



Grade 8 - Unit 6 - Literary Analysis

Unit Focus

After reading a minimum of two dystopian texts, students will choose one element of dystopian literature to compare across the texts 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. This essay will build off of grade 7's work with author's craft. They will use the same literary analysis essay structure that they've learned with a focus on bumping up the sophistication of their analysis and fluency. 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.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 8<ul style="list-style-type: none">Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.8.1)Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS.ELA-LITERACY.W.8.1.A)Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-LITERACY.W.8.1.B)Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.W.8.1.C)Establish and maintain a formal style. (CCSS.ELA-LITERACY.W.8.1.D)Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.8.1.E)Writing<ul style="list-style-type: none">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. (CCSS.ELA-LITERACY.W.8.5)Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.8.9)Apply grade 8 Reading 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"). (CCSS.ELA-LITERACY.W.8.9.A)	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach. U2 Writing is a process for clarifying as well as expressing one’s thinking. U3 Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.	<i>Students will keep considering...</i> Q1 How do I develop and refine my idea(s)? Q2 What makes clear and effective writing? Q3 Why do we have/need rules of language?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 Thesis statement is what you intend to prove throughout your essay. K2 Evidence from the text can be in the form of direct quotes or paraphrasing and it directly	<i>Students will be skilled at...</i> S1 Developing clear and debatable thesis statements. S2 Using evidence from the text to support and elaborate ideas.		

Stage 1: Desired Results - Key Understandings

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.8.1)*
- Form and use verbs in the active and passive voice. *(CCSS.ELA-LITERACY.L.8.1.B)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.8.3)*
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). *(CCSS.ELA-LITERACY.L.8.3.A)*
- 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. *(CCSS.ELA-LITERACY.L.8.4)*
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.8.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). *(CCSS.ELA-LITERACY.L.8.4.B)*
- Language
- 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. *(CCSS.ELA-LITERACY.L.8.6)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

connects to the thesis statement and idea being proven.

K3 Analytical writing reveals something new and important to the reader and connects to the real world.

K4 compare, contrast, thesis, literary device, excerpt, passive vs. active voice, verb moods: indicative, imperative, interrogative, conditional, subjunctive, ellipsis

S3 Analyzing moments in the text by revealing something new to the reader and connecting to the real world.

S4 Reducing passive voice in their writing; using active voice when appropriate

S5 Recognize and correct inappropriate shifts in verb voice (active vs. passive) and mood.

S6 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.)