### Grade: 8

#### Units of Study

**Quarter 1**

**English Language Arts**

#### Unit 2

**Informational Text, Comprehension, Main Idea, and Connections Between Details**

**Number of Instructional days: 20 Days (1 Day = 60 minutes)**

### Overview

Students summarize and differentiate between the main idea and supporting details of informational text. Students respond to text using argumentative or informational/explanatory writing. Students utilize print media and/or digital sources to produce writing that is organized, developed, cohesive and task-oriented. The writing will contain correctly used verbs in active and passive voice, multiple meaning words, affixes, reference materials and word phrases to convey sound reasoning. Students engage effectively in collaborative discussion to express their opinion as it relates to the readings.

To establish an association or relationship to the text, students should begin this unit with a relevant focus question, anticipatory activity, or other strategy to activate prior knowledge. After reading the text, individually, as a group, or in partners, students interact with the text by marking the text. This can include numbering paragraphs, identifying challenging vocabulary, claims, and main ideas or supporting details. Comparing and contrasting of alternate texts may also be utilized with an additional supplemental text. Post-assessment questions should be administered with text-based reasoning. Questions can be formatted in a variety of ways to make students refer back to the text. Rubrics may be used at the teacher’s discretion.

Students use context clues and supportive elements to determine and differentiate between central ideas and supporting details. Using text-based criteria, students summarize informative texts with logical and sound reasoning. This is a foundational shift that will help students establish comprehension, formulate reasonable arguments, and gather and express important details in a variety of informational and complex text structures.

As with all units aligned to the Common Core State Standards, students will read texts within the appropriate range of complexity. (See Appendix A; Text Complexity Model: Qualitative, Quantitative, Reader and Task). Throughout the year, students will read texts of increasing complexity with understanding and fluency. Support is provided by the instructor as necessary. Additionally, students focus on close reading, supporting their analyses in reading and writing with evidence from the text.

### Reading Anchor Standard

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Writing Anchor Standard

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Speaking and Listening Anchor Standard
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Language Anchor Standard

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Concepts to Be Learned and Skills to Be Used

- DETERMINE central idea
- ANALYZE development of central idea
- ANALYZE relationship of supporting ideas
- PROVIDE objective summary
- DRAW evidence from literary or informational texts to SUPPORT
  - Analysis
  - Reflection
  - Research
- APPLY grade 8 Reading standards to literary nonfiction (e.g., “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”)
- ENGAGE effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 8th grade topics, texts, and issues
- BUILD on others’ ideas
- EXPRESS own ideas clearly
  - COME to discussions PREPARED, HAVING READ material, HAVING RESEARCHED material, DRAW on evidence from the text, topic, issue, PROBE/REFLECT on ideas
- DEMONSTRATE command of the conventions of standard English grammar and usage when WRITING or SPEAKING
- FORM and USE verbs in the active and passive voice.
- 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.
  - USE context as a clue to the meaning of a word or phrase.
  - USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
  - CONSULT general and specialized reference materials, both print and digital, to FIND the pronunciation of a word or DETERMINE or CLARIFY its precise meaning or its part of speech
  - VERIFY the preliminary determination of the meaning of a word or phrase
## Essential Questions

- When reading informational texts, how does a reader distinguish between main ideas and supporting details?
- What is logical reasoning?
- How can arguments be formulated using logical reasoning?
- How can interacting with a text impact a reader’s understanding and comprehension?

## Assessment

### Written Curriculum

| Task Name: | Four Baby Dolls |

### Standards that are the **Focus** in the Unit of Study:

<table>
<thead>
<tr>
<th><strong>Reading Standards: Literature</strong></th>
<th>There are no focus standards identified in this unit.</th>
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| **Reading Standards: Informational Text** |
| **Key Ideas and Details** |
| RI.8.2 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. |

| **Writing Standards** |
| **Research to Build and Present Knowledge** |
| W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”). |

| **Speaking and Listening Standards** |
| **Comprehension and Collaboration** |
| SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| 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. |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
Language Standards
Conventions of Standard English
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   b. Form and use verbs in the active and passive voice.

Knowledge of Language
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.
   a. 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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

**Reading Standards: Literature**
There are no reinforce/support standards identified in this unit.

**Reading Standards: Informational Text**
There are no reinforce/support standards identified in this unit.

**Writing Standards**

**Production and Distribution of Writing**
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Research to Build and Present Knowledge**
W.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Standards that **Recur** in the Unit of Study:

**Reading Standards: Literature**
There are no recurring standards identified in this unit.

**Reading Standards: Informational Text**

**Key Ideas and Details**
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
**Range of Reading and Level of Text Complexity**  
**RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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**Writing Standards**  
**Range of Writing**  
**W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Speaking and Listening Standards**  
**Presentation of Knowledge and Ideas**  
**SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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**Language Standards**  
**Conventions of Standard English**  
**L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
  b. Use an ellipsis to indicate an omission.  
  c. Spell correctly.

**Knowledge of Language**  
**L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  b. Use the relationship between particular words to better understand each of the words.  
**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.

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**Clarifying the Standards**

<table>
<thead>
<tr>
<th>Key</th>
<th>Reading Standards for Literature</th>
<th>Writing Standards</th>
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<tbody>
<tr>
<td>RL</td>
<td>RI</td>
<td>W</td>
</tr>
<tr>
<td>RI</td>
<td>Reading Standards for Informational Text</td>
<td>SL</td>
</tr>
<tr>
<td>RF</td>
<td>Foundational Skills</td>
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**Key**

- **RL** There are no focus standards identified in this unit.  
- **RI** In grade 7, students must determine two or more central ideas of a text and analyze their development over the course of the text. The skill builds in grade 8 so that the student analyzes the development of the central idea over the course of the text and includes discussion of the supporting ideas. In grades 9-10, the student is expected to engage in an in-depth analysis of the development of the central idea by analyzing how it is shaped and evolves through specific details in the text.  
- **RF** These standards apply to grades K-5.  
- **W** In grade 7, students use evidence from informational text to evaluate arguments and specific claims, and check evidence to see if it is adequate, relevant and sound.
In grade 8, students further develop their knowledge of arguments, claims and evidence by learning to recognize irrelevant information in the text. In grades 9-10, students expand these skills to examine the validity of arguments and specific claims, and identify erroneous statements and reasoning.

Students at all grade levels come to discussions prepared, having read or researched the material under study. In grade 7, students engage in various collaborative groupings to discuss seventh grade topics, texts, and issues with the goal of exchanging ideas and clearly expressing their own. Students build on this skill in grade 8 by discussing more sophisticated, grade-level appropriate topics, texts and issues. In grades 9-10, students improve their ability to express their ideas clearly and persuasively using textual evidence to stimulate a well-reasoned exchange of ideas.

In grade 7, students demonstrate knowledge of Standard English grammar and usage by writing simple to compound-complex sentence structures to express ideas in writing or when speaking. In grade 8, students learn to apply active and passive voice to communicate written and spoken ideas. In grades 9-10, students continue to refine writing and speaking skills using various types of phrases and clauses that add variety and interest.

In grade 7, using grade-level text, students determine word meanings from context, Greek or Latin affixes and roots, and reference materials. In grade 8, students continue to expand and apply knowledge of word meanings using grade-level appropriate materials. In grades 9-10, students further develop understanding of word meanings by identifying how a word pattern changes its part of speech and meaning.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/Explanatory Writing
Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As
students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Appendix B: Text Exemplars and Sample Performance Task**

**Informational text, pages 90-139**

**Informational Texts: English Language Arts**
- Adams, John. "Letter on Thomas Jefferson.", pg. 90
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*, pg. 91
- Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940.", pg. 91
- Steinbeck, John. *Travels with Charley: In Search of America*, pg. 92

**Informational Texts: History/Social Studies**
- United States. *Preamble and First Amendment to the United States Constitution* (1787, 1791), pg. 93
- Lord, Walter. *A Night to Remember*, pg. 93
- Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*, pg. 93
- Murphy, Jim. *The Great Fire*, pg. 94
- Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*, pg. 94
- Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*, pg. 94
- Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*, pg. 95
- Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*, pg. 95

**Informational Texts: Science, Mathematics, and Technical Subjects**
- Mackay, Donald. *The Building of Manhattan*, pg. 96
- Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*, pg. 97
- "Geology." *U*X*L Encyclopedia of Science*, pg. 98
- "Space Probe." *Astronomy & Space: From the Big Bang to the Big Crunch*, pg. 98
- California Invasive Plant Council. *Invasive Plant Inventory*, pg. 99
Appendix C:  Samples of Student Writing
Pages 47-51
Student Sample: Grade 8, Informative/Explanatory
This essay was written about a favorite activity. The writer wrote for one entire class period the first day and revised his essay the second day after discussing ideas for revision with a partner.

Football
What I like doing best is playing football, mainly because it is one of my best sports. One of the greatest things about it, in my opinion, is the anticipation, wondering what the other players are thinking about what you might do. Football is a physical game, of course, but it’s the mental aspect that I appreciate the most.

At times football can get grueling, which makes the game even more exciting. The first time you make contact with another player (even with all that equipment) you get very sore. That is true for everyone, but in time you get used to the aches and pains. After awhile, you develop mental discipline, which allows you to ignore some of the pain. The mental discipline then allows you to go all out, to unload everything you have, every play. That’s how you win games, everyone going all out, giving 110%.

The game takes concentration, just as much as any other sport, if not more. You develop this aspect in practice. That is why it is so important to have hours and hours of it. Mentally, you have to get over the fear, the fear of eleven madmen waiting for chance to make you eat dirt. And that comes through practice. Once you overcome the fear, you can concentrate on the more important things, like anticipating the other guy’s next move. Studying the playbook and talking with other players also helps.

During the game, your mind clears of all thoughts. These thoughts become instinct. You have to react, and react quickly, and you develop reactions and instinct in practice. For example, when you’re carrying the ball or about to make a tackle, you want to make sure you have more momentum than the other guy. If you don’t you’ll be leveled. But, you should react instinctively to that situation by increasing your momentum.

Playing defense, all you want to do is hit the man with the ball, hit him hard. Right when you unload for a stick, all your body tightens. Then you feel the impact. After you regain your thoughts, you wonder if you’re all right. You wait for your brain to get the pain signal from the nerves. Even so, if you do get that signal, which is always the case, you keep right on playing. You can’t let that experience shake your concentration.

On offense, while playing receiver, you can actually “hear” the footsteps of the defensive back as you’re concentrating on catching the ball. What separates the men from the boys is the one who “hears” the footsteps but doesn’t miss the ball. That’s mental discipline, concentration.

Football is very physical or else it wouldn’t be fun. But it is also a mental game and that is why it’s challenging. You can get hurt in football if you screw up and ignore the right way to do things. However, mental discipline and concentration, which you develop during hours of practice, helps you avoid such mistakes.

Annotation
The writer of this piece
- introduces the topic clearly, previewing what is to follow.
  - What I like doing best is playing football . . . Football is a physical game, of course, but it’s the mental aspect that I appreciate the most.
- organizes ideas, concepts, and information into broader categories.
  - Information is organized into three components of the mental aspect of football: discipline, concentration, and instinct.
develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - At times football can get grueling, which makes the game even more exciting. The first time you make contact with another player (even with all that equipment) you get very sore.
  - For example, when you’re carrying the ball or about to make a tackle, you want to make sure you have more momentum than the other guy. If you don’t you’ll be leveled.

uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - At times . . . The first time . . . After awhile . . . During the game . . .
  - For example . . . But . . . Playing defense . . . After . . . However . . .
  - On offense, while playing receiver, you can actually “hear” the footsteps of the defensive back . . .

uses precise language and domain-specific vocabulary to inform about or explain the topic.
  - . . . playbook . . . defense . . . offense . . . receiver . . . defensive back

establishes and maintains a formal style (with occasional lapses into cliché and undefined terms).

provides a concluding section that follows from and supports the information or explanation presented.
  - The conclusion emphasizes the importance of the controlling idea (the mental aspect of football) by putting it in a new light: You can get hurt in football if you screw up and ignore the right way to do things. However, mental discipline and concentration, which you develop during hours of practice, helps you avoid such mistakes.

demonstrates good command of the conventions of standard written English (with some errors that do not interfere materially with the underlying message) and some stylistically elective constructions (e.g., Playing defense, all you want to do is hit the man with the ball, hit him hard).

Student Sample: Grade 8, Informative/Explanatory
This analysis of a work of literature was completed as a homework assignment for an English class.

The Old Man and the Sea

In the book The Old Man and the Sea, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago’s prize fish is completely devoured by sharks that he returns home to the village scorners and the safety of Manolin’s trust. As his suffering and loss compound, we can see that Hemingway’s quote “a man can be destroyed but not defeated” offers a key insight into Santiago’s life.

As the story begins, we learn that Santiago has gone eighty-four days straight without catching a fish. Young Manolin’s parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. Santiago and Manolin are deeply saddened by this news, but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks “maybe today. Every day is a new day” (pg. 32), and prepares to catch the biggest fish of his life. This shows that
even though almost all of Santiago’s acquaintances feel that his fishing career is over, he sees it about to reach its all time high. Though he knows he is physically older and weaker than most of his fellow fisherman, he refuses to let their opinions and stereotypes destroy his confidence and determination.

As the story progresses, Hemingway presents an even more vivid picture of Santiago refusing to be destroyed by the forces that threaten to defeat him. Even after he accomplishes the difficult task of hooking the giant Marlin, he finds his skiff being dragged by the fish for over two days. Living in the small boat is no easy task for Santiago, and soon injury and suffering seem to take over his entire body. His back is sore from sitting so long against the stiff wood, his face is cut from fishing hooks, his shoulders ache, and his eyes have trouble focusing. Most difficult to endure though is the terrible condition in which he finds his hands. The left one is weakened from a period of being tightly cramped, and both are extremely mutilated from the burn of the moving fishing line. It would have been so much easier for Santiago to simply give up and release the fish, yet he knows that if he endures a little longer, victory will be his. Even when it seems he has no effort left, Santiago promises himself “I’ll try it again.” (pg. 93) This is Santiago’s real inner determination coming through. He has encountered so many obstacles during the past few days, yet he will not let them defeat his dream of killing the fish. There is no outside force promising a splendid reward if he succeeds, only those that threaten to ridicule him if he is destroyed. Santiago is working solely on his own desire to fulfill his dream and prove to himself that, although his struggles may cost him his life, he can accomplish even the seemingly impossible.

After three long days and nights, Santiago’s determination pays off, and at last he manages to catch and kill the Marlin. It is only a very short time that he has to relish in his triumph though, for a few hours later vicious sharks begin to destroy the carcass of the great fish. For hours, Santiago manages to ward them off, but this time it is not he who wins the final battle. Spirits low and pain at an all time high, Santiago returns to the village, towing behind him only the bare skeleton of a treasure that once was. It seems as though Santiago is ready to just curl up and die, and indeed he has reason to feel this way. Yet as he rests alone and talks with Manolin, we see a hint of Santiago’s determination, that has characterized his personality throughout the entire story, begin to shine through. Upon reaching home, he begins to make plans with Manolin about future adventures they will have together. Hemingway tells us that Santiago, in his youth, had loved to watch the majestic lions along his home on a white sand beach in Africa, and he still returns to those dreams when searching for contentment. That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed “dreaming about the lions.” (pg. 127 This is perhaps the truest test of how much courage and determination a person has. If even when they have suffered the biggest defeat of their life, they are able to look to the future and realize the wonderful things they still possess. Though the forces of nature and time destroyed Santiago’s prize fish, he refuses to let that fact ruin the rest of his life. No one can take away his love for Manolin or memories of what once was, and because of this, no one can ever truly defeat Santiago.

In conclusion, throughout the entire story The Old Man and the Sea, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway’s quote “a man can be destroyed but not defeated” truly does display the amount of determination that Santiago shows throughout his life.

Annotation

The writer of this piece

- introduces the topic clearly, previewing what is to follow.
o The writer provides a brief summary of the plot in the introduction and then uses a quotation to advance the thesis of the essay and preview what is to follow: As his suffering and loss compound, we can see that Hemingway’s quote “a man can be destroyed but not defeated” offers a key insight into Santiago’s life.

- organizes ideas, concepts, and information into broader categories.
  o Two key elements of the quotation (destroyed but not defeated) help establish the overall structure of the piece.
  o The second, third, and fourth paragraphs each recount extended examples of Santiago’s struggle and determination (e.g., . . . Santiago has gone eighty-four days straight without catching a fish. Young Manolin’s parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure . . . but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him o! the sea. Rather, with bright and shining eyes he thinks “maybe today. Every day is a new day” . . .).

- develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  o Concrete details: . . . eighty-four days straight without catching a fish . . . [hands] extremely mutilated from the burn of the moving fishing line . . . towing behind him only the bare skeleton of a treasure that once was.
  o Quotations: That night, as Santiago drifts o! to sleep, Hemingway tells that he was indeed “dreaming about the lions.” (pg. 127)
  o Examples: . . . injury and suffering . . . His back is sore . . . his face is cut . . . his shoulders ache . . .

- uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  o As his suffering and loss compound . . . As the story progresses . . . Even after . . . After three long days and nights . . . In conclusion, throughout the entire story The Old Man and the Sea . . .

- uses precise language to inform about or explain the topic.
  o . . . minimal food and water . . . acute physical pain . . . eighty-four days straight without catching a fish . . . only the bare skeleton . . .

- establishes and maintains a formal style.
  o In the book The Old Man and the Sea, Ernest Hemingway tells the story of an old Cuban ﬁsherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin o! the coast of Cuba.
  o As the story begins, we learn . . . In conclusion . . .

- provides a concluding section that follows from and supports the information or explanation presented (and returns to the quotation used in the thesis statement).
  o In conclusion, throughout the entire story The Old Man and the Sea, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to ﬁnd happiness in what he does possess. Hemingway’s quote “a man can be destroyed but not defeated” truly does display the amount of determination that Santiago shows throughout his life.

- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).
**Terminology:**
Arguments  
Cohesive (writing)  
Collaborative discussion  
Comparing/contrasting  
Context clues  
Differentiate  
Digital sources  
Evidence (relevant and sufficient)  
Main idea  
Multiple meaning words  
Print media  
Reasoning (logical and sound)  
Reference materials  
Reflection  
Research  
Supporting details (ideas)  
Task-oriented

**Challenging Concepts**
Draw evidence from information to support analysis.  
Clarify multiple meaning words  
Collaboration  
--Teachers may use graphic organizers/foldables and vary student groupings.  
--Race strategies could be used for written responses.

**Online Resources:**
Engageny.org/common-core/  
Corestandards.org  
Commoncore360.org  
PARCC.org  
Huntingstitute.org  
AVID.org  
Readingquest.org  
Readwritethink.org  
Teacherweb.com/fl/belleviewmiddleschool/mrsynormand/foldables.pdf

**Additional Resources**
The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.