

Strand 1: Understanding Text
Concepts/Skills Processes:

- Reasoning (RL8.1)
- Text Structure (RI8.5)
- Character Relationships (RL8.3)
- Conflict Between Characters (RL8.2)
- Theme (RL8.3)

Strand Understandings:

- Understanding character relationships can contribute to overall clarity of external and internal conflicts as well as themes.
- Understanding theme development is essential to deeper comprehension and appreciation of text.

Essential/Guiding Questions:

- How do character relationships create conflict in a story? (C)
- How do conflicts develop the theme in a story? (C)
- What causes characters to have negative or positive relationships with each other? (C)
- Why does conflict exist among individuals/groups? (P)

PK-12 Enduring Understandings

- Characters and conflicts in literature reflect individuals or groups caught in a struggle within themselves, with another character, or with the world around them. Examining this struggle leads to understanding the overall theme of the story and contributes to a deeper lesson about life.

Unit Enduring Understandings

- Character relationships, conflicts, and interactions develop the overall theme and message of a story.

Unit Overarching Questions

- What elements convey characterization in literature? (F)
- How does a reader write about character analysis? (C)
- What causes conflicts in narratives?

Strand 2: Critiquing and Responding to Text
Concepts/Skills Processes:

- Evidence (RI8.1)
- Comparing /contrasting (RL8.7)

Critiquing Focus/Concepts

- Literary Analysis (RL8.3)

Strand Understandings:

- Determining the strongest textual evidence lends the reader to support analysis more fully.
- Evaluating how characters respond can increase text comprehension.
- Analyzing characters' interpersonal relationships often leads to an increased understanding of the theme.
- Analysis of dialogue or incidents in a story often increases understanding of characterization in text.
- Recognizing conflict in text can improve understanding of human nature in literature and life.

Essential/Guiding Questions

- How does the evaluation of the character's response to conflict define his or her personality? (C)
- How is the understanding of the text enriched by comparing and contrasting characters' relationships? (C)
- What components of the text reveal aspects of character? (Examples: dialogue, conflict, actions, reactions). (C)
- What causes conflict? (P)

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Unit Focus:
 Conflict Makes the World Go Around

Concept Lens:

- Conflict
- Craft
- Characterization-Narrative

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Strand 3: Producing Text

Concepts/Skills Processes:

- Narrative (W8.3)
- Precise Language (W8.2d)
- Literary Analysis (RL8.3)

Strand Understandings:

- Using narrative techniques, such as dialogue, and reflection in narratives can improve communication.
- Using precise language and text specific vocabulary more clearly explains conflict within a text.

Essential/Guiding Questions:

- How does using precise vocabulary improve written explanations? (F)
- How can a narrative convey real or imagined experiences or events? (C)
- How can writing reflection improve a narrative text? (C)

Strand 1: Understanding Text

Concepts/Skills Processes:

- Context (L8.4a)
- Connotations (L8.5)
- Meaning (RL8.4)

Strand Understandings:

- Understanding how to select the strongest evidence to support an idea improves critical thinking.
- Analyzing the relationship of one central idea to its supporting ideas is often essential to comprehension of complex text.
- Determining connotations and denotations of words clarifies nuances in word definitions.
- Identifying the feelings and emotions associated with specific word choice may contribute to meaning of a text.

Essential/Guiding Questions:

- How can selecting the best evidence clarify and support an understanding of a character? (C)
- How does using context contribute to the understanding of text? (C)
- How does tracing the development of one central idea throughout a text improve comprehension? (C)
- How can word choice convey mood and tone? (C)
- How can meaning be determined by analyzing connotations? (C)

PK-12 Enduring Understandings

- Comprehending and appreciating a variety of texts is essential to communication, cooperation, and collaboration in a global context.
- Creating authentic text through a variety of media develops voice and demonstrates craft through an understanding and awareness of audience and purpose, empowering individuals to communicate effectively.

Unit Enduring Understandings

- Understanding language context and form contributes to text comprehension and the reader's perception or understanding.
- Understanding language context and form enhances overall text comprehension while developing the reader's perception of the text.

Unit Overarching Questions

- How does analyzing word choice and literary devices improve response to text?
- How does understanding text in its various formats improve production of new text?
- What strategies for reading deepen understanding of text?
- How does understanding the structure of text clarify meaning?
- What is evidence? (C)
- Why is evidence essential to academic achievement? (P)
- How do we understand what we read?

Strand 2: Critiquing and Responding to Text

Concepts/Skills Processes:

- Evidence (RI8.1)
- Analogy (RI8.4)
- Allusion (RI8.4)

Critiquing Focus/Concepts

- Evaluation (RL8.7)
- Comparison (RL8.5)

Strand Understandings:

- Analyzing the strongest text evidence can enhance critical thinking.
- Analyzing the meanings of analogies and allusions can clarify tone, mood and theme.
- Comparing the structures of two or more texts analytically often contributes to meaning and style.

Essential/Guiding Questions

- How does analyzing the meaning of analogies and allusions contribute to understanding author's emotions? (C)
- Why does comparison bring meaning to light?(C)
- How can words express emotion and play a role in encouraging action? (P)
- What techniques to authors, speakers, and song writers use to influence others? (P)



Unit Focus:
Lessons in Language:
It's What You Say!

Concept Lens:
Language, Form, Perception



Strand 3: Producing Text

Strand Understandings:

- Using strong textual evidence can support character analysis.
- Communication requires producing coherent writing which is appropriate to task, purpose, and audience.
- Peer editing often improves understanding of process writing and can improve final product.

Essential/Guiding Questions:

- How does the writer determine the strongest text evidence that can be used to support a character analysis? (C)
- How does cohesion contribute to effective written communication? (C)
- How does critiquing peers' writing improve skills? (C)

Concepts/Skills Processes:

- Evidence (W8.1)
- Cohesion (W8.4)
- Technique
- Reflection (W8.3b)
- Editing (W8.5)

Strand 1: Understanding Text
Concepts/Skills Processes:

- Analysis (RI.8.6)
- Validation (RI.8.8)
- Reasoning (RI.8.1)
- Connections (RI.8.2)

Strand Understandings:

- Analyzing how an author distinguishes his or her position from that of others can clarify understanding of text.
- Identifying whether reasoning is relevant or irrelevant can clarify the validity of an argument.
- Selecting the strongest text can best substantiate and support ideas.
- Discerning how the relationship between the central idea of a text and its supporting ideas contribute to an argument’s strength can promote critical comprehension.

Essential/Guiding Questions:

- How do authors distinguish positions from that of others? (F)
- How can discerning relevant and irrelevant reasoning clarify the validity of an argument? (C)
- Why is it important to use a variety of strong text support to advance an argument? (C)
- How does an argument’s strength depend on the interaction between its central idea and support? (C)

PK-12 Enduring Understandings

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students’ ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.
- Creating authentic text through a variety of media develops voice and demonstrates craft through an understanding and awareness of audience and purpose, empowering individuals to communicate effectively.

Unit Enduring Understandings

- Sophisticated communication often requires creating a logical argument with sufficient support and distinguishing contradictory ideas.
- Creating, supporting, and producing a personal point of view is of ideas component of communication.
- Recognizing, distinguishing and analyzing contradictory ideas helps to develop a personal point of view.

Unit Overarching Questions

- Why is it important to make a valid argument with sufficient support?
- Why is it important to be able to deconstruct an argument and determine validity?
- How does understanding the structure of argument help communication?

Strand 2: Critiquing and Responding to Text
Concepts/Skills Processes:

- Argumentation (RI.8.9)

Critiquing Focus/Concepts

- Evaluation (RI.8.8)
- Structure (RI.8.5)

Strand Understandings:

- Analyzing where two texts disagree on matters of fact or interpretation can unlock critical understanding of a valid argument. (RI.8.9)
- Evaluating an argument’s specific claims often improves comprehension.
- Examining in detail the structure of specific elements in a text can contribute to understanding of how a key concept is developed and refined. (RI.8.5)

Essential/Guiding Questions

- How does close examination of the differences in facts and interpretations in two texts help determine whether an argument is valid? (C)
- What role do structures of sentences and paragraphs play in developing key concepts? (F)
- How does writing change when a specific audience is considered? (C)

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Unit Focus:
 Seeing the Other Side: Argumentation

Concept Lens:
 Argumentation-Distinguishing
 Counter Claim
 Bias-Considering Audience Response

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Strand 3: Producing Text

Concepts/Skills Processes:

- Distinguish Counterclaim (W8.1)
- Vary Transitions (W8.2)
- Using Pertinent Facts (W8.2)
- Editing (L8.1d)
- Conventions –Ellipsis, Commas, Dashes (L8.2a)
- Expression (L8.6)

Strand Understandings:

- Writing a counterclaim can clarify the writer’s position in an argument.
- Using a variety of transitions often contributes to fluency and clarity of text.
- Choosing the most pertinent facts to support a position often enhances the strength of the argument.
- Using proper writing conventions often improves communication in text.
- Using domain specific words can more accurately express ideas in an argument

Essential/Guiding Questions:

- How can distinguishing a counterclaim clarify a writer’s claim? (C)
- How can using a variety of transitions contribute to fluency and clarity of text? (F)
- Why does it matter which supporting facts are chosen to support an argument? (C)
- How can using proper writing conventions contribute to effective communication? (F)
- Why are arguments more effective when domain specific vocabulary is used? (C)

Strand 1: Understanding Text
Concepts/Skills Processes:

- Comparison (RL8.5)
- Development (RI8.2)
- Relevance (RI8.1)

Strand Understandings:

- Comparing and contrasting two or more texts on a similar topic can contribute to understanding patterns, meaning and style.
- Discerning the development of the central idea through its supporting ideas can contribute to an increased understanding of text.

Essential/Guiding Questions:

- How does comparing and contrasting structures in multiple texts contribute to patterns in understanding theme and styles? (C)
- How does examining development of a central idea improve understanding of text? (C)
- How can selecting and citing relevant evidence contribute to comprehending central ideas? (C)

PK-12 Enduring Understandings

- Comprehending and appreciating a variety of texts is essential to communication, cooperation, and collaboration in a global context.
- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students' ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.

Unit Enduring Understandings

- Reflecting upon authors' craft, and making judgments within and across texts often develops analytical skills.
- Careful reading and analysis of memoirs, autobiographies, and autobiographical-type texts in comparison with secondary sources often leads to a greater understanding of the role of author's choices in crafting the audience's reactions.

Unit Overarching Questions

- How can understanding explanatory writing techniques and strategies improve ability to transfer knowledge?
- How can critical reading strategies and reflecting on authors' craft across genres improve analytical ability?
- Why is synthesis of a variety of texts essential to understanding research?

Strand 2: Critiquing and Responding to Text
Concepts/Skills Processes:

- Provocation (RL8.3)

Critiquing Focus/Concepts

- Presentation (RI8.7)
- Fidelity (RL8.7)

Strand Understandings:

- Analyzing the dialogue and incidents in a text often reveals authorial intent.
- Evaluating two different mediums of the same text can reveal author's craft.
- Evaluating the similarities and differences between a production and text can emphasize crucial ideas, themes, and emotions.

Essential/Guiding Questions

- How does analyzing patterns in a text reveal authorial intent? (C)
- What can memoirs/autobiographies tell about the beliefs and values of a particular author? (C)
- How does evaluating two different mediums of the same text clarify author's craft? (C)
- Why might a director choose to stay faithful to or depart from text when producing a film? (C)
- Should a film director keep the integrity of an original text when producing a film version? (P)

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Unit Focus:
 Autobiography and Memoir:
 Claiming and Preserving a Voice

Concept Lens:
 Synthesis, Patterns, Analysis

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Strand 3: Producing Text

Concepts/Skills Processes:

- Choice (W8.2)
- Synthesis (W8.2b)
- Discourse (SL8.4)
- Purpose (W8.5)
- Explanation (W8.2)

Strand Understandings:

- Choosing the most relevant facts and varied transitions can improve informative writing.
- Developing a topic with facts, definitions, information, and examples from different sources can clarify and support synthesis of ideas leading to the production of a coherent piece.
- Using logic, valid reasoning, and other appropriate skills in discourse often enhances effective communication.
- Focusing on audience and purpose can strengthen writing.

Essential/Guiding Questions:

- How is careful selection of relevant facts essential to clear communication of authorial ideas/opinions? (C)
- How can using logic, valid reasoning, and other appropriate skills in discourse enhance oral communication? (C)
- How is careful selection of relevant facts essential to clear communication of authorial ideas/opinions? (C)
- Is all writing a form of authorial argument? (P)