Reading Literature (1) - Hunger Games

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will read a novel and variety of short stories to focus on the following skills: narrative elements, plot development, characterization, setting, theme development, narration; vocabulary development through context clues and use of references; drawing conclusions, making inferences, forming opinions, comparing and contrasting; understanding dystopian and utopian societies; understanding literary devices, i.e. figurative language, irony, foreshadowing, flashback, allusion, analogy, etc.; critical thinking; writing responses to short-answer and open-ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.

Enduring Understandings

Personal experience affects the reader's point of view and his/her ability to connect with the story.
Proficient readers can think critically and creatively beyond the text.
Proficient readers use comprehension strategies to enhance their understanding of a story.
Literature is a reflection of real life.
Literature can be enjoyable.

Essential Questions

What are the narrative elements?
How do readers extract meaning from text?
How do authors craft their work?
How do the parts of a literary piece contribute to the whole?
How do life experiences impact reading comprehension and interpretation?

Learning Objectives

Analyze a work of fiction
Apply active reading strategies
Use structural analysis, context, and references to build vocabulary
Think critically and analytically
Write to make personal connections to literature
Develop oral communications skills
Enhance learning through collaborative discussion
Compare and contrast texts
Identify literary devices

Write short answer and open-ended responses
Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Standards: Content

L	Language
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.SS.8.1.B	Form and use verbs in the active and passive voice.
L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.SS.8.1.F	Use an ellipsis to indicate an omission.
L.SS.8.1.G	Recognize spelling conventions.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
R	Reading
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular 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 texts, analyzing 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 (e.g., created through the use of dramatic irony).
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
RL.CT.8.8	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.
W	Writing
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL	Speaking and Listening
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Assessment Evidence

Formative	Class discussions, activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, literature circles, questions from leveled readers, teacher observations of student's phonic

	awareness, and oral reading skills, running records of students, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Word banks, oral responses, graphic organizers, observations, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Hunger Games, Publisher: Scholastic Press, http://www.scholastic.com

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		