



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 3: Lesson 7

End of Unit Assessment: Analysis of Language Techniques



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End of Unit Assessment:
Analysis of Language Techniques

Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

I can use correct grammar and usage when writing or speaking. (L.8.1)

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
- b. Recognize and correct inappropriate shifts in verb voice and mood)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

Supporting Learning Targets

- I can use correct grammar and usage when writing.
- I can explain the function of verbals.
- I can recognize and correct inappropriate shifts in verb voice and mood.
- I can write a book review that helps my classmates decide whether to read a book.

Ongoing Assessment

- End of Unit 3 Assessment
- Independent reading book review



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 3 Assessment: Analysis of Language Techniques (25 minutes) B. Independent Reading Book Review (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Previewing Homework (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete your independent reading book review 	<ul style="list-style-type: none"> • In this lesson, students demonstrate their mastery of the language skills they have worked on throughout the module in the End of Unit 3 Assessment: Analysis of Language Techniques. • Consider having other independent activities students can work on if they finish the assessment early. These activities can include rereading the research texts about Okubo’s life, or rereading sections of <i>Unbroken</i>, or reading new sections of <i>Unbroken</i>. • In this lesson, students also write book reviews for their independent reading books. See two stand-alone documents on EngageNY.org—the Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program. • In advance: Decide in which form students will publish their book review and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful. Also, decide whether you will follow up the book reviews with book talks. • As an extension to these student-written book reviews, consider having students prepare a book talk to present to their peers. • If you need more time (before Lesson 8) to assess students’ mid-unit assessments (single-draft narratives), consider spending another lesson on students’ independent reading and book reviews. • Post: Learning targets.

Lesson Vocabulary	Materials
<p>book review</p>	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Analysis of Language Techniques (one per student) • Model independent reading book review (teacher-created; see Teaching Note; one to display) • Reader’s Review worksheet (optional; see separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan; see Teaching Note)



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Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read aloud the learning targets: <ul style="list-style-type: none"> * “I can use correct grammar and usage when writing.” * “I can explain the function of verbals.” * “I can recognize and correct inappropriate shifts in verb voice and mood.” * “I can write a book review that helps my classmates decide whether to read a book.” • Tell students that the first three learning targets refer to the language techniques that they have been learning about throughout the module. Emphasize that students will have the opportunity to demonstrate their mastery of those techniques on the End of Unit 3 Assessment. • Point out the last learning target. Let students know that they will have the chance to review the books they have been reading independently 	

Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</p> <ul style="list-style-type: none"> • Arrange student seating to allow for an assessment-conducive arrangement in which they can independently think, read, and write. • Distribute the End of Unit 3 Assessment: Analysis of Language Techniques. Read the directions aloud and address any clarifying questions. • Invite students to begin. Circulate to observe but not support; this is their opportunity to independently apply the skills they have been learning. • Collect the assessment. • If students finish early, encourage them to complete independent activities you have set up beforehand. 	<ul style="list-style-type: none"> • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment



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Work Time (continued)	Meeting Students' Needs
<p>B. Independent Reading Book Review (15 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their work with independent reading. If possible, share data about how many books they have read or how many of them met their reading goals. • Tell students that they are experts in recommending their books to their classmates: They know the books, and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books. • Distribute and display the model independent reading book review (in the form you have chosen for students to use to publish their book reviews). • Read your model aloud as students read silently. Ask: <ul style="list-style-type: none"> * “What do you notice about this?” * “What did the author say about the book? What didn’t she say?” • Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students be successful and use some or all of the following: <ul style="list-style-type: none"> – Turn and talk: Give a 1-minute oral review of your book. – Reader’s Review worksheet from the separate EngageNY.org document – Another graphic organizer – A rubric you plan to use to assess the reviews • Give students the remainder of the time to work individually. Confer with them as needed, especially with those who may struggle with writing. Encourage them to do as much work as possible in class. 	



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Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none"> Remind students to take their book reviews home to complete as homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Complete your independent reading book review. <p><i>Note: Consider finding a way for students to share their book reviews with a wider audience at the school, such as posting them in the library or on an internal website or including them in a school newsletter.</i></p> <p><i>When student book reviews are collected, assess them for RL.8.11.</i></p>	



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Supporting Materials



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End of Unit 3 Assessment:
Analysis of Language Techniques

Name: _____

Date: _____

1. In the chart below, identify the function of each type of verbal.

Verbal	Function in sentence
infinitive	
gerund	
participle	

Identify the type of verbal underlined in the sentences below:

- _____ “He’d spent the previous summer pedaling through villages on a bicycle fitted with a cooler, selling ice cream, envying the children who played around him” (390).
- _____ “It was Louie, blushing to the roots of his hair” (40).
- _____ “He had three days to prepare for the final” (33).
- _____ “The risks of flying were compounded exponentially in combat” (83).
- _____ “They’d love to work within the camp, he said, making it a better place” (241).



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Complete the sentences below with the correct subjunctive or conditional mood. Explain your choice.

7. If Louise _____ to lose hope that Louie was alive, the family might not have made it through the war.

Explain:

8. When the war was over, many POWs thought they _____ easily return to their old lives.

Explain:

9. If Louie did not give up his quest to kill the Bird, it _____ have ruined his life.

Explain:

In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

10. a. Louie was loved by Pete.
b. Pete loved Louie.

Explain:



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11. a. Christianity brought peace to Louie.
b. Louie was brought peace by Christianity.

Explain:

12. a. Louie was overcome with enthusiasm when he saw his former captors.
b. Enthusiasm overcame Louie when he saw his former captors.

Explain:

13. a. Louie devoted his life to helping boys in danger of going to jail.
b. Boys in danger of going to jail were helped by Louie.

Explain:

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Analysis of Language Techniques – Teacher Guide

Name: _____

Date: _____

1. In the chart below, identify the function of each type of verbal.

Verbal	Function in sentence
infinitive	<i>can act as a noun, adjective, or adverb</i>
gerund	<i>acts as a noun</i>
participle	<i>acts as an adjective</i>

Identify the type of verbal underlined in the sentences below:

- participle - “He’d spent the previous summer pedaling through villages on a bicycle fitted with a cooler, selling ice cream, envying the children who played around him” (390).
- participle - “It was Louie, blushing to the roots of his hair” (40).
- infinitive - “He had three days to prepare for the final” (33).
- gerund - “The risks of flying were compounded exponentially in combat” (83).
- infinitive - “They’d love to work within the camp, he said, making it a better place” (241).

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Complete the sentences below with the correct subjunctive or conditional mood. Explain your choice.

7. If Louise were to lose hope that Louie was alive, the family might not have made it through the war.

Explain:

Her personality and firm belief that her son was alive make the idea that she would lose hope to be unlikely, requiring the subjunctive.

8. When the war was over, many POWs thought they would easily return to their old lives.

Explain:

The soldiers thought that the end of the war was the only thing that needed to happen for them to return home and to their own lives.

9. If Louie did not give up his quest to kill the Bird, it might have ruined his life.

Explain:

Louie's quest to kill the Bird was an unhealthy obsession that led to his drinking and other destructive behaviors. There was a strong possibility that it would have ruined his life.

In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

10. a. Louie was loved by Pete.
b. Pete loved Louie.

Explain:

B, the active voice, is the clearest. Pete is completing the action.



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11. a. Christianity brought peace to Louie.
b. Louie was brought peace by Christianity.

Explain:

Either. In sentence A, the active voice makes Christianity the subject completing the action. In sentence B, the passive voice makes Louie the subject receiving the action.

12. a. Louie was overcome with enthusiasm when he saw his former captors.
b. Enthusiasm overcame Louie when he saw his former captors.

Explain:

A, the passive example, is better because Louie is the subject, rather than “enthusiasm.”

13. a. Louie devoted his life to helping boys in danger of going to jail.
b. Boys in danger of going to jail were helped by Louie.

Explain:

A, the active voice, conveys meaning in a clearer way and has Louie as the subject.