

## Holden R-III District Unit of Instruction

<b>Unit of Study:</b> Poe/Dahl Style Unit		<b>Subject Area:</b> ELA	
<b>Course Title:</b> ELA		<b>Grade Level:</b> 8	
<b>Missouri Learning Standards</b> (Write the standards that are aligned to this unit)			
<p>RI.8.1 Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text including its relationship to support ideas; provide an objective summary of the text.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>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 purpose.</p>			
<b>Essential Learning Outcomes - List the ELOs that the unit addresses</b>		<b>Unit Objectives - List the objectives that will be taught in this unit</b>	
<p>Introduce and support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text while acknowledging and distinguishing the claims from the alternate or opposing claims.</p> <p>Develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>		<p>-Students will demonstrate understanding of "style" as a core concept by recognizing and identifying key details from a text.</p> <p>-Students will identify relevant biographical information of Poe and Dahl by viewing two video clips and comparing similar information that contributes to the writers' style.</p> <p>-Students will analyze the author's style by writing a paragraph examining the elements Poe uses to convey his personal writing style (i.e. word choice, figurative language, tone, etc.)</p> <p>-Students will synthesize evidence from multiple sources to construct a museum display that defines and evaluates the effects of author's style.</p>	

<b>Essential/Guiding Questions - Provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning.)</b>	
<b>Essential/Guiding Questions</b>	<b>DOK Level</b>
What elements converge to form a writer's style and how does each play a unique role?	4
What are some ways that readers can deconstruct literary style?	3
How does an author's background contribute to his/her writing style?	3
How does style affect what we read and write?	3
How do the factors of style converge to produce the ultimate outcome/product?	4
<b>Instructional Strategies/Learning Activities - List examples of learning activities and instructional strategies that will be implemented in the unit.</b>	<b>Which unit objectives does this support?</b>
As a pretest, students will respond to this prompt: Compare and contrast the play and the excerpt of Warriors Don't Cry. Be sure to give at least two differences and two similarities. Decide which writing was the most effective in helping you understand the historical events and tell why it was most effective. You need five paragraphs. Pay attention to grammar. Do your very best work.	Objective 1
Text dependent questions will show the extent to which students are able to analyze texts by identifying the author's style and connecting the text to the essential questions.	Objective 1
Reader's response journals will show the student's ability to identify figures of speech, interpret their contextual meaning, and explain how these elements contribute to the author's style. Cornell notes will show the student's ability to collect pertinent information from expository texts and biographical information videos. Viewing with a focus will allow students to analyze how the authors of these video clips use evidence to support the view that both Dahl and Poe have mysterious writing styles.	Objective 3

An expository summary will show the student's ability to synthesize and collect evidence from informative and literary texts. It will show the student's ability to paraphrase the topic, state key details, and determine the "so what" or meaning intended through the author's message or purpose.	Objective 4
Continued work on response journal summaries show the student's ability to synthesize, interpret, analyze, and comment upon collected evidence.	Objective 4

<b>How would you differentiate instruction for diverse learners (enrichment, remediation, ELL, other)</b>
-Writer's workshop sessions will be available to students that are struggling. Reader's response journals will also be modified. Remedial student may also be given a color coded text for literary elements to aid students in finding and labeling examples. -Accelerated learners will research independently to create a museum-like exhibit about the authors.

<b>Provide examples of formative assessments to inform instruction (may include links to the formative in addition to the written description)</b>
In one well-written paragraph, compare and contrast the writing styles of Ronald Dahl and Edgar Allan Poe. Analyze how their early experiences in life may have influenced their writing styles. Choose which author you think is the best author. This paragraph should be written in third person with no first-person references.

**Describe the summative assessment to evaluate student learning (How will you know the students met the learning objectives?) May include links to your summative assessment in addition to the written description**

Research another author from this genre. Choose either Dahl/Poe to write a compare/contrast essay about. This 5 paragraph essay should analyze how the new author you choose, and either Dahl/Poe's early experiences in life, may have influenced their writing styles. Compare and contrast the two authors. This 5 paragraph essay should be written in third person with no first-person references.

**Essential Learning Outcome Scoring Guide(s)**

**Insert a link to your ELO scoring guide(s) below:**  
[Style Scoring Guide](#)

**Resources for the Unit - List any resources used for the unit (Links to digital resources, instructional strategies, organizers, supporting documents, textbooks, lesson plans, etc.)**

Informational Text(s) Titles:

"What is Style" (Resource 1.4)

Literature Titles:

"The Tell Tale Heart", by Edgar Allan Poe (pp. 353-362 in Holt Second Course)

"The Landlady", by Roald Dahl (pp. 61-70 in Holt Second Course)

Media/Technology:

"Profile of the Author" (video clip), and "Perspectives" (video clip)

Other Materials: Computer, document camera, and projector