

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 2 Title:	Literature	Grade Level(s):	8
Assessed Trimester:	Trimester 1	Pacing:	6 Weeks	Date Created:	12/5/2012	Last Revision Date:	6/16/2014

Course Understandings: Students will understand that:

Effective readers:

- Use and apply Reader Response and Historical/Biographical critical lenses to develop an understanding of diversity and personal perspectives
- Use strategies to comprehend, interpret, evaluate, and analyze fiction and nonfiction texts
- Use and apply literary and textual devices to analyze and construct meaning in fiction, non-fiction, drama, and poetry
- Use word-learning strategies to acquire, understand, and use new vocabulary to increase comprehension
- Read independently to exercise autonomy, to improve vocabulary, and to develop lifelong reading habits

Effective writers:

- Engage in a writing process which includes revising to create meaning in multiple genres (informative, expressive and persuasive) for multiple purposes and audiences

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals
<p><b>High Priority</b> – Students must know:</p> <ul style="list-style-type: none"><li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.5.1.1).</li><li>• Determine a theme or central idea of a text including those by and about Minnesota American Indians and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (8.5.2.2).</li><li>• Draw evidence from literary or informational texts to support analysis, reflection, and research (8.7.9.9).</li><li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (8.5.4.4).</li><li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (8.4.4.4).</li></ul> <p><b>Medium Priority</b> – Students should know:</p> <ul style="list-style-type: none"><li>• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories including stories, poems, and historical novels of Minnesota American Indians or religious words such as the Bible, including how the material is rendered new.</li><li>• 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 (8.4.3.3).</li><li>• Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (8.4.5.5).</li><li>• 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. (8.7.8.8)</li><li>• Draw evidence from literary or informational texts to support analysis, reflection, and research (8.7.9.9).</li></ul> <p><b>Low Priority</b> – It is nice for students to know:</p> <ul style="list-style-type: none"><li>• Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor (8.4.6.6).</li><li>• Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the directors or actors (8.4.7.7).</li><li>• By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. (8.4.10.10).</li></ul>
Transfer
<p><b>Students will be able to independently use their learning to: (product, high order reasoning)</b></p> <ul style="list-style-type: none"><li>• Generate and support a written or oral analysis of a variety of higher-level fictional texts.</li></ul>

Meaning	
<b>Unit Understanding(s):</b> <b>Students will understand that:</b> <ul style="list-style-type: none"><li>• Story elements and poetic devices develop theme.</li><li>• Texts have various structures.</li><li>• Inferences about fictional texts must be supported with details.</li></ul>	<b>Essential Question(s):</b> <b>Students will keep considering:</b> <ul style="list-style-type: none"><li>• Why do fiction texts matter?</li><li>• How does real life inform and inspire fiction or other imaginative literature (poems, memoir)?</li><li>• How does audience shape the way fiction is interpreted or created?</li><li>• How do poetic devices (imagery, figurative language) affect the aesthetic and literary quality?</li><li>• In this age of Twitter and information overload, how can readers choose a text wisely and know which texts to value?</li><li>• How do people choose texts to read independently?</li></ul>
Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>• Locate textual evidence in a short story, poem, or novel to support an analysis of that text.</li><li>• Determine which textual evidence most strongly supports an analysis of a short story, poem, or novel.</li><li>• Identify the theme of a short story, poem, or novel.</li><li>• Identify mood/tone.</li><li>• Identify how figurative language, analogies, and allusions shape the meaning of a text (i.e. metaphor, imagery, hyperbole, personification, simile).</li><li>• Locate textual evidence in a short story, poem or novel to support inferences drawn from that text.</li></ul> <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li>• Draw a valid inference from a short story, poem, or novel</li><li>• Compare and contrast texts to see how the overall structures contribute to meaning and style</li><li>• Compare and contrast a modern text to an earlier text with similar themes, plot, or characters.</li><li>• Explain how textual evidence supports an analysis of a short story, poem or novel.</li><li>• Analyze how characterization develops the characters or the plot.</li><li>• Analyze how conflicts drive the plot or characters’ decisions.</li><li>• Analyze how points of view/perspective affect a story and creates mood.</li><li>• Compare and contrast texts (one being the original text, and the other being the dramatized reproduced version)</li><li>• Analyze how literary elements (characters, setting, and plot) develop and determine the theme or themes of a story.</li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>• Theme is suggested by analyzing details from a short story, poem, or novel.</li><li>• Use context clues to learn unfamiliar words</li><li>• Read independently</li></ul>

<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>• Theme equals plot</li><li>• All themes are obvious or directly stated by the author</li><li>• Mood and tone can be used interchangeably</li><li>• I can read the same low-level book over and over again for independent reading</li><li>• Reading is just a school 'thing'</li><li>• I don't need new words, I know enough</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li>• Annotate</li><li>• Allusion</li></ul>
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