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ELA Grade 8 Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	8	3	6 weeks

Grade Level Summary

In eighth grade, students grapple with high-quality, complex, nonfiction texts and great works of literature. The focus of informational texts shifts from narrative to expository. Students know how to cite textual evidence supporting an analysis or critique. Students know how to question an author's assumptions and assess the accuracy of the claims. Eighth grade students read closely and find evidence to use in their own writing; they analyze two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea. Students have developed a strong vocabulary of academic words which they use to speak and write with more precision. Their writing continues to grow focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements.

Grade Level Modules

- Module 1: Determining the Path to Getting Ahead as Conformist or Individualist
- Module 2: Critical Moments and the Way They Shape Who They Are
- Module 3: The Way the Message is Delivered Can Impact the Way It is Received
- Module 4: The Motives of People Today in Comparison to Those of the Past
- Module 5: Experiences May Be Shaped by Events

Module Title

Module 3: "The Way the Message is Delivered Can Impact the Way It is Received"

Module Overview

In this module, reading, writing, and speaking and listening focus on the big idea of actively and skillfully interpreting, analyzing evaluating, and synthesizing information while exploring opposing perspectives. Students engage in an examination of various perspectives that present multiple views, often in direct opposition to one another. Students read from, and write to, informational texts as well as contemporary literature. Goals include opportunities for students to interact with a wide array of texts that support the ability to reason, analyze, and assess divergent thinking and various perspectives. Key outcomes include understanding of the narrator's perspective, its relationship to the author, and the impact on the central message.

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Module Objectives

At the end of this module, students will be able to independently use their knowledge to:

- Comprehend and evaluate complex texts across a range of types and disciplines
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
- Communicate effectively for varied purposes and audiences
- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond

Focus Standards Addressed in this Module

CC.1.2.8.G -	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.3.8.E -	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.
CC.1.3.8.G -	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 directors or actors.
CC.1.5.8.C -	Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

Important Standards Addressed in this Module

CC.1.2.8.A -	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.3.8.A -	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.
CC.1.4.8.A -	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B -	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.O -	Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CC.1.5.8.D -	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.
CC.1.5.8.F -	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
E08.C.1.2.1 -	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
E08.C.1.2.2 -	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
E08.C.1.2.3 -	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E08.C.1.2.4 -	Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.C.1.2.5 -	Establish and maintain a formal style.
E08.C.1.2.6 -	Provide a concluding section that follows from and supports the information or explanation presented.
E08.E.1.1.1 -	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E08.E.1.1.2 -	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E08.E.1.1.3 -	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
E08.E.1.1.4 -	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E08.E.1.1.5 -	Establish and maintain a formal style.
E08.E.1.1.6 -	Provide a concluding section that follows from and supports the analysis presented.

Misconceptions

Writers use just one organizational structure in a text.

The term "cite" implies that a specific citation format (i.e. APA, MLA, etc.) should be utilized.

Proper Conceptions

Writers may use a variety of organizational structures within a text.

The term "cite" implies that the student should cite evidence from a text, giving informal credit to the source (i.e. "The author states...").

Concepts

Diverse Media

Point of View

Text Structure

Sources of Information

Evaluating Information

Competencies

Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) present a particular topic or idea.

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

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 directors or actors.

Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

Vocabulary

- supports
- self-generated
- avenues
- analyze
- influence
- propel
- reveal
- provoke
- influence
- evaluate
- motives
- diverse
- distinguish
- alternate or opposing claim
- compare and contrast
- differing
- modern

- themes
- patterns
- traditional
- rendered
- relationships
- particular

Assessments

The assessments below include summative assessment examples (Formative assessment examples are located in the "Suggested Strategies to Support Design of Coherent Instruction").

Message Delivery: Does the way the message is delivered impact the way it is received?





Source: Scholastic.com

http://www.scholastic.com/smp/pdfs/nida/NIDA9-PTG_Poster.pdf

Source: National Institute on Drug Abuse Article updated December 2012

Effects on Life 1) Research clearly demonstrates that marijuana has the potential to cause problems in daily life or make a person's existing problems worse. 2) In fact, heavy marijuana users generally report lower life satisfaction, poorer mental and physical health, relationship problems, and less academic and career success compared to their peers who came from similar backgrounds. 3) For example, marijuana use is associated with a higher likelihood of dropping out from school. 4) Several studies also associate workers' marijuana smoking with increased absences, tardiness, accidents, workers' compensation claims, and job turnover.

<http://www.drugabuse.gov/publications/drugfacts/marijuana>

1. **CC.1.2.8.K** Reread sentence 3 from the paragraph: "For example, marijuana use is associated with a higher likelihood of dropping out from school." Which word best defines associated?

- a. befriended
- b. working closely with
- c. having a direct correlation *
- d. not related to

2. **CC.1.2.8.A, CC.1.3.8.G** Though presented through two different types of medium, both the poster and paragraph share one central idea. What is the central idea?

- a. Marijuana users often drop out of school.
- b. The effects of marijuana are not all negative.
- c. Use of marijuana has a negative impact on one's life.*
- d. Marijuana is addictive.

3. **CC.1.4.8.X** All of the following suggest an intended audience, except:

- a. The URL for the image
- b. The items shown with the phone
- c. Sentence 3 from the paragraph
- d. The paragraph's title*

4. **CC.1.4.8.I** Which part of the URL from the image supports this site as reliable?

- a. .www
- b. .teens
- c. .drugabuse
- d. .gov *

5. **CC.1.2.8.G** All of the following are important contrasts between the texts, except:

- a. One offers facts, the other does not.*
- b. One uses informal English, the other does not.
- c. One offers a source for additional information, the other does not.
- d. One is more visually appealing than the other.

6. **CC.1.3.8.B** Which conclusion is not supported by the text(s)?

- a. Marijuana is safe in small doses.*
- b. There is a decreased mental performance with marijuana use.
- c. Teens receive a lot of mixed messages.
- d. All of the above are supported by the by the text(s).

7. **CC.1.5.8.C** Which *best* describes the authors' purpose for both texts:

- a. entertain readers
- b. inform readers*
- c. shock readers
- d. challenge readers

8. **CC.1.2.8.K**

Closely reread sentence 2 from the passage:

In fact, heavy marijuana users generally report lower life satisfaction, poorer mental and physical health, relationship problems, and less academic and career success compared to their peers who came from similar backgrounds.

In this sentence, "backgrounds" most clearly means.

- a. the scenery behind something
- b. personality
- c. countries
- d. circumstances, events and history

LDC Task

Task 2: (CC1.2.8.G) Does the way the message is delivered impact the way it is received?

After reading the image and paragraph about marijuana, write a response that addresses the question. Support your answer with two examples from the text(s).

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Reading Literature

After reading *Flowers for Algernon* and viewing the film, analyze the extent to which the filmed version stays faithful to or departs from the text and evaluate the choices made by the directors and/or actors.

Reading Poetry

Read Robert Frost's *Out, Out*. Ask students how the content of the poem would be different if written in a different medium: newspaper, story, radio broadcast etc. Would the story be more or less emotional for readers? Revisit the poem at the end of the unit and ask students to choose a different medium to retell the story. Share final products and have students analyze the effects.

Argument (40%), Informational (40%), and Narrative Writing (20%)

Reflecting on their experiences reading novels and informational text in this unit, as well as literature read all year, have students write an argumentative, narrative, or informational piece in order to answer the essential question. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.

Film and Reading

After reading text selections in the module, view select clips from the text's film adaptation or clips from a film that is contextually related to the text. Compare the scenes presented on film to their written counterparts from the module texts. Analyze the extent to which a film stays faithful to or departs from the text, evaluating the choices made by the director or actors. Make connections between contextually related elements presented in a film and the text. Write responses to questions that address these comparisons and connections prior to class discussion, including at least three examples from texts to support their position.

Vocabulary

Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.

Language Mechanics

Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.

Reading Informational Text

Present students with various forms of informational text: newspaper, televised news programs, billboards, social media posts, radio broadcasts, etc. Ask students to choose a story that is presented in various forms and to evaluate the most effective means for communicating the information.

Differentiation

Teachers in differentiated classrooms begin with a clear and solid sense of what constitutes powerful curriculum and engaging instruction. Then they ask what it will take to modify that instruction so that each learner comes away with understandings and skills that offer guidance to the next phase of learning. (*The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson. 1999)

The following list represents various methods for differentiation that could be employed by teachers. They are organized by content, process and product.

Content

- * Full text
- * Excerpts of speeches
- * Audio File/Books
- * Graphic organizers/Study Guides

Process

- * Flexible Grouping
- * Practical Examples
- * Video
- * Graphic Organizers
- * Tiered Assignments

- * Real World Application
- * Web quests
- * Curriculum compacting
- * Reading and writing conferences with the teacher
- * Reciprocal teaching opportunities within groups and the class as a whole
- * Re-teaching and / or pre-teaching
- * Leveled, guided reading
- * Modeling
- * Chunking the reading material or reading process
- * Chunking for the writing process with explicit graphic organizers

Product

- * LDC tasks are crafted from the most fundamental levels of difficulty (Level 1) to additional demands to a “next step-up” skill or cognitive demand (Level 2) to a task in which writers are asked to make connections and use background knowledge (Level 3)
- * Independent student projects
- * Menu of tiered assignments pertaining to specific material
- * Multi-modal activities
- * Supplemental opportunities for student choice in both reading and writing

Interdisciplinary Connections

History and Social Studies - Teachers could promote content learning while building skill in the following literacy standards by exploring how point of influences perceptions.

http://pdesas.org/main/fileview/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

http://pdesas.org/main/fileview/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

CC.8.5.6-8.A

CC.8.5.6-8.B

CC.8.5.6-8.C

CC.8.5.6-8.E

CC.8.5.6-8.F

CC.8.6.6-8.B

CC.8.6.6-8.G

CC.8.6.6-8.I

Science and Technology - Teachers could promote content learning while building skill in the following literacy standards by exploring how point of influences perceptions.

http://pdesas.org/main/fileview/PA_Common_Core_Standards_for_Reading_in_Science_And_Technical_Subjects_8-7-12.pdf

http://pdesas.org/main/fileview/PA_Common_Core_Standards_for_Writing_in_Science_and_Technical_Subjects_8-7-12_rev_2.pdf

CC.3.5.6-8.A

CC.3.5.6-8.B

CC.3.5.6-8.C

CC.3.5.6-8.E

CC.3.5.6-8.F

CC.3.6.6-8.B

CC.3.6.6-8.G

CC.3.6.6-8.I

Additional Resources

Created By

Developed by teams of Pennsylvania educators from across the Commonwealth.