Literature and Informational Text

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

Unit Overview

Students will read a variety of literary genres 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 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.

In addition, students will read a variety of informational texts including historical, scientific, technical, persuasive, and biographical/autobiographical selections. Skills involve vocabulary development; central idea and supporting details; comparing/contrasting texts, drawing conclusions, making inferences, and forming judgments; objective summary; use of literary devices; information presented in graphic form; critical and analytical thinking; collaborative discussion, and writing in response to short answer as well as open-ended questions.

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 selection.
Literature is a reflection of real life.
Understanding informational text is crucial for success in life's endeavors.
Reading 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?
How does informational text apply to daily life?
How do graphic text features help in comprehending non-fiction text?

Learning Objectives

Analyze works of fiction and informational text

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
Students will read and analyze – Your Food Choices Affect Earth's Climate (Climate Change)

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.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.

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.
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.
RI.CI.8.2	Determine a central idea of an informational 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.
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.
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.
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.
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).
RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
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.
RI.MF.8.6	Evaluate the 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.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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.
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.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards: Interdisciplinary

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Assessment Evidence

Formative	Class discussions, activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, 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 - Read to the student and chart oral responses. Word banks, sentence frames, 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, Glencoe Literature: The Reader's Choice Course 3, Publisher: Glencoe McGraw-Hill, Your Food Choices Affect Earth's Climate (Climate Change)

http://www.scholastic.com, http://www.ushmm.org,

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)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

X	Global and Cultural Awareness		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		