

Grade Level: 8	Trimesters 1-3	Length Ongoing
<h2 style="color: #4F81BD;">Reading Unit 2 – Responding to Literature</h2>		
<p>Unit Overview</p> <p>In this unit students will respond to weekly prompts on the Nock Book Blog based on their independent reading. Eighth-grade students are expected to read one book per month. Prompts are questions similar to MCAS reading comprehension open-response questions. Responses should show the students’ understanding of their reading and must include at least three quotes, cited correctly, and introduced by signal phrases.</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 RL 5: 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.</p> <p>8 RL 6: Analyze how differences in the points of view of the characters and the audience or reader creates such effects as suspense or humor.</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.

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.

- 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 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 W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech in context.

<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p> <p>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.</p>	
<p>Overarching Standards:</p> <p>8 RL 10: By the end of the year, read and comprehend stories, dramas, and poems at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>8 RI 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.</p>	
<p>Key Understandings to Explore</p> <p><i>Students will understand</i></p> <p>How to select text evidence to support an idea</p> <p>How to cite quotes correctly</p> <p>How to use signal phrases to introduce text evidence</p> <p>How to choose books they will enjoy</p>	
<p>Essential Questions for thought, discussion, and collaboration</p> <ul style="list-style-type: none"> • How do you interact with text through writing? 	
<p>Declarative and Factual Knowledge (Recall, memorize, define)</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Theme • Story elements • Point of View • Characters • Narrator • Conflict (internal and external) • Character motivation • Literature genres • Text-to-self connections • Comprehension strategies 	<p>Skills (Organize, apply, analyze, integrate, evaluate)</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and discuss the problem, the events of the story, and the problem resolution. • Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them) • Provide evidence of understanding plots with multiple events and gather information about many characters and their traits and relationships. • Predict what the character might do in other circumstances. • Reflect inferences about the main and supporting characters'

<ul style="list-style-type: none"> • Use of text evidence • Citing quotes • Paraphrasing • Signal phrases • Impact of word choice • MLA formatting • Transition words and phrases • Formal writing style 	<p>feelings, motivations, attitudes, and decisions based on information from the text.</p> <ul style="list-style-type: none"> • Show connections between the settings, characters, and events of a text and reader’s own personal experiences. • Infer characters’ motivations and feelings, understanding inner conflict. • Support thinking beyond the text with specific evidence from the text or personal knowledge. • Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters) • Identify conflict in fiction and the implications for the characters.
<p>Key Vocabulary: Theme, internal conflict, external conflict, internal character traits, external character traits, character, characterization, main character, minor character, static character, dynamic character, “showing” versus “telling,” realistic fiction, voice, tone, perspective (point of view), setting, plot, signal phrase, text evidence, citation.</p>	
<p>Performance Assessments (may be formative or summative)</p> <p>Formative: Book blog prompts. Summative: MCAS open response</p>	<p>Other Evidence/Assessments</p>

Unit Title (continued from previous page):
Informational Texts
Independent Novels
Art/Music/Media
Online Resources
Differentiation for Struggling Learners and ELL For struggling readers: -Writing template -Audio books
Interdisciplinary Connections