfolds in a Series of Episodes. Describing How Characters Respond or Change as the Plot Advances. Describing How the Elements of the Plot Interact, and/or How Particular Lines of Dialogue Propel the Action, Reveal Aspects of a Character, and Provoke a Decision.

December

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 1-40

CC.8.4.A: Determining the Meaning of General and Content-Specific Words and Phrases, Including Figurative, Connotative and Technical Meanings

CC.8.4.B: Determining the Meaning of Words and Phrases, Including Figurative, Connotative and Technical Meanings. Analyzing the Impact of Words on Meaning and Tone

January

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 41-89

CC.8.5.A: Analyzing Text Structures, Including How they Contribute to the Development of Ideas and/or Concepts

CC.8.5.B: Analyzing Literary Text Structure and Making Connections between Structures and the Development of Theme, Setting, Plot, Meaning, and/or Style

February

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 90-131

CC.8.6.A: Determining Informational Author's Point of View. Determining Author's Purpose

CC.8.6.B: Determining Literary Point of View of Characters and Narrators and/or Making Connections to Literary Point of View and Effects Such as Suspense and Humor

March

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 1-43

CC.8.7.A: Integrating or Comparing and Contrasting, or Evaluating Information from Different Formats and/or Mediums

CC.8.7.B: Comparing and Contrasting a Written Version of a Work to an Audio, Video, Filmed, Staged, or Multimedia Version of the Same Work

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: Women's History Month

During the Writer as a Researcher Unit, students have the opportunity to analyze the roles in the workplace of various leaders in the civil rights movement and their career paths as they relate to their impact on history. Teachers can then facilitate discussions around the evolution of career paths over time.

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:

Complete digital research using credible sources civil rights leaders and their impact on society.

Publishing: Explanatory Essay

Enduring Understandings

Literature

RL.TS.8.4. Compare and contrast the structure of texts, analyz[e]ing how the differing structure of each text contributes to its meaning, tone and style

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

RL.CT.8.8 [M] 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.

Informational Text

RI.CI.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.TS.8.4. 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.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting dea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually,

quantitatively) to address a question or solve a problem.

Writing

W.WR.8.5 [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.SE.8.6 [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. (Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth's systems.)

Speaking and Listening

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

Language

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

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

L.SS.8.1b [M] Form and use verbs in the active and passive voice.

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

L.SS.8.1d [M] Recognize and correct inappropriate shifts in verb voice and mood.

L.SS.8.1e Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.SS.8.1f Use an ellipsis to indicate an omission.

L.SS.8.1g Recognize spelling conventions

Resources

Prentice Hall Literacy, Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop, Select Modern Genocide Articles and Videos, Foundations, Google Platform

Literary Writing Rubric

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

Research Paper Rubric