Unit 1b Explanatory Reading/Writing

Content Area: **Language Arts**
Course(s): **E/LA 8 Accelerated**
Time Period: **MP1-2**
Length: **MP1-2**
Status: **Published**

Essential Questions

- How can reading nonfiction help make connections between the past and the present?
- How do effective writers inform, explain, and report information?

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, Lord of the Flies*

Core Writing: Explanatory Essay, Literary Analysis Essay

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

Supplemental Resources: *Junior Scholastic News*, *Sadlier-Oxford Vocabulary Workshop, Foundations*, Google Platform, BrainPop, Discovery Education, NEWSELA

Supplemental Independent Inquiry Project: Novel Based Research Inquiry

Presentation Skills: Google Slides Presentation, Socratic seminar

Technology: Google Platform, file management, peer collaboration

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 students with disabilities, students can highlight the career opportunities and supports available as well as resources. Teachers can facilitate discussions based upon the needs of individuals with disabilities and 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 the fiction text 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 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,

Google Docs

Enduring Understandings

Literature

RL.CR.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.CI.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.IT.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.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text

contributes to its meaning, tone and style

Informational Text

RI.CR.8.1 [M] 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.CI.8.2 [M] 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.IT.8.3 [M] Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

Writing

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

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

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

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

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

Speaking and Listening

SL.II.8.2 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.)

SL.UM.8.5 Integrate multimedia and visual displays into presentations to clarify information,

strengthen claims and evidence, and add interest.