

## Unit 3 WRITING - *Literary Analysis*

### Overview

After reading two or more dystopian texts, students will choose one or more elements of dystopian literature to compare/contrast in a literary essay. Students must synthesize pieces of their analysis of both texts with their understanding of the characteristics of dystopian literature to create an original thesis. Through the process of planning, drafting, revising, editing, and publishing, students will then prove that thesis with critical evidence across texts in a well-written literary analysis.

**21st Century Capacities:** Synthesizing, Product Creation

### Stage 1 - Desired Results

<p><b>ESTABLISHED GOALS/ STANDARDS</b></p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.8.1.A</u></a> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.8.1.B</u></a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.8.1.C</u></a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.8.1.D</u></a> Establish and maintain a formal style.</p> <p><a href="#"><u>CCSS.ELA-LITERACY.W.8.1.E</u></a> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #D3D3D3;"><b>Transfer:</b></td> </tr> <tr> <td colspan="2"><i>Students will be able to independently use their learning in new situations to...</i></td> </tr> <tr> <td colspan="2"> <ol style="list-style-type: none"> <li>1. Use analysis of two texts within the same genre to compare and contrast. (Synthesizing)</li> <li>2. Use the writing process to thoughtfully produce and publish with a variety of tools for an intended audience, purpose and message. (Product Creation)</li> </ol> </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #D3D3D3;"><b>Meaning:</b></td> </tr> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>UNDERSTANDINGS:</b> <i>Students will understand that:</i></p> <ol style="list-style-type: none"> <li>1. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</li> <li>2. Writers compare and contrast elements of literature within two texts to develop a deeper understanding of both texts.</li> </ol> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS:</b> <i>Students will explore &amp; address these recurring questions:</i></p> <ol style="list-style-type: none"> <li>A. What ideas from my reading are worth expanding?</li> <li>B. How do I create and refine a thesis to organize and drive my writing?</li> <li>C. How do I support my thesis with evidence from the text?</li> <li>D. How do I engage my reader?</li> </ol> </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #D3D3D3;"><b>Acquisition:</b></td> </tr> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. Compare, contrast, thesis, literary device, excerpt, passive vs. active voice</li> </ol> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Editing their work for spelling, punctuation, and capitalization</li> </ol> </td> </tr> </table>	<b>Transfer:</b>		<i>Students will be able to independently use their learning in new situations to...</i>		<ol style="list-style-type: none"> <li>1. Use analysis of two texts within the same genre to compare and contrast. (Synthesizing)</li> <li>2. Use the writing process to thoughtfully produce and publish with a variety of tools for an intended audience, purpose and message. (Product Creation)</li> </ol>		<b>Meaning:</b>		<p><b>UNDERSTANDINGS:</b> <i>Students will understand that:</i></p> <ol style="list-style-type: none"> <li>1. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</li> <li>2. Writers compare and contrast elements of literature within two texts to develop a deeper understanding of both texts.</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b> <i>Students will explore &amp; address these recurring questions:</i></p> <ol style="list-style-type: none"> <li>A. What ideas from my reading are worth expanding?</li> <li>B. How do I create and refine a thesis to organize and drive my writing?</li> <li>C. How do I support my thesis with evidence from the text?</li> <li>D. How do I engage my reader?</li> </ol>	<b>Acquisition:</b>		<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. Compare, contrast, thesis, literary device, excerpt, passive vs. active voice</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Editing their work for spelling, punctuation, and capitalization</li> </ol>
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## Grade 8 ELA Curriculum

<p><a href="#">CCSS.ELA-LITERACY.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p> <p><a href="#">CCSS.ELA-LITERACY.SL.8.1.A</a> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.8.4</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.1.B</a> Form and use verbs in the active and passive voice.</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.1.C</a> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><a href="#">CCSS.ELA-LITERACY.L.8.1.D</a> Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<ol style="list-style-type: none"> <li>2. Elements of dystopian literature including the oppressive government-designed society, the hero's struggle to survive, the repression of knowledge and independence, strict social classes, isolation from nature, and the possibility of a social group outside of state control</li> <li>3. How to make a claim and support it with relevant information from multiple texts</li> </ol>	<ol style="list-style-type: none"> <li>2. Maintaining consistent verb tense</li> <li>3. Reducing passive voice in their writing; using active voice when appropriate</li> <li>4. Creating and supporting an original thesis statement</li> <li>5. Integrating excerpts and examples from the text to strengthen point</li> <li>6. Analyzing evidence to support the thesis</li> </ol>
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