Unit 2-3 Writer as Researcher

Content Area: **Language Arts**
Course(s): **E/LA 8 Accelerated**
Time Period: **Marking Period 2**
Length: **MP2-3**
Status: **Published**

Essential Questions

- How does a researcher determine the most relevant essential information?
- What are the strategies and structures 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: *Night*

Core Writing: Research Report

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

Supplemental Resources: *Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop,* Select Manhattan

Project Articles and Primary Sources, Select Modern Genocide Articles and Videos, Foundations, Google Platform, Internet resources

Supplemental Independent Inquiry Project: Independent Novel Literary Analysis

Presentation Skills: Research Presentation, Socratic Seminar

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

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 connected to World War II and the Holocaust as it relates to the study of *Night*

Publishing: Explanatory Essay

Enduring Understandings

Literature

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

RI.MF.8.6 [M] Evaluate choices made (by the authors, directors, or actors) when presenting an idea 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.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

Junior Scholastic News, Sadlier-Oxford Vocabulary Workshop, Select Articles and Primary Sources, Select Modern Genocide Articles and Videos, Foundations, Google Platform, Internet resources

Literary Writing Rubric