

Grade Level: 8	Trimester 1	Length 4 weeks
<h2 style="color: #4F81BD;">Reading Unit 1 – Dystopian Lit. Circles</h2>		
<p>Unit Overview</p> <p>When do good intentions go too far? What are the elements that make up a dystopian world? In this unit students will read a dystopian novel of their choice and participate in literature circles. Students will also write a literature analysis piece in which they examine a common theme in their work and in real life. Students will also read “The Lottery” a dystopian short story.</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>8 RL 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8 RL 2: Determine a theme or central idea of a text 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.</p> <p>8 RL 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.</p> <p>8 RL 4: 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.</p> <p>8 W 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>8 W 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>		

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8 W 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)

8 W 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8 SL 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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8 SL 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.

8 L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

8 L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- 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.

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized 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.
- d. 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).

8 L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overarching Standards:

8 RL 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8 L 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

Key Understandings to Explore

Students will understand that

Good intentions can go too far.

The role of ethics and morals in dystopian society.

Our actions are motivated by human nature.

Authors of dystopian novels make commentary on government, technology, society and human behavior.

We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

How does motivation shape our character and actions?

What are we motivated by?

Where does courage come from?

How are good intentions ruined by human nature?

How do we determine if we’ve gone a step too far?

What role do ethics and morals play in a dystopian society?

What can survival and conflict teach us about ourselves?
 What do authors of dystopian novels say about government, society, and human behavior?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story or drama elements
- Structure of a drama (flashback)
- Point of View
- Characters
- Narrator
- Literature genres
- Comprehension strategies
- Thesis statement
- Use of text evidence
- Citing quotes
- Paraphrasing
- Impact of word choice
- MLA formatting
- Transition words and phrases
- Formal writing style
- Writers write for different purposes and audiences
- Rules for class discussion
- Dictionary/thesaurus skills
- Character motivation

Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to....

- Determine the theme or central idea of a text
- Identify the elements of a story
- Describe the structure of a story
- Describe the different points of view of characters or narrators in a text
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Use facts, definitions, details, quotations, etc. to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Develop and write a thesis statement
- Write routinely over time for a range of audiences and purposes
- Pose questions that elicit elaboration
- Acknowledge new viewpoints
- Locate the meaning/usage of a word

Key Vocabulary:

Dystopia, theme, thesis statement, good intentions, motivation, human nature, morals, ethics

Performance Assessments (may be formative or summative)

Other Evidence/Assessments

Formative: Literature Circle discussions. Teachers assess bookmarks and discussion participation.

Summative: Literature analysis essay. Students will develop a thesis statement and support their thesis with text evidence.

Bookmarks: handed out with guided discussion questions to be filled out independently

Book blog questions: A weekly question filled out online that deals with a theme of the dystopian work.

Themes and thesis statement: Teachers' conference with students as they develop their theme and thesis statement for a literature analysis paper.

Unit Title (continued from previous page):

Literary Texts: Poems

Literary Texts: Stories/Novels

Drama:

Picture Books:

Non-fiction:

Fable/Folktale:

Other Media:

The Hunger Games: Reaping Scene

The Lottery: Trailer

Short Stories:

"The Lottery" Shirley Jackson

"All Summer in a Day" Ray Bradbury

Informational Texts

Independent Novels

Divergent Veronica Roth

Fahrenheit 451 Ray Bradbury

Legend Marie Lu

Compound S.A. Bodeen

Uglies Scott Westerfeld

Ship Breaker Paolo Bacigalupi

The House of the Scorpion Nancy Farmer
Unwind Neal Shusterman
The Adoration of Jenna Fox Mary Pearson

Art/Music/Media**Online Resources****Differentiation for Struggling Learners and ELL**

For struggling readers:

- Audio books available
- Chapter summaries for *Compound*
- Book choices are a combination of choice and reading ability
- Bookmarks provided with specific discussion questions

Interdisciplinary Connections