KINGSWAY REGIONAL SCHOOL DISTRICT

Committed to Excellence

Course Name: Literature	Grade Level(s): 8
Department: English/Language Arts	Credits: NA
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. The students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Writing tasks in grade eight may include stories, poems, scripts, literary analysis essays, and argumentative/explanatory essays. To enhance and develop writing skills, the students will write for a variety of purposes and audiences. The students will engage in the following activities to develop literacy and writing skills: (1) Identify what a reading selection explicitly says and draw inferences based on evidence from the text. (2) Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (3) Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. (4) Connect information and ideas efficiently and effectively in writing. (5) Analyze the purpose of information presented in diverse media formats, such as video clips or interactive maps. (6) Participate in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others. (7) Develop a large vocabulary of multi-use academic words and phrases. (8) Interpret figures of speech, such as puns or verbal irony, in context. (9) Students 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. Students also provide an objective summary of the text. (10) Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (11) Students cite evidence from the text that most strongly supports an analysis of what the text says. (12) Students evaluate the advantages and disadvantages of using different mediums (such

as print or digital text, video, or multimedia) to present a particular topic or idea. (13) Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information. (14) Students provide a concluding statement or section that follows from and supports the information or explanation presented. (15) Students organize ideas, concepts, and information into broader categories. (16) Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (17) Students use precise language and subject-specific vocabulary to inform or explain the topic. As students' progress through grade levels, they will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers. Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

TABLE OF CONTENTS	
Mission Statement	**Page 4**
Curriculum and Instruction Goals	**Page 4**
How to Read this Document	**Page 4**
Terms to Know	**Pages 5**
Pacing Guide	**Pages 7**
Curriculum Units	**Pages 22**

Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments: (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

    o **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing:
Course Title: Grade 8 Literature
Prerequisite(s): Grade 7 Literature

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1: Close Reading	September/October/November	**Power Standards:** NJSLS R.L .8.1 NJSLS R.I 8.1 NJSLS R.L.8.3 **Secondary Standards:** NJSLS R.L. 8.2 NJSLS R.I. 8.2 NJSLS R.I. 8.3 NJSLS R.L. 8.4 NJSLS R.L. 8.5 NJSLS R.I. 8.4 NJSLS R.L. 8.9 **Writing:** NJSLSA.W.8.1.B NJSLSA.W.8.4 NJSLSA.W.8.9 NJSLSA W.8.10 **Speaking/Listening:** NJSLSA.SL1 NJSLSA.SL6 **Language:** NJSLSA.L.8.2 NJSLSA.L.8.4 NJSLSA.L.8.5 NJSLSA.L.8.6	1. Students will be able to evaluate and cite the textual evidence and make relevant connections that most strongly supports an analysis of-what the text says explicitly as well as inferences drawn from the text. **NJSLS R.L .8.1; NJSLS R.I 8.1 (6-8 weeks)** 2. Students will be able to analyze how important lines or events propel action, reveal character traits, or provoke a decision. **NJSLS R.L.8.3 (6-8 weeks)**	a. Define character traits and characterization. b. Define elements of plot and plot structure. c. Define tone/mood, Figurative Language, and allusion. d. Clarify the purpose of Figurative Language, allusions, and analogies. e. Actively read the text focusing on important plots elements, literary terms, key concepts, and supporting ideas. f. Identify narrative structures using plot elements. g. Infer how Figurative Language, Literary Elements, allusions, and analogies contribute to meaning. h. Examine the actions, dialogue, descriptions, and thoughts of characters to create character traits. i. Examine how lines of dialogue contribute to the mood and tone of a text.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		Interdisciplinary: **Career Awareness:** NJSLSCAEP 9.2.8.B.3 **Career Ready Practices:** CRP1 CRP4 CRP6 CRP8 CRP9 CRP11 **Technology:** NSLS.TECH.8.1.P.C.1 NSLS.TECH.8.1.8.E.1 NSLS.TECH.8.1.8.F.1 **History and Social Studies:** NSLS.RH.6-8.4		j. Establish a plot line and identify key events in the text. k. Draw conclusions about characters and events within a plot. l. Categorize the similarities and differences between two or more characters. m. Examine how the similarities and differences create connections and distinctions among concepts between texts. n. Analyze how characters, dialogue, and events propel the action forward in a text. o. Analyze how important lines or events propel action, reveal character traits, or provoke a decision. p. Hypothesize what would occur if key characters and events were removed from the text. a. Model active reading of a text and how it is used to create inferences and analysis. b. Use context clues to

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				interpret the meaning of words and phrases contribute to tone and overall meaning. c. Infer the purpose of figurative language, literary elements, allusions, and analogies. d. Infer how figurative language, literary elements, allusions, and analogies contribute to meaning. e. Recognize the difference between explicit and inferred meanings. f. Recognize convincing textual evidence. g. Summarize events or concepts and analyze how the relationship between events or concepts reveals the theme or central idea. h. Formulate the theme or central idea of a text and will assess its development over the course of the text. i. Organize textual evidence that strongly supports inferences made to reveal theme. j. Recognize and discard textual evidence that do not

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				support inferences. k. Evaluate and cite relevant textual evidence in order to support an analysis of a text and inferences drawn. l. Create an analysis or critique of a literary work using textual evidence.
Unit 2: Understanding Point of View	November/December/January	**Power Standards:** NJSLS R.L.8.6 NJSLS R.I.8.6 NJSLS R.L.8.7 NJSLS R.I.8.7 **Secondary Standards:** NJSLS R.L.8.1 NJSLS R.I.8.1 NJSLS R.L.8.3 NJSLS R.L. 8.4 NJSLS R.I.8.4 NJSLS R.I.8.5 NJSLS R.L.8.9 **Writing:** NJSLSA.W.8.1.B NJSLSA.W.8.4 NJSLSA.W.8.9 NJSLSA W.8.10 **Speaking/Listening:** NJSLSA.SL1	1. Students will be able to analyze how the manipulation of point of view creates suspense, humor, and dramatic irony for the audience. **NJSLS R.L.8.6 (6-8 weeks)** 2. Students will establish the author's point of view and will be able to differentiate between the author's point of view and conflicting evidence/point of view. **NJSLS R.I.8.6 (6-8 weeks)** 3. Evaluate the choices (advantages and disadvantages) made by the directors or actors by analyzing the extent to which a filmed or live production of a story or a drama stays faithful to or departs from the text or script. **NJSLS R.L.8.7(6-8 weeks)**	a. Define point of view, suspense, humor, irony, and dramatic irony. b. Establish the various forms of point of view. c. Examine the elements, which create humor, irony, and dramatic irony. d. Analyze how word choice contributes to meaning, establishes point of view, and creates voice. e. Analyze how the author's manipulation of the point of view creates suspense, humor, irony, and dramatic irony. f. Analyze how the point of view and elements of suspense, humor, irony, and dramatic irony contribute to the voice and style of the writer.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLSA.SL2 NJSLSA.SL6 **Language:** NJSLSA.L2 NJSLSA.L4 NJSLSA.L5 NJSLSA.L6 **Interdisciplinary:** **Career Awareness:** NJSLSCAEP 9.2.8.B.3 **Career Ready Practices:** CRP1 CRP4 CRP6 CRP8 CRP9 CRP11 CRP12 **Technology:** NSLS.TECH.8.1.P.C.1 **History and Social Studies:** NJSLS RH.6-8.1 NJSLS R.H.6-8.2 NJSLS RH.6-8.4 NJSLS RH.6-8.6		g. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. h. Create an analysis or critique of a literary work using textual evidence. i. Reflect on how language and sentence structure contributed to elements of suspense, humor, irony and dramatic irony. j. Hypothesize how a change in point of view would affect suspense, humor, irony, and dramatic irony and overall meaning of the text. a. Identify the author's purpose, point of view, and text features. b. Establish the author's point of view and establish the opposing point of view. c. Recognize how word choice establishes point of view and creates voices d. Examine how supportive sentences help develop and explain a central idea. e. Categorize evidence as either "for or against" the

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLS RH.6-8.9		author's point of view. f. Organize evidence connects that strongly connects to the central idea. g. Determine how the author acknowledges opposing or conflicting arguments. h. Examine how the use of relevant evidence creates connections and distinctions between points of view. i. Establish the author's point of view and will be able to differentiate between the author's point of view and conflicting evidence/point of view. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Critique inferences drawn and apply textual evidence that best supports the author's overall purpose and central idea. a. Define and identify language specific to mediums. b. Establish the author, poet's, director's point of

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				view.
				c. Identify differences between the two mediums through comparison.
				d. Compare the purpose for the choices made in each medium.
				e. Compare and contrast the use of different mediums for the same concept.
				f. Examine how the similarities and differences create connections and distinctions among concepts in a variety of mediums.
				g. Evaluate the advantages and disadvantages of different mediums and will be able to analyze how the choices made contribute to the interpretation of a text of script.
				h. Critique the overall choices made in each medium.
				i. Create an analysis or critique of a how various mediums expressed ideas or revealed themes using textual evidence.
				j. Cite relevant textual evidence in order to support

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				an analysis of a text and inferences drawn. k. Prove how the manipulation of events and descriptions contribute to the overall meaning. l. Draw conclusions about the manipulation of information in two texts. m. Connect how common themes are found across texts and among cultures through the use of allusions. n. Hypothesize how these common themes and allusions contribute to human themes.
Unit 3: Working with Evidence	February/March/April	**Power Standards:** NJSLS R.I.8.8 NJSLS R.I.8.9 **Secondary Standards:** NJSLS R.L.8.1 NJSLS R.I.8.1 NJSLS R.L.8.2 NJSLS R.I.8.2 NJSLS R.I.8.3 NJSLS R.L.8.4 NJSLS R.I.8.4 NJSLS R.L.8.5 NJSLS R.I.8.5	1. Students will delineate and evaluate the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **NJSLS R.I.8.8 (4-6 weeks)** 2. Students will analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the	a. Define claim, relevant, argument and irrelevant. b. Identify a claim text. Analyze how word choice contributes to establishing the claim. c. Identify and explain the most relevant evidence supporting the claim. d. Recognize when irrelevant evidence is introduced. e. Examine how supportive sentences help develop and explain a central idea. f. Categorize evidence as

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		Writing: NJSLSA.W1 NJSLSA.W4 NJSLSA.W8 NJSLSA.W9 NJSLSA W.10 **Speaking/Listening:** NJSLSA.SL1 NJSLSA.SL3 NJSLSA.SL4 NJSLSA.SL6 **Language:** NJSLSA.L2 NJSLSA.L4 NJSLSA.L5 NJSLSA.L6 **Interdisciplinary: Career Awareness:** NJSLSCAEP.9.2.8.B.3 **Career Ready Practices:** CRP1 CRP4 CRP6 CRP7 CRP8 CRP9 CRP11	same topic and-identify where the texts disagree on matters of fact or interpretation. **NJSLS R.I.8.5 (4-6 weeks)**	either irrelevant or relevant for the author's point of view. g. Examine how supportive sentences help develop and explain a central idea and refine key concepts. h. Summarize events or concepts and analyze how the relationship between events or concepts reveals central idea. i. Formulate the central idea of a text and will assess its development over the course of the text. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Examine how the use of relevant evidence creates connections and distinctions. l. Explain the importance of understanding faulty logic. m. Determine whether the reasoning is sufficient and if evidence supports the claim. n. Evaluate the argument and specific claims in the text. o. Critique arguments and

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		CRP12 **Technology:** NSLS.TECH.8.1.P.C.1 NSLS.TECH.8.1.8.E.1 NSLS.TECH.8.1.8.F.1 **History and Social Studies:** RH.6-8.1 RH.6-8.4 RH.6-8.6 RH.6-8.8 RH.6-8.9		specific claims within a text and will be able to assess whether the reasoning is sound and the evidence relevant. p. Find additional relevant evidence to support the claim. q. Develop additional relevant evidence to support the claim. a. Define terms such as relevant and irrelevant. b. Establish the author's opinion or point of view within each text. c. Analyze how word choice contributes to establishing the claim. d. Compare similarities and contrast differences presented in each text. e. Compare how each author acknowledges the opposing point of view in the text. f. Examine how supportive sentences help develop and explain a central idea and refine key concepts. g. Examine how the use of relevant evidence creates

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				connections and distinctions. h. Evaluate the effectiveness of information and facts presented. i. Draw conclusions about the manipulation of information in two texts. j. Examine two or more texts, which provide conflicting information on the same topic and will be able to identify any errors in facts and cite relevant evidence to support different interpretations. k. Compare and contrast the writer's strength of argument through word choice, manipulation of facts, and overall voice. l. Cite relevant textual evidence in order to support an analysis of text and inferences drawn. m. Apprise which information will be most useful when presenting an interpretation.
Unit 4: Literary Analysis	April/May/June	**Power Standards:** NJSLS R.L.8.2	1. Students will compare and contrast the structure of two or	a. Understand why writers choose a variety of narrative

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLS R.L.8.5 **Secondary Standards:** NJSLS R.L.8.1 NJSLS R.I.8.1 NJSLS R.L.8.3 NJSLS R.L.8.4 NJSLS R.I.8.4 NJSLS R.L.8.5 NJSLS R.L.8.9 **Writing:** NJSLSA.W1 NJSLSA.W4 NJSLSA.W5 NJSLSA.W9 NJSLSA W.10 **Speaking/Listening:** NJSLSA.SL1 NJSLSA.SL6 **Language:** NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L5 NJSLSA.L6	more texts and analyze how the differing structure of each text contributes to its meaning and style. **NJSLS R.L.8.5 (4-6 weeks)** 2. Students will determine a theme in a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. **NJSLS R.L.8.2 (4-6 weeks)**	structures to create meaning and style. b. Define plot structure and plot elements. c. Identify narrative structures using plot elements. d. Analyze the purpose of allusions and figurative language. e. Examine how allusions and figurative language contribute to tone and create meaning. f. Analyze how word choice contributes to meaning and creates voice. g. Examine how the structure contributes to the overall meaning of the text. h. Categorize the similarities and differences between two or more texts. i. Examine how the similarities and differences create connections and distinctions among concepts between texts. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		Interdisciplinary: Career Awareness: NJSLSCAEP 9.2.8.B.3 **Career Ready Practices:** CRP1 CRP4 CRP6 CRP8 CRP9 CRP11 CRP12 **Technology:** NSLS.TECH.8.1.P.C.1		k. Compare and contrast how the writer's choices in structure created unique style and contributed to the overall meaning and voice. l. Identify the individual structures of two texts and will be able to examine how the structure of these texts creates meaning and influences writing style and voice. m. Create an analysis or critique of a literary work using textual evidence. n. Connect how these choices by the writer are meant to effect the readers overall understanding of the text. a. Define theme and establish the difference between the two. b. Actively read the text focusing on important plots elements, literary terms, key concepts, and supporting ideas. c. Identify how characters, plot, setting help reveal theme.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				d. Define and identify supporting ideas.
				e. Examine how supportive sentences help develop and explain a central idea.
				f. Examine how allusions can contribute to elements of a theme.
				g. Summarize events or concepts and analyze how the relationship between events or concepts reveals the theme or central idea.
				h. Formulate the theme or central idea of a text and will assess its development over the course of the text.
				i. Create an analysis or critique of a literary work using textual evidence.
				j. Connect how theme or central idea relates to the purpose of a text.
				k. Reflect on how language and sentence structure contribute to purpose of paragraphs and overall meaning.
				l. Cite relevant textual evidence in order to support an analysis of a text and inferences

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
				drawn. m. Connect how common themes are found across texts and among cultures through the use of allusions. n. Hypothesize how these common themes and allusions contribute to human themes.

KRSD Office of Curriculum and Instruction

Kingsway Regional School District

Grade 8—Literature

Unit One: Close Reading	Recommended Duration: September-November (6-8 weeks) per the students' needs

Unit Description

During the Reading Closely unit, students will examine how inferences and textual evidence create meaning and reveal the writer's craft. The ability for the students to read closely is the basis for all of the other units. Without these skills, students would not be able to understand point of view, work with evidence, or properly analyze a text. Students will spend the weeks of this unit defining literary elements, making connections, and understanding that what is most easily seen is not necessarily, what is most important. The students will need to learn how to identify what is important in a text and how these important elements create meaning through the combination of inferences and connections. The students apply these skills to a variety of texts and subjects.

Essential Questions	Enduring Understandings
1. How do student's execute Close Reading?	1. Close reading is accomplished when the reader engages with the text. The reader writes connections, ideas, and questions while reading the text. The reader also makes note of important literary and plot elements. The reader uses these elements to infer the purpose of the text and the reasons behind the author's writing choices. Close reading allows the reader to understand that a writer is making a choice with each stroke of the pen. It is through active reading the reader begins to explore how the text relates to themselves and the world.
2. Why is Close Reading necessary while reading literature?	2. Close reading allows the reader to go beyond the surface of a text. Writers often hide the most important messages and meanings under layers of word choice, literary terms, character, and plot development. In order to find these important meanings, a reader must closely examine the choices and purpose of each.
3. Why is close reading important beyond the literature classroom?	3. Reading closely is based in logical thinking and the examination of patterns. All inferences generated from close reading must be based in logical thought and backed up with sufficient evidence. Also, the understanding that literature builds upon its own history and has specific

Essential Questions	Enduring Understandings
Essential Questions for students: 1. How does close reading change the way the reader understands a text? 2. What does close reading look like once the reader has mastered the skill?	patterns, or references, allows students to improve their ability to analyze. Thinking analytically is a skill required in all fields and in all subjects. Reading closely allows students to discover and improve their ability for analytical thinking, and translate that into other subjects. Most importantly, students will take the skills used when reading closely and recognize the patterns and meanings in the real world.

Relevant Standards	Learning Goals	Learning Objectives
Power Standards: **NJSLS R.L .8.1-** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.I 8.1-** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.L.8.3-**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision. **Secondary Standards:** **NJSLS R.L. 8.2-**Determine a theme of 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. **NJSLS R.I. 8.2-**Determin a central idea of a text and analyze its developments over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text. **NJSLS R.I. 8.3-**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories). **NJSLS R.L. 8.4-** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	1. Students will be able to evaluate and cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (NJSLS.8.1/NJSLS.8.1) 2. Students will be able to analyze how important lines or events propel action, reveal character traits, or provoke a decision. (NJSLS. 8.3)	**NJSLS 8.3:** a. define literature terms in essential vocabulary b. clarify purpose of literature terms in essential vocabulary c. actively read the text focusing on important plot elements, literary terms, key concepts, and supporting ideas. f. Identify narrative structures using plot elements. g. Infer how figurative language, literary elements, allusions, and analogies contribute to meaning. h. Examine the actions, dialogue, descriptions, and thoughts of characters to create character traits. i. Examine how lines of dialogue contribute to the mood and tone of a text. j. Establish a plot line and identify key events in the text. k. Draw conclusions about characters and events within a plot. l. Categorize the similarities and differences between two or more characters. m. Examine how the similarities and differences create connections and distinctions among concepts between texts. n. Analyze how characters, dialogue, and events propel the action forward in a text.

Relevant Standards	Learning Goals	Learning Objectives
technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **NJSLS R.I. 8.4**- 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. **NJSLS R.L. 8.5**- 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. **NJSLS R.L. 8.9**-Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **Writing:** **NJSLS.W.8.1.B**- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **NJSLS.W.8.4**- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **NJSLS.W.8.9**- Draw evidence from literary or informational texts to support analysis,		o. Analyze how important lines or events propel action, reveal character traits, or provoke a decision. p. Hypothesize what would occur if key characters and events were removed from the text. **NJSLS/NJSLS 8.1:** a. Model active reading of a text and how it is used to create inferences and analysis. b. Use context clues to interpret the meaning of words and phrases and how they contribute to tone and overall meaning. c. Infer the purpose of figurative language, literary elements, allusions, and analogies. d. Infer how figurative language, literary elements, allusions, and analogies contribute to meaning. e. Recognize the difference between explicit and inferred meanings. f. Recognize convincing textual evidence. g. Summarize events or concepts and analyze how the relationship between events or concepts reveals the theme or central idea. h. Formulate the theme or central idea of a text and will assess its development over the course of the text. i. Organize textual evidence that strongly supports inferences made to reveal theme. j. Recognize and discard textual evidence that do not support inferences. k. Evaluate and cite relevant textual evidence in order to support an analysis of a text and inferences drawn.

Relevant Standards	Learning Goals	Learning Objectives
reflection, and research. **NJSLS.W.8.10**-Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Speaking/Listening:** **NJSLS.SL.8.1**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. **NJSLS.SL.8.6**-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language:** **NJSLS.L.8.2**- Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLS.L.8.4**- 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. **NJSLS.L.8.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		l. Create an analysis or critique of a literary work using textual evidence.

Relevant Standards	Learning Goals	Learning Objectives
NJSLS.L.8.6- 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.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
- Do Now activities - Group discussions - Exit Tickets - Quizzes - Peer Conferences - One-Sentence Summary - Analogy Prompt - Index Card or Post-It note Summary or reflection - RACER responses - Socratic Seminars - Think/Pair/Share - Bounce Card - Teacher-student discussion Four Corners - White-board reflection and analysis - Storyboard projects - Split classroom - Is/Is Not concept worksheet - Active Reading strategies	Unit Test based upon teacher's reading selections Pre-Assessment Test	Glogster presentation on character Compare/Contrast of characters via PowerPoint or Prezi	Unit Test based upon teacher's reading selections Pre-Assessment Test

Possible Assessment Modifications/Accommodations/Differentiation			
Special Education Students	**ELLs (English Language Learners)**	**At-Risk Students**	**Gifted Students**

Special Education Students

Accommodations
- Additional time
- Vary test formats
- Highlight key directions
- Pace long-term projects
- Read test questions
- Clarify test directions
- Allow for retakes when acceptable
- Test in alternate site

Modifications
- Oral testing
- Read passages aloud
- Accept short answers
- Answers can be dictated

Differentiation
- Multiple texts (leveled reading)
- Choice with writing topics
- Learning menus/Choice menus
- Tiered homework assignments
- Leveled groups
- RAFT

ELLs (English Language Learners)

Accommodations
- Preferential Seating
- Visual charts/cues
- Highlight key words
- Provide time to absorb concepts
- Read directions aloud
- Repeat directions
- Frequently check for understanding
- Have student repeat directions
- Provide extended time for reading
- Provide materials with high interest topics

Modifications
- Present to small groups or individuals
- Use manipulatives
- Adjust reading level materials
- Shorten assignments
- Simplify language on a task
- Give oral prompts
- Provide bilingual dictionaries
- Appropriate or modified format for assessment and student ability
- Read directions aloud

At-Risk Students

Accommodations
- Additional time provided appropriate to student progression
- Clarify directions
- Vary test format when appropriate
- Highlight key directions
- Chunk long-term assignments
- Pace long-term projects
- Provide example projects and essays

Differentiation
- Multiple texts
- Choice of writing topics
- Learning Menus/Choice Menus
- Tiered homework assignments
- RAFT

Gifted Students

Accommodations/Differentiation
- Multiple texts (leveled reading)
- Tiered homework assignments
- Learning Menus/Choice Menus
- Tiered questions
- Require students to demonstrate multiple skills in the learning goal in their responses
- Choice of topics to explore

	Read portions of the assessment aloud • Modify length and format **Differentiation** • Multiple texts • Choice of writing topic • Shortened assignments • Tiered homework assignments • RAFT		

Instructional Strategies/Suggested Learning Activities (refer to Robert Marzano's 41 Elements)

Students will complete homework to apply new knowledge and extend their understanding of the learning goal.

Guided practice will be used to introduce and model a new skill. Independent practice will be used to demonstrate students' understanding of the skill.

Students will process and elaborate on information through the use of note-taking, answering comprehension questions, and participating in class discussions.

Use Venn Diagrams to examine similarities and differences

Arrange students in cooperative learning groups to discuss literary topics

Scaffold questions to ensure all students of varying readiness levels can access the text and skills

Jigsaw activity is used to expose students to multiple texts and various ideas

Chunking content into "Digestible Bites"

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
Accommodations • Textbooks for at home use	**Accommodations** • Textbooks for at home use	**Accommodations**	**Accommodations/Differentiation** • Tiered assignments

- Additional time for assignments appropriate to student progression - Review directions - Student repeats directions - Provisions of notes or outlines - Study sheets when appropriate - Graphic organizers when necessary - Preferential seating - Verbal and visual cues regarding directions and staying on task - Immediate feedback when possible - Provide instructional examples when possible **Modifications** - Read passages aloud when necessary - Shorten assignments (altering rigor/complexity of the assignment) - Provide alternative assignments to meet the objectives and learning goals. - Allow outlining instead of writing an essay **Differentiation** - Mini-lesson or small group instruction - Leveled texts	- Additional time for assignments appropriate to student progression - Review directions - Repeat directions back to teacher - Assign peer tutor - Pre-teach vocabulary - Allow oral responses - Provisions of notes or outlines - Study sheets when appropriate - Graphic organizers when necessary - Preferential seating - Verbal and visual cues regarding directions and staying on task - Immediate feedback when possible - Provide instructional examples when possible **Modifications** - Read passages aloud when necessary - Shorten assignments (altering rigor/complexity of the assignment) - Provide alternative assignments to meet the objectives and learning goals. - Allow outlining instead of writing an essay	- Additional time for assignments appropriate to student progression - Review directions - Student repeats directions - Provisions of notes or outlines - Study sheets when appropriate - Graphic organizers when necessary - Chunking assignments - Work-in-progress checks - Preferential seating - Verbal and visual cues regarding directions and staying on task - Immediate feedback when possible - Provide instructional examples when possible **Differentiation** - Mini-lesson or small group instruction - One-on-one conferences - Leveled texts - Flexible Grouping - Tiered assignments - Jigsaw instruction - Graphic organizers (some may be partially filled in to help those students who struggle, while some may be	- Leveled reading - Small group instruction - Offer creative ways to demonstrate knowledge

• Flexible Grouping • Tiered assignments • Jigsaw instruction • Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students' independence) • Variety of plot lines (completed to students' readiness level and ability to choose which works best for them)	**Differentiation** • Mini-lesson or small group instruction • One-on-one conferences • Leveled texts • Flexible Grouping • Tiered assignments • Jigsaw instruction • Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students' independence) • Variety of plot lines (completed to students' readiness level and ability to choose which works best for them)	blank based on students independence) • Variety of plot lines (completed to students readiness level and ability to choose which works best for them)	

Unit Vocabulary

Essential: character traits, characterization, plot, exposition, rising action, falling action, climax, resolution, denouement, narrator, author, tone/mood, figurative language, allusion, theme, central idea, analogies, inference, protagonist, antagonist, symbolism, supporting details

Non-Essential: meta-cognition, speaker, poet, poem, rhyme, rhyme scheme, stanza, thesis, literary analysis, literary theory, point of view

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary: **Career Awareness:** NJSLSCAEP 9.2.8.B.3-Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **Career Ready Practices:** CRP1-Act as a responsible and contributing citizen and employee. CRP4-Communicate clearly and effectively and with reason. CRP6-Demonstrate creativity and innovation. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity. **Technology:** NSLS.TECH.8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.	**S**- Students will take notes using Google Docs on reading selections. (Pictures of Close Reading Post Its on Google Classroom) **A**-Students will find examples that apply the literary term in pop culture using the research in Google Docs **A**-Students will take an assessment using Google Forms. **R**-Students will display a literary term, definition, and line from the text in a visual representation. The visual representation will be published on either Google Classroom, Piktochart, or teacher website. Students will explore each other's words and add to their original list.	**Global Awareness:** _X_Global Awareness While reading *The Outsiders*, students will deepen their understanding of different economic classes and their impact on culture. In both "Chanclas" and "Bums in the Attic" students will understand new cultures, especially Non-English speaking.	**Creativity & Innovation:** • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. • Respect and utilize creative contributions of others. **Critical Thinking and Problem Solving** • Effectively analyze and evaluate evidence, arguments, claims, and beliefs. • Identify and ask significant questions that clarify various points of view and lead to better solutions. **Communication and Collaboration** • Articulate thoughts and ideas effectively using oral, written, and none verbal communication skills in a variety of forms and context. **Information Literacy** • Evaluate information critically and competently. **Social and Cross-Cultural Skills** • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
NSLS.TECH.8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. NSLS.TECH.8.1.8.F.1-Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. **History and Social Studies:** **NSLS.RH.6-8.4**-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			

Resources
Glencoe Textbook Selections: "Chanclas," "Bums in the Attic", "Eleven", "On Turning Ten", "Introduction to Poetry", "Mothers and Daughters" Robert Frost "Nothing Gold Can Stay", Edgar Allan Poe short stories such as "The Tell-Tale Heart" 'The Black Cat" "The Murders of Rue Morgue" "William Wilson", "The Raven," "The Bells" **My Perspectives Textbook Selections:** "Just Be Yourself," "Hanging Fire," "*from* I Know Why the Caged Bird Sings," "Quinceanera Birthday Bash Preserves Tradition, Marks Passage to Womanhood" **Novels:** *The Outsiders* (this unit or unit 4) **Articles:** Inclusion of related fiction, non-fiction, and historical texts including articles from *Scope, Commonlit.org, Study.com, newsela.com* **Materials:** textbooks, post-its, writing utensils, index cards, copies of texts not in textbook, Elmo, Teacher annotated notes, **Major Assignments/Activities/Assessments:** Unit Test based upon teacher's reading selections, Common Summative Assessment 1, Literary analysis of character, plot, theme, central idea, or multiple texts

Kingsway Regional School District

Grade 8—Literature

Unit Two: Understanding Point of View	Recommended Duration: November-January (6-8 weeks)

Unit Description:

Understanding why an author makes writing choices is important in the application of analysis. Point of view is essential in the analysis of a text, film, or piece of art. The students need to understand that the author establishes a point of view as a vehicle to create meaning. In this unit, students will come away with an understanding of all types of point of view, how it can affect a text, and the reasons why an author chooses a specific point of view when writing a text. The students will also recognize how varying perspectives on an event or story can affect the interpretation. For example, how the director perceives and gives voice to Anne Frank in a dramatic play may greatly differ from the first person point of view of Anne's diary. The students will notice the changes between the two mediums and evaluate how these mediums lend themselves to specific works (i.e. watching the moon landing vs. reading about it).

Essential Questions	Enduring Understandings
1. What is point of view?	1. Point of view is the perspective which the reader hears the story or facts. It is important that the author establishes point of view in order to create continuity and for the reader to fully understand the plot. The point of view may shift in a text, but authors will mark these shifts in their writing to establish a new perspective.
2. How does the author's choice in point of view change/affect the text?	2. The author's choice in point of view contributes to the overall craft and voice of the author. It can also add meaning depending on the use of the narrator and shifts in perspective. An example would be the use of Nick Caraway in *The Great Gatsby* or Death in *The Book Thief* as narrators. Meaning can be applied by their character descriptions and the use of these perspectives by the author. In nonfiction texts, it can influence opinions and determine if prejudices apply.

KRSD Office of Curriculum and Instruction

Essential Questions	Enduring Understandings
3. How are literary elements developed through the manipulation of point of view?	3. Choices of and shifts in point of view allow the author to control how much information the reader has access to at certain moments in the plot. It also allows the author to control the reader's emotions. Thus, they can build suspense or develop sadness with the changes in point of view.
4. How does the manipulation of point of view affect the readers understanding of the information?	4. Because the author controls the narrator, the author also controls the readers understanding of the plot or facts. By choosing the amount of information the reader has access to throughout a novel allows the author to manipulate the reader. This is also true of nonfiction texts. By providing the reader with only facts that support the author's opinion, the reader may be swayed to the author's opinion.
5. How do the choices in medium influence the readers or viewers understanding of the information?	5. Choices in medium influence the meaning that can be applied to a text, film, or piece of art. The choice of medium and choices made in the medium reflect the opinions of the creator. Students are able to interpret choices made and evaluate their purpose.

Relevant Standards	Learning Goals	Learning Objectives
Power Standards: **NJSLS R.L.8.6**- Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.) **NJSLS R.I.8.6**-Determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **NJSLS R.L.8.7**- Evaluate the choices made by the directors or actors by analyzing the	1. Students will be able to analyze how the manipulation of point of view creates suspense, humor, and dramatic irony for the audience. (NJSLS 8.6) 2. Students will be able to establish the author's point of view and will be able to differentiate between the author's point of view and conflicting evidence/point of view. (NJSLS 8.6) 3. Evaluate the choices (advantages and	NJSLS 8.6: a. Define point of view, suspense, humor, irony, dramatic irony. b. Establish the various forms of point of view. c. Examine the elements, which create humor, irony, and dramatic irony. d. Analyze how word choice contributes to meaning, establishes point of view, and creates voice. e. Analyze how the author's manipulation of the point of view creates suspense, humor, irony, and dramatic irony.

Relevant Standards	Learning Goals	Learning Objectives
extent to which a filmed or live production of a story or drama stays faithful to or departs from text or script. **NJSLS R.I.8.7**- Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. **Secondary Standards:** **NJSLS R.L .8.1-** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.I 8.1**- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.L.8.3**-Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision. **NJSLS R.L. 8.4**- 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. **NJSLS R.I. 8.4**- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	disadvantages) made by the directors or actors by analyzing the extent to which a filmed or live production of a story or a drama stays faithful to or departs from the text or script (NJSLS 8.7)	f. Analyze how the point of view and elements of suspense, humor, irony, and dramatic irony contribute to the voice and style of the writer. g. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. h. Create an analysis or critique of a literary work using textual evidence. i. Reflect on how language and sentence structure contribute to elements of suspense, humor, irony and dramatic irony. j. Hypothesize how a change in point of view would affect suspense, humor, irony, and dramatic irony and overall meaning of the text. **NJSLS 8.6:** a. Identify the author's purpose, point of view, and text features. b. Establish the author's point of view and establish the opposing point of view. c. Recognize how word choice establishes point of view and creates voice. d. Examine how supportive sentences help develop and explain a central idea. e. Categorize evidence as either "for or against" the author's point of view. f. Organize evidence that strongly connects to the central idea. g. Determine how the author acknowledges opposing or conflicting arguments. h. Examine how the use of relevant evidence creates connections and distinctions between points of view. i. Establish the author's point of view and will be able to differentiate between the author's point of view and conflicting evidence/point of view.

Relevant Standards	Learning Goals	Learning Objectives
technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **NJSLS R.L. 8.5**- 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. **NJSLS R.L. 8.9**-Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **Writing:** **NJSLSA.W.8.1.B**- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **NJSLS.W.8.4**- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **NJSLSA.W.8.9**- Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA W.8.10**-Write routinely over extended time frames (time for research, reflection, metacognition/self-correction,		j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Critique inferences drawn and apply textual evidence that best supports the author's overall purpose and central idea. **NJSLS/NJSLS 8.7:** a. Define and identify language specific to mediums. b. Establish the author, poet's, director's point of view. c. Identify differences between the two mediums through comparison. d. Compare the purpose for the choices made in each medium. e. Compare and contrast the use of different mediums for the same concept. f. Examine how the similarities and differences create connections and distinctions among concepts in a variety of mediums. g. Evaluate the advantages and disadvantages of different mediums and will be able to analyze how the choices made contribute to the interpretation of a text of script. h. Critique the overall choices made in each medium. i. Create an analysis or critique how various mediums express ideas or reveal themes using textual evidence. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Prove how the manipulation of events and descriptions contribute to the overall meaning. l. Draw conclusions about the manipulation of information in two texts. m. Connect how common themes are found across texts and among cultures through the use of allusions. n. Hypothesize how these common themes and allusions contribute to human themes.

Relevant Standards	Learning Goals	Learning Objectives
and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Speaking/Listening:** **NJSLA.SL.8.1**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. **NJSLSA.SL.8.2**-Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. **NJSLSA.SL.8.6**-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language:** **NJSLA.L.8.2**- Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLA.L.8.4**- 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.		

Relevant Standards	Learning Goals	Learning Objectives
NJSLA.L.8.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **NJSLA.L.8.6**- 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.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
- Do Now activities - Group discussions - Exit Tickets - Quizzes - Peer Conferences - One-Sentence Summary, Analogy Prompt - Index Card or Post-It note Summary or reflection - RACER - Socratic Seminars - Think/Pair/Share - Bounce Card - Teacher-student discussion - Four Corners - White-board reflection and analysis - Split classroom - Active Reading strategies	Unit Test based upon teacher's reading selections. Summative Benchmark One Six-Word Biography Encyclopedia of a Life	Presentation based upon historical research (Holocaust Museum and African- American Museum	Unit Test based upon teacher's reading selections. Summative Benchmark One

Possible Assessment Modifications/Accommodations

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
Accommodations • Additional time • Vary test formats • Highlight key directions • Pace long-term projects • Read test questions • Clarify test directions • Allow for retakes when acceptable • Test in alternate site **Modifications** • Oral testing • Read passages aloud • Accept short answers • Answers can be dictated **Differentiation** • Multiple texts (leveled reading) • Choice with writing topics • Learning menus/Choice menus • Tied homework assignments • RAFT	**Accommodations** • Preferential Seating • Visual charts/cues • Highlight key words • Provide time to absorb concepts • Read directions aloud • Repeat directions • Frequently check for understanding • Have student repeat directions • Provide extended time for reading • Provide materials with high interest topics **Modifications** • Adjust reading level materials • Shorten assignments • Simplify language on a task • Give oral prompts • Provide bilingual dictionaries • Appropriate or modified format for assessment and student ability • Read directions aloud • Read portions of the assessment aloud • Modify length and format	**Accommodations** • Additional time provided appropriate to student progression • Clarify directions • Vary test format when appropriate • Highlight key directions • Chunk long-term assignments • Pace long-term projects • Provide example projects and essays **Differentiation** • Multiple texts • Choice of writing topics • Learning Menus/Choice Menus • RAFT	**Accommodations/Differentiation** • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Menus • Provide a more diverse choice of media for examination

Differentiation
- Multiple texts
- Choice of writing topic
- Shortened assignments
- RAFT

Possible Instructional Modifications/Accommodations/Differentiation			
Special Education Students **Accommodations** • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible **Modifications**	**ELLs (English Language Learners)** **Accommodations** • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Repeat directions back to teacher • Assign peer tutor • Pre-teach vocabulary • Allow oral responses • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible	**At-Risk Students** **Accommodations** • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Chunking assignments • Work-in-progress checks • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible	**Gifted Students** **Accommodations/Differentiation** • Tiered assignments • Leveled reading • Small group instruction • Offer creative ways to demonstrate knowledge

- Read passages aloud when necessary
- Shorten assignments (altering rigor/complexity of the assignment)
- Provide alternative assignments to meet the objectives and learning goals.
- Allow outlining instead of writing an essay

Differentiation
- Mini-lesson or small group instruction
- Leveled texts
- Flexible Grouping
- Tiered assignments
- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students' independence)
- Variety of plot lines (completed to students' readiness level and ability to choose which works best for them)

- Provide instructional examples when possible

Modifications
- Read passages aloud when necessary
- Shorten assignments (altering rigor/complexity of the assignment)
- Provide alternative assignments to meet the objectives and learning goals.
- Allow outlining instead of writing an essay

Differentiation
- Mini-lesson or small group instruction
- One-on-one conferences
- Leveled texts
- Flexible Grouping
- Tiered assignments
- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students' independence)
- Variety of plot lines (completed to students' readiness level and ability to choose which works best for them)

Differentiation
- Mini-lesson or small group instruction
- One-on-one conferences
- Leveled texts
- Flexible Grouping
- Tiered assignments
- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence)
- Variety of plot lines (completed to students readiness level and ability to choose which works best for them)

Unit Vocabulary

Essential: medium-specific terms, such as play, actor, stage directions, director, playwright, artist, poet, point of view, first person, second person, third person limited, third person omniscient, narrator, speaker, historical fiction, primary source, secondary source

Non-Essential: character traits, characterization, plot, exposition, rising action, falling action, climax, resolution, denouement, narrator, author, tone/mood, figurative language, allusion, theme, central idea, analogies, inference, protagonist, antagonist, symbolism, supporting details

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary: **Career Awareness:** NJSLSCAEP 9.2.8.B.3-Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **Career Ready Practices:** CRP1-Act as a responsible and contributing citizen and employee. CRP4-Communicate clearly and effectively and with reason. CRP6-Demonstrate creativity and innovation. CRP8-Utilize critical thinking to make sense of problems and	**M**- Students will explore nonfiction articles (Newsela) and apply close reading strategies. **S**- Students can use Piktochart, Google Doc, or We Video to demonstrate their understanding of the knowledge gained from the close reading. **A**-Students will take an assessment using Google Forms.	**Global Awareness:** • During the reading and analysis of *The Diary of Anne Frank*, students will understand and address global issues related to diversity (ethnicity, religion, gender) and prejudice. • Students will explore and understand the historical, cultural, diverse lifestyles, to develop mutual respect for various communities. ("The Sniper", "To the Little Polish Boy", "After Twenty Years", "All but my Life")	**Creativity & Innovation** • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. • Respect and utilize creative contributions of others. **Critical Thinking and Problem Solving** • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. (discussion of character decisions and the influence of the outcome for the characters) • Analyze how parts of a whole interact with each other to produce • Analyze and evaluate major alternative points of view.

persevere in solving them.
CRP9-Model integrity, ethical leadership and effective management.
CRP11-Use technology to enhance productivity.
CRP12-Work productively in teams while using cultural global competence.

Technology:
NSLS.TECH.8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

History and Social Studies:
NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.
NJSLS R.H.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
NJSLS RH.6-8.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
NJSLS RH.6-8.6- Identify aspects of a text that reveal an author's

Civic Literacy:
- Understanding the local and global implications of civic decisions on those from diverse backgrounds. (*The Diary of Anne Frank,* "The Sniper", "To the Little Polish Boy", "After Twenty Years", "All but my Life")

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

Communication and Collaboration
- Articulate thoughts and ideas effectively using oral, written, and none verbal communication skills in a variety of forms and context.

Information Literacy
- Evaluate information critically and competently.

Social and Cross-Cultural Skills
- Respond open-mindedly to different values and skills.
- Know when it is appropriate when to listen and when to speak (Socratic Seminar)

point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) **NJSLS RH.6-8.9**-Analyze the relationship between primary and secondary sources on the same topic.			

Resources

Texts: *The Diary of Anne Frank*, the play and excerpts from the novel, "To the Little Polish Boy" poem and background essay, *Scope* Holocaust articles, *The Wave*, "The Sniper," information about Irish conflict, "I Have a Dream speech," Emancipation Proclamation, "Woman in the Snow," "Yes, Ma'ma", "Charles", "After Twenty Years", "No News", "The Dinner Party"

Materials: textbooks, post-its, writing utensils, index cards, copies of texts not in textbook, database passwords for research, Teacher annotated text

Major Assignments/Activities/Assessments: Unit Test based upon teacher's reading selections, Common Summative Assessment 2, research for presentations

Kingsway Regional School District

Grade 8—Literature

Unit Three: Working with Evidence	Recommended Duration: January-March (4-6 weeks)
Unit Description:	

In this unit, students will recognize when evidence is relevant to a claim and evaluate if evidence is valid. The students will work with evidence to support their own analysis of literature and arguments. Through this process of evaluating evidence, students will recognize how support works together to build reasoning and prove a claim. By the end of the unit, students should be able to identify strong support, discard irrelevant evidence, and discuss how reasoning is developed. Students will also apply these skills in their own writing and debates.

Essential Questions	Enduring Understandings
1. How does textual evidence validate inferences and interpretations made by the reader?	1. In order to prove a literary analysis, a reader must have relevant textual support that clearly connects to the inferences made in their analysis. Without this relevant evidence, a literary analysis is simply an opinion of the literature. The use of textual support is what moves a literary analysis from the world of opinion to the world of academia.
2. How do authors use evidence to support their arguments and claims?	2. Authors use evidence from a variety of sources to support their claims and convince an audience. Authors need to provide factual evidence in order to be convincing. This third party support prevents an author's argument from being disputed or described as irrelevant. The purpose of argumentative writing is for the author to convince the audience of their opinion with relevant facts and evidence. If evidence is weak or missing, it defeats the purpose of the writing.
3. What writing techniques do author's use to present conflicting information?	3. Authors will often present information or evidence, which directly contradicts their own opinion. The authors use this information to provide a more objective summary of the argument and to prove the strength of the author's argument. By directly addressing and disproving the information, in specific paragraphs in a text, the author provides convincing reasons as to why their opinion is correct.
4. How is reasoning developed with the use of strong evidence?	4. In order for an author to develop reasoning, their evidence needs to be valid and relevant. Reasoning is the logical progression of relevant evidence, which strongly proves a point. In order to create this logical progression, authors use evidence that builds upon the strength of the previous fact. The stronger and

Essential Questions	Enduring Understandings
	more specific the evidence, the more logical the conclusion. The process of developing reasoning is similar to the process of solving a math problem. Students use their skills to reach a logical answer. Much the same, an error in a step or an error in evidence proves to be an error in reasoning. Students must be able to recognize how evidence connects to and builds upon one another to create reasoning.

Relevant Standards	Learning Goals	Learning Objectives
Power Standards: **NJSLS R.I.8.8** –Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **NJSLS R.I.8.9**- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagrees on matters of fact or interpretation. **Secondary Standards:** **NJSLS R.L .8.1**- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.I 8.1**- Cite the textual evidence and	1. Students will delineate and evaluate the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (NJSLS R. I.8.8) 2. Students will analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (NJSLS 8.9)	**NJSLS 8.8:** a. Define claim, relevant, argument and irrelevant. b. Identify a claim text. Analyze how word choice contributes to establishing the claim. c. Identify and explain the most relevant evidence supporting the claim. d. Recognize when irrelevant evidence is introduced. e. Examine how supportive sentences help develop and explain a central idea. f. Categorize evidence as either irrelevant or relevant for the author's point of view. g. Examine how supportive sentences help develop and explain a central idea and refine key concepts. h. Summarize events or concepts and analyze how the relationship between events or concepts reveals central idea. i. Formulate the central idea of a text and will assess its development over the course of the text. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Examine how the use of relevant evidence creates connections and distinctions. l. Explain the importance of understanding faulty logic.

Relevant Standards	Learning Goals	Learning Objectives
make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.L. 8.2**-Determine a theme of 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. **NJSLS R.I. 8.2**-Determin a central idea of a text and analyze its developments over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text. **NJSLS R.I. 8.3**-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories). **NJSLS R.L. 8.4**- 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. **NJSLS R.I. 8.4**- 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		m. Determine whether the reasoning is sufficient and if evidence supports the claim. n. Evaluate the argument and specific claims in the text. o. Critique arguments and specific claims within a text and will be able to assess whether the reasoning is sound and the evidence relevant. p. Find additional relevant evidence to support the claim. q. Develop additional relevant evidence to support the claim. **NJSLS 8.9:** a. Define terms such as relevant and irrelevant. b. Establish the author's opinion or point of view within each text. c. Analyze how word choice contributes to establishing the claim. d. Compare similarities and contrast differences presented in each text. e. Compare how each author acknowledges the opposing point of view in the text. f. Examine how supportive sentences help develop and explain a central idea and refine key concepts. g. Examine how the use of relevant evidence creates connections and distinctions. h. Evaluate the effectiveness of information and facts presented. i. Draw conclusions about the manipulation of information in two texts. j. Examine two or more texts, which provide conflicting information on the same topic and will be able to identify any errors in facts and cite relevant evidence to support different interpretations.

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
texts. **NJSLS R.L. 8.5**- 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. **NJSLS R.I.8.5**- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. **Writing:** **NJSLS.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence. (A-E) **NJSLS.W.8.4**- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **NJSLS. W.8.5**- 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. **NJSLS.W.8.9**- Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLS W.8.10**-Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific		k. Compare and contrast the writer's strength of argument through word choice, manipulation of facts, and overall voice. l. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. m. Apprise which information will be most useful when presenting an interpretation.

Relevant Standards	Learning Goals	Learning Objectives
tasks, purposes, and audiences. **Speaking/Listening:** **NJSLS.SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. **NJSLS.SL.8.3**-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. **NJSLS.SL.8.4**-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. **NJSLS.SL.8.6**-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language:** **NJSLS.L.8.2**- Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLS.L.8.4**- Determine or clarify the meaning of unknown and multiple-meaning		

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **NJSLS.L.8.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **NJSLS.L.8.6**- 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.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
- Do Now activities - Group discussions - Exit Tickets - Quizzes - Peer Conferences - One-Sentence Summary - Analogy Prompt - Index Card or Post-It note Summary or Reflection - RACER responses - Socratic Seminars - Think/Pair/Share - Bounce Card - Teacher-student discussion Four Corners	Unit Test based upon teacher's reading selections. Summative Benchmark Two	Socratic Seminars Debate	Unit Test based upon teacher's reading selections. Summative Benchmark Two

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
- White-board reflection and analysis - Split classroom - Is/Is Not Concept worksheet - Active Reading strategies			

Possible Assessment Modifications/Accommodations			
Special Education Students **Accommodations** • Additional time • Vary test formats • Highlight key directions • Pace long-term projects • Read test questions • Clarify test directions • Allow for retakes when acceptable • Test in alternate site **Modifications** • Oral testing • Read passages aloud • Accept short answers • Answers can be dictated **Differentiation** • Multiple texts (leveled reading) • Choice with writing topics	**ELLs (English Language Learners)** **Accommodations** • Preferential Seating • Visual charts/cues • Highlight key words • Provide time to absorb concepts • Read directions aloud • Repeat directions • Frequently check for understanding • Have student repeat directions • Provide extended time for reading • Provide materials with high interest topics **Modifications** • Adjust reading level materials • Shorten assignments	**At-Risk Students** **Accommodations** • Additional time provided appropriate to student progression • Clarify directions • Vary test format when appropriate • Highlight key directions • Chunk long-term assignments • Pace long-term projects • Provide example projects and essays **Differentiation** • Multiple texts • Choice of writing topics • Learning Menus/Choice Menus	**Gifted Students** **Accommodations/Differentiation** • Multiple texts (leveled reading) • Tiered homework assignments • Learning Menus/Choice Menus • Provide professional publications for students to examine (professional journals) • Help students navigate professional sites to submit writing

• Learning menus/Choice menus • Tied homework assignments	• Simplify language on a task • Give oral prompts • Provide bilingual dictionaries • Provide texts in native language • Appropriate or modified format for assessment and student ability • Read directions aloud • Read portions of the assessment aloud • Modify length and format **Differentiation** • Multiple texts • Choice of writing topic • Shortened assignments		

Instructional Strategies/Suggested Learning Activities (refer to Robert Marzano's 41 Elements)
Students will complete homework to apply new knowledge and extend their understanding of the learning goal. Guided practice will be used to introduce and model a new skill. Independent practice will be used to demonstrate students' understanding of the skill. Students will process and elaborate on information through the use of non-fiction note-taking, answering comprehension questions, and participating in class discussions. Use a T-chart to explore conflicting points of view on similar topics Arrange students into debate teams to collaborate on a common argument Use graphic organizers to research, document, and evaluate credible sources Utilize a presentation rubric to ensure students' success is proving and supporting their position Differentiate argumentative text (Newsela, Scope, CNN, The New York Times) according to student readiness levels Jigsaw activity is used to expose students to multiple texts and various ideas and positions Use a fictional text connected to a real world issue to prepare and argument

Possible Instructional Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
Accommodations • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible • Modeled Socratic seminar using Teaching Channel • Partnering of students who would best support one another in a debate	**Accommodations** • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Repeat directions back to teacher • Assign peer tutor • Pre-teach vocabulary • Allow oral responses • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible • Modeled Socratic seminar using Teaching Channel • Partnering of students who would best support one another in a debate	**Accommodations** • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Chunking assignments • Work-in-progress checks • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible **Differentiation** • Mini-lesson or small group instruction • One-on-one conferences • Leveled texts • Flexible Grouping • Tiered assignments	**Accommodations/Differentiation** • Tiered assignments • Leveled reading • Small group instruction • Offer creative ways to demonstrate knowledge • Partnering of students who would best support one another in a debate • Socratic seminar without teacher support or models

Modifications
- Read passages aloud when necessary
- Shorten assignments (altering rigor/complexity of the assignment)
- Provide alternative assignments to meet the objectives and learning goals.
- Allow outlining instead of writing an essay

Differentiation
- Mini-lesson or small group instruction
- Leveled texts
- Flexible Grouping
- Tiered assignments
- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence)
- Variety of plot lines (completed to students readiness level and ability to choose which works best for them)

Modifications
- Read passages aloud when necessary
- Shorten assignments (altering rigor/complexity of the assignment)
- Provide alternative assignments to meet the objectives and learning goals.
- Allow outlining instead of writing an essay

Differentiation
- Mini-lesson or small group instruction
- One-on-one conferences
- Leveled texts
- Flexible Grouping
- Tiered assignments
- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence)
- Variety of plot lines (completed to students readiness level and ability to choose which works best for them)

- Jigsaw instruction
- Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence)
- Variety of plot lines (completed to students readiness level and ability to choose which works best for them)

Unit Vocabulary

Essential: point of view, supportive details, argument, thesis, reasoning, evidence, relevant, irrelevant, claim, counterclaim, counterargument, key concepts, distinctions, academic vocabulary relevant to reading selection, Socratic seminar, refutation, closing statement

Non-Essential: meta-cognition, speaker, poet, poem, rhyme, rhyme scheme, stanza, thesis, literary analysis, literary theory, character traits, characterization, plot, exposition, rising action, falling action, climax, resolution, denouement, narrator, author, tone/mood, figurative language, allusion, theme, central idea, analogies, inference, protagonist, antagonist, symbolism, medium-specific terms such as play, actor, stage directions, director, playwright, artist, poet, point of view, first person, second person, third person limited, third person omniscient, narrator, speaker, historical fiction, primary source, secondary source

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary: **Career Awareness:** NJSLSCAEP 9.2.8.B.3-Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **Career Ready Practices:** CRP1-Act as a responsible and contributing citizen and employee. CRP4-Communicate clearly and effectively and with reason. CRP6-Demonstrate creativity and innovation. CRP7-Employ valid and reliable research strategies.	**S**- Students will explore nonfiction articles (Newela) and apply close reading strategies. **S/M/R**- Students can use Piktochart, Google Doc, or We Video to demonstrate their understanding of the knowledge gained from the close reading. Publish work and receive two peer evaluations. **A**-Students will take an assessment using Google Forms.	**Global Awareness:** - Using 21st Century Skills to understand and address global issues. (Current related articles from Scope, UpFront, New York Times, NewsELA, and Common Lit) **Financial, Economic Business, & Entrepreneurial Literacy:** - Understanding the role of the economy in society. (Paired texts: "Hero from the Hood" and "U.S. Women's Soccer team fights for Wage equality" and "Gender Wage Gap")	**Creativity & Innovation** - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. - Respect and utilize creative contributions of others. - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. (debates and Socratic Seminar) **Critical Thinking and Problem Solving** - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. (discussion of character decisions and the influence of the outcome for the characters)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity. CRP12-Work productively in teams while using cultural global competence. **Technology:** NSLS.TECH.8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities NJSLS.TECH.8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. NJSLS.TECH.8.1.8.F.1- Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. **Social Studies:** RH.6-8.6: Identify aspects of a text that reveal an author's point of view		**Environmental Literacy:** • Investigate and analyze environmental issues, and make accurate conclusions about effective solutions. (Solutions for Problem Based Learning)	• Analyze how parts of a whole interact with each other to produce • Effectively analyze and evaluate evidence, arguments, claims, and beliefs. • Synthesize and make connections between information and arguments. (Counterclaims and arguments during debates) **Communication and Collaboration** • Articulate thoughts and ideas effectively using oral, written, and none verbal communication skills in a variety of forms and context. • Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade) • Demonstrate the ability to work effectively and respectfully with diverse teams. (Debates) • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. **Information Literacy** • Evaluate information critically and competently. (Close reading of non-fiction texts) • Use information accurately and creatively for the issue or problem at hand. (Graphic organizers to prepare for debates)

KRSD Office of Curriculum and Instruction

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **RH.6-8.8:** Distinguish among fact opinion, and reasoned judgment in a text.			**Social and Cross-Cultural Skills** • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
Texts: Glencoe Texts: "The Dinner Party," *Flowers for Algernon,* "Are Chimps Human?" Junior Scholastic article, "Designer Babies," CNN article, "Should We Bring Back the Monmouth?" Time for Kids article, "Where Does your Cellphone Go?" *Upfront* article, *Scope* article, other Scope articles which apply to working with evidence **Materials:** textbooks, post its, writing utensils, index cards, copies of texts not in textbook, rubric for Socratic Seminars and debates, Annotated teacher texts **Major Assignments/Activities/Assessments (required):** Unit Test based upon teacher's reading selections, Common Summative Assessment 3, at least one debate or Socratic Seminar

Kingsway Regional School District

Grade 8—Literature

Unit Four: Literary Analysis	Recommended Duration: April-June (4-6 weeks)
Unit Description:	

F. Scott Fitzgerald once wrote that "the beauty of literature" is the discovery that our longings are "universal longings, that you are not lonely or isolated from anyone. You belong." The purpose of this unit is for students to discover the beauty of literature. In order to discover their own longings, students must pull away the layers of a text and discover their own truth. During the Reading Closely unit, students learned how to identify what is important in a text and how these important elements create meaning through the combination of inferences and connections. Literary analysis is the culmination of those skills. Students will need to think analytically about texts, develop their ideas into a thesis, and provide evidence to support their argument. To create a literary analysis, students will need to apply the skills mastered in the previous three units. Students must create an argument with the understanding that literature builds upon its own history and patterns or references. They must support their argument with valid textual evidence and logical reasoning. Through this unit, students will be able to explore the beauty of literature and test their analytically thinking.

Essential Questions	Enduring Understandings
1. What is the purpose of literary analysis?	1. The purpose of literary analysis is to discover deep layers of meaning hidden within a text. Literary analysis allows the reader to discover new ideas about themselves and the world through this reflection. As stated in the Reading Closely unit, analytical thinking is a skill necessary in all fields and subjects. It is during the process of literary analysis that students can sharpen these skills.
2. How does reading closely and working with evidence support an analysis?	2. In order to produce a literary analysis, a reader must have the skills to read closely and support their interpretations. The interpretations are created through inferences, reflection, and connections to the literature. It is only through this process of digging into the literature the students can create meaning. In addition, students must know which evidence best supports their analysis in order for it valid.
3. How does the choice in structure influence the overall meaning of a text?	3. The manipulation of text structure can contribute to the readers' overall analysis of the text. During this unit, students will recognize how text structure can vary depending on topic and purpose. The students will also infer meanings from the text structure and apply it to a literary analysis.

Relevant Standards	Learning Goals	Learning Objectives
Power Standards **NJSLS R.L. 8.2**-Determine a theme of 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. **NJSLS R.L. 8.5**- 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. **Secondary Standards:** **NJSLS R.L .8.1**- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS R.I 8.1**- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLS.R.L.8.3**-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. **NJSLS R.L. 8.4**- 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,	1. Students will 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. (NJSLS R.L.8.5) 2. Students will 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, plot; provide an objective summary of the text. (NJSLS R.L 8.2) 3. Students will be able to 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. (NJSLS R.L 8.2)	**NJSLS 8.5:** a. Understand why writers choose a variety of narrative structures to create meaning and style. b. Define plot structure and plot elements. c. Identify narrative structures using plot elements. d. Analyze the purpose of allusions and figurative language. e. Examine how allusions and figurative language contribute to tone and create meaning. f. Analyze how word choice contributes to meaning and creates voice. g. Examine how the structure contributes to the overall meaning of the text. h. Categorize the similarities and differences between two or more texts. i. Examine how the similarities and differences create connections and distinctions among concepts between texts. j. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. k. Compare and contrast how the writer's choices in structure created unique style and contributed to the overall meaning and voice. l. Identify the individual structures of two texts and will be able to examine how the structure of these texts creates meaning and influences writing style and voice. m. Create an analysis or critique of a literary work using textual evidence. n. Connect how these choices by the writer are meant to effect the readers overall understanding of the text. **NJSLS/R.I 8.2:** a. Define central idea and theme and establish the difference between the two.

Relevant Standards	Learning Goals	Learning Objectives
including analogies or allusions to other texts. **NJSLS R.I. 8.4**- 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. **NJSLS R.L. 8.9**-Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **Writing:** **NJSLS.W.8.1.** Write arguments to support claims with clear reasons and relevant evidence. (A-E) **NJSLS.W.8.4**- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **NJSLS.W.8.5**- 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. **NJSLS.W.8.9.A**-Apply grade 8 Reading		b. Actively read the text focusing on important plots elements, literary terms, key concepts, and supporting ideas. c. Identify how characters, plot, setting help reveal theme. d. Define and identify supporting ideas. e. Examine how supportive sentences help develop and explain a central idea. f. Examine how allusions can contribute to elements of a theme. g. Summarize events or concepts and analyze how the relationship between events or concepts reveals the theme or central idea. h. Formulate the theme or central idea of a text and will assess its development over the course of the text. i. Create an analysis or critique of a literary work using textual evidence. j. Connect how theme or central idea relates to the purpose of a text. k. Reflect on how language and sentence structure contribute to purpose of paragraphs and overall meaning. l. Cite relevant textual evidence in order to support an analysis of a text and inferences drawn. m. Connect how common themes are found across texts and among cultures through the use of allusions. n. Hypothesize how these common themes and allusions contribute to human themes.

Relevant Standards	Learning Goals	Learning Objectives
standards to literature (e.g. "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). **NJSLS W.8.10**-Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **Speaking and Listening:** **NJSLS.SL.8.1**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. **NJSLSS.SL.8.6**-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language:** **NJSLS.L.8.2**- Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLS.L.8.4**- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading		

Relevant Standards	Learning Goals	Learning Objectives
and content, choosing flexibly from a range of strategies. **NJSLS.L.8.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **NJSLS.L.8.6**- 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.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
- Do Now activities - Group discussions - Exit Tickets - Quizzes - Peer Conferences - One-Sentence Summary - Analogy Prompt - Index Card or Post-It note Summary or Reflection - RACER responses - Socratic Seminars - Think/Pair/Share - Bounce Card - Teacher-student discussion Four Corners	Unit Test based upon teacher's reading selections. Post Assessment Test	Best Seller Presentation Beyond Book Report Presentation (Literary Analysis)	Unit Test based upon teacher's reading selections. Post Assessment Test Literary Analysis

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
- White-board reflection and analysis - Split classroom - Is/Is Not Concept worksheet - Active Reading strategies			

Possible Assessment Modifications/Accommodations/Differentiation

Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
Accommodations • Additional time • Vary test formats • Highlight key directions • Read test questions • Clarify test directions • Allow for retakes when acceptable • Test in alternate site **Modifications** • Oral testing • Read passages aloud • Accept short answers • Answers can be dictated **Differentiation** • Multiple texts (leveled reading) • Choice with writing topics • Learning menus/Choice menus	**Accommodations** • Preferential Seating • Visual charts/cues • Highlight key words • Provide time to absorb concepts • Read directions aloud • Repeat directions • Frequently check for understanding • Have student repeat directions • Provide extended time for reading • Provide materials with high interest topics **Modifications** • Adjust reading level materials • Shorten assignments • Simplify language on a task	**Accommodations** • Additional time provided appropriate to student progression • Clarify directions • Vary test format when appropriate • Highlight key directions • Chunk long-term assignments • Pace long-term projects • Provide example projects and essays **Differentiation** • Multiple texts • Choice of writing topics • Learning Menus/Choice Menus	**Accommodations/Differentiation** • Multiple texts (leveled reading) • Provide literary criticism as a model • Tiered homework assignments • Learning Menus/Choice Menus

• Tied homework assignments	• Give oral prompts • Provide bilingual dictionaries • Appropriate or modified format for assessment and student ability • Read directions aloud • Read portions of the assessment aloud • Modify length and format **Differentiation** • Multiple texts • Choice of writing topic • Shortened assignments		

Instructional Strategies/ Suggested Learning Activities (refer to Robert Marzano's 41 Elements)

Students will complete homework to apply new knowledge and extend their understanding of the learning goal.

Guided practice will be used to introduce and model a new skill. Independent practice will be used to demonstrate students' understanding of the skill.

Students will process and elaborate on information through the use of note-taking, answering comprehension questions, and participating in class discussions.

Provide independent novels based on interest, readiness level, and student background

Arrange literature circles for students to collaborate and discuss independent novel for deeper understanding

Students utilize author's background information to reflect on their understanding of important concepts of the independent novel and make connections to the author's life

Use graphic organizers to write a literary analysis of the independent novel

Use graphic organizer to create a script for a movie trailer of the independent novel

Organize discussion groups to explore and analyze literary devices across multiple texts.

Scaffold questions to ensure all students of varying readiness levels can access the text and skills

Jigsaw activity is used to expose students to multiple texts and various ideas

Chunking content into "Digestible Bites"

Possible Instructional Modifications/Accommodations/Differentiation			
Special Education Students	**ELLs (English Language Learners)**	**At-Risk Students**	**Gifted Students**
Accommodations • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible • Modeled Socratic seminar using Teaching Channel • Partnering of students who would best support one another in a debate **Modifications** • Read passages aloud when necessary	**Accommodations** • Textbooks for at home use • Additional time for assignments appropriate to student progression • Review directions • Repeat directions back to teacher • Assign peer tutor • Pre-teach vocabulary • Allow oral responses • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible • Modeled Socratic seminar using Teaching Channel • Partnering of students who would best support one another in a debate	**Accommodations** • Additional time for assignments appropriate to student progression • Review directions • Student repeats directions • Provisions of notes or outlines • Study sheets when appropriate • Graphic organizers when necessary • Chunking assignments • Work-in-progress checks • Preferential seating • Verbal and visual cues regarding directions and staying on task • Immediate feedback when possible • Provide instructional examples when possible **Differentiation** • Mini-lesson or small group instruction • One-on-one conferences • Leveled texts • Flexible Grouping • Tiered assignments	**Accommodations/Differentiation** • Tiered assignments • Leveled reading • Small group instruction • Offer creative ways to demonstrate knowledge • Partnering of students who would best support one another in a debate • Socratic seminar without teacher support or models

• Shorten assignments (altering rigor/complexity of the assignment) • Provide alternative assignments to meet the objectives and learning goals. • Allow outlining instead of writing an essay **Differentiation** • Mini-lesson or small group instruction • Leveled texts • Flexible Grouping • Tiered assignments • Jigsaw instruction • Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence) • Variety of plot lines (completed to students readiness level and ability to choose which works best for them)	**Modifications** • Read passages aloud when necessary • Shorten assignments (altering rigor/complexity of the assignment) • Provide alternative assignments to meet the objectives and learning goals. • Allow outlining instead of writing an essay **Differentiation** • Mini-lesson or small group instruction • One-on-one conferences • Leveled texts • Flexible Grouping • Tiered assignments • Jigsaw instruction • Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence) • Variety of plot lines (completed to students readiness level and ability to choose which works best for them)	• Jigsaw instruction • Graphic organizers (some may be partially filled in to help those students who struggle, while some may be blank based on students independence) • Variety of plot lines (completed to students readiness level and ability to choose which works best for them)	

Unit Vocabulary

Essential: meta-cognition, speaker, poet, poem, stanza, sonnet, thesis, literary analysis, literary theory, point of view, characterization, plot, narrator, author, tone/mood, figurative language, allusion, theme, central idea, analogies, inference, protagonist, antagonist, symbolism, supporting details, evidence, reasoning, relevant, irrelevant, claim

Non-Essential: rhyme scheme, medium-specific terms such as play, actor, stage directions, director, playwright, artist, poet, point of view, first person, second person, third person limited, third person omniscient, narrator, speaker, historical fiction, primary source, secondary source

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary: **Career Awareness:** NJSLSCAEP 9.2.8.B.3-Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **Career Ready Practices:** CRP1-Act as a responsible and contributing citizen and employee. CRP4-Communicate clearly and effectively and with reason. CRP6-Demonstrate creativity and innovation. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity.	**S and A** -Google Docs will be used to generate a writing piece and in the revision process of writing students are receiving and giving feedback through shared documents. **A-**Students from different class periods will generate and foster literary analysis for a specific novel via Google Hangouts.	**Global Awareness:** • Understanding other nations and cultures, including the use of non-English languages. (Independent Novels) **Financial, Economic Business, & Entrepreneurial Literacy:** • Understanding the role of the economy in society. (*Esperanza Rising, Of Mice and Men*) **Health Literacy:** • Obtaining, interpreting, and understanding basic Health information and services. (Non-fiction to explain health issues in the novels.)	**Creativity & Innovation** • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. • Respect and utilize creative contributions of others. • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. (Battle of the Books, Independent Literary Analysis, and Socratic Seminar) **Critical Thinking and Problem Solving** • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. • Effectively analyze and evaluate evidence, arguments, claims, and beliefs. • Synthesize and make connections between information and arguments. (Develop elaborations to develop and prove thesis statements.)

KRSD Office of Curriculum and Instruction

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
CRP12-Work productively in teams while using cultural global competence. **Technology:** NSLS.TECH.8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. **Social Studies:** [RH.6-8.6](#): Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **RH.6-8.8:** Distinguish among fact opinion, and reasoned judgment in a text.			**Communication and Collaboration** • Articulate thoughts and ideas effectively using oral, written, and none verbal communication skills in a variety of forms and context. (Close reading, post it notes, literature circle discussion) • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. • Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade) • Demonstrate the ability to work effectively and respectfully with diverse teams. (Novel discussions) **Information Literacy** • Manage the flow of information from a wide variety of sources. • Evaluate information critically and competently. (Close reading of non-fiction texts) • Use information accurately and creatively for the issue or problem at hand. (Graphic organizers to prepare for debates) **Initiative and Self-Direction** • Balance tactical (short-term) and strategic (long-term) goals. (Independent reading and the writing progression for Literary Analysis) **Social and Cross-Cultural Skills**

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
			• Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Literature Circles) **Productivity and Accountability** • Prioritize, plan, and manage work to achieve the intended result.

Resources
Texts: Independent novel for literary analysis (*Esperanza Rising, The Crossover, Brown Girl Dreaming, Of Mice and Men, The Curious Incident of the Dog in the Night-Time*), William Carlos Williams "So Much Depends Upon", "A Figure Five", applicable nonfiction selections to independent novel themes **Materials:** textbooks, post its, writing utensils, index cards, copies of texts not in textbook, graphic organizers necessary for analysis **Major Assignments/Activities/Assessments (required):** Unit Test based upon teacher's reading selections, Common Summative Assessment 4, Literary Analysis