



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 3: Lesson 3**

## **Mid-Unit Assessment: Analysis of Language Techniques**



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| Long-Term Target Addressed (Based on NYSP12 ELA CCLS)  |   |
|--|---|
| <p>I can use correct grammar and usage when writing or speaking. (L.8.1)</p> <p>I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)</p> <p>I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)</p> <p>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</p> |   |
| Supporting Learning Targets  | Ongoing Assessment  |
| <ul style="list-style-type: none"><li>• I can use correct grammar and usage when writing.</li><li>• I can explain the function of verbals.</li><li>• I can recognize and correct inappropriate shifts in verb voice and mood.</li><li>• I can write a book review that helps my classmates decide whether to read a book.</li></ul>  | <ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment</li><li>• Independent reading book review</li></ul> |



| Agenda   | Teaching Notes   |
|--|--|
| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</li><li>Independent Reading Book Review (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Previewing Homework (3 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Complete your independent reading book review.</li></ol></li></ol> | <ul style="list-style-type: none"><li>In this lesson, students demonstrate their mastery of the language skills they have worked on throughout the module in the Mid-Unit 3 Assessment: Analysis of Language Techniques. This assessment is the culmination of students' study of voice, mood, and word choice in Unit 2, Lesson 19 and Unit 3, Lessons 1 and 2.</li><li>Grade the assessment using the NYS Grade 8 2-point short response rubric. Be prepared to return graded assessments with feedback in Lesson 5.</li><li>Following the assessment, students 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. The Reader's Review worksheet referenced in this lesson is part of the Sample Plan document.</li><li>Consider having other independent activities students can work on if they finish the assessment early.</li><li>In advance:<ul style="list-style-type: none"><li>Decide in which form students will publish their book reviews 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 (see the Reader's Review worksheet in the supporting materials of this lesson). Also, decide whether you will follow up the book reviews with book talks.</li></ul></li><li>Post: Learning targets.</li></ul> |

| Lesson Vocabulary | Materials   |
|-------------------|---|
| book review       | <ul style="list-style-type: none"><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (one per student)</li><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference)</li><li>Model independent reading book review (one per student and one to display; see Teaching Notes)</li><li>Reader's Review worksheet (optional; one per student; see Teaching Notes)</li></ul> |



| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Reviewing the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can use correct grammar and usage when writing."</li><li>* "I can explain the function of verbals."</li><li>* "I can recognize and correct inappropriate shifts in verb voice and mood."</li><li>* "I can write a book review that helps my classmates decide whether to read a book."</li></ul></li><li>• Tell students that the first three learning targets refer to the language techniques they have been learning about throughout the module. Emphasize that they will have the opportunity to demonstrate their mastery of those techniques on the Mid-Unit 3 Assessment today.</li><li>• Point out the last learning target. Let students know that they will also have the chance to review the books they have been reading independently today.</li></ul>                 |   |
| Work Time  | Meeting Students' Needs   |
| <p><b>A. Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange seating so students are arranged in a manner that is appropriate for assessment and allows them to independently think, read, and write.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Analysis of Language Techniques</b>. Read the directions aloud and address any clarifying questions.</li><li>• Invite students to begin.</li><li>• Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.</li><li>• At the end of Work Time, collect the Mid-Unit 3 Assessment: Analysis of Language Techniques. Use the <b>Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference)</b> to guide your scoring of students' work.</li><li>• If some students finish before others, encourage them to complete independent activities you have set up beforehand.</li></ul> | <ul style="list-style-type: none"><li>• 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</li></ul> |



| Work Time (continued)   | Meeting Students' Needs |
|---|-------------------------|
| <p><b>B. Independent Reading Book Review (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Tell students that they are experts in recommending 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.</li><li>• Distribute and display the <b>model independent reading book review</b> (in the form you have chosen for students to use to publish their book reviews).</li><li>• Read your model aloud as students follow along silently.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What do you notice about this book review?”</li><li>* “What did the author say about the book? What didn’t she say?”</li></ul></li><li>• Call on volunteers to share out.</li><li>• 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"><li>– Turn and talk: Give a 1-minute oral review of your book.</li><li>– <b>Reader’s Review worksheet</b> (from the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan).</li><li>– Another graphic organizer</li><li>– A rubric you plan to use to assess the reviews</li></ul></li><li>• 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.</li></ul> |                         |



| Closing and Assessment   | Meeting Students' Needs |
|--|-------------------------|
| <b>A. Previewing Homework (3 minutes)</b> <ul style="list-style-type: none"><li>Remind students to take their book reviews home to complete as homework.</li></ul> |                         |
| Homework   | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>Complete your independent reading book review.</li></ul>   |                         |



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# Grade 8: Module 3B: Unit 3: Lesson 3

## Supporting Materials



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Mid-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 |                      |

**Directions:** Identify the type of verbal underlined in the sentences below.

- \_\_\_\_\_ As she approached the school, all Carlotta could hear was the segregationists' jeering and yelling.
- \_\_\_\_\_ "Sirens and police cars wailed, crisscrossing downtown" (168).
- \_\_\_\_\_ Even though the bullying and harassment Carlotta experienced could have dragged her down, she persevered.
- \_\_\_\_\_ "It was good to see Mrs. Bates during the festivities" (249).
- \_\_\_\_\_ "When the crowd got more unruly, Smith ordered firemen to open their hoses, unleashing a torrent of water streaming onto the crowd at half blast" (161).



**Mid-Unit 3 Assessment:**  
Analysis of Language Techniques

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

7. If Carlotta \_\_\_\_\_ to snap and retaliate against the redheaded girl who stepped on her heels, she could be suspended or even expelled.

*Explain:*

---

8. When the Nine arrived at Central High School on the first day, they thought they \_\_\_\_\_ be protected by the soldiers at the doors.

*Explain:*

---

9. If Governor Faubus had not defied president Eisenhower, the National Guard \_\_\_\_\_ not have been called to Little Rock.

*Explain:*

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**Mid-Unit 3 Assessment:**  
Analysis of Language Techniques

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

10.   a. Some white students wrote kind messages in Carlotta's yearbook.  
      b. Kind messages were written by some white students in Carlotta's yearbook.

*Explain:*

---

11.   a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.  
      b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.

*Explain:*

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12.   a. Carlotta was overcome with fear when her house was bombed.  
      b. Fear overcame Carlotta when her house was bombed.

*Explain:*

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**Mid-Unit 3 Assessment:**  
Analysis of Language Techniques  
(Answers, for Teacher Reference)

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

| Verbal     | Function in sentence                    |
|------------|---|
| infinitive | can act as a noun, adjective, or adverb |
| gerund     | acts as a noun                          |
| participle | acts as an adjective                    |

**Directions:** Identify the type of verbal underlined in the sentences below.

2. gerund As she approached the school, all Carlotta could hear was the segregationists' jeering and yelling.
3. participle "Sirens and police cars wailed, crisscrossing downtown" (168).
4. gerund Even though the bullying and harassment Carlotta experienced could have dragged her down, she persevered.
5. infinitive "It was good to see Mrs. Bates during the festivities" (249).
6. participle "When the crowd got more unruly, Smith ordered firemen to open their hoses, unleashing a torrent of water streaming onto the crowd at half blast" (161).

**Mid-Unit 3 Assessment:**  
Analysis of Language Techniques  
(Answers, for Teacher Reference)

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

7. If Carlotta were to snap and retaliate against the redheaded girl who stepped on her heels, she could be suspended or even expelled.

*Explain:*

**This is subjunctive and conditional because it states something that did not happen and also presents a cause and effect relationship.**

8. When the Nine arrived at Central High School on the first day, they thought they would be protected by the soldiers at the doors.

*Explain:*

**This is conditional because it refers to something that could possibly happen.**

9. If Governor Faubus had not defied president Eisenhower, the National Guard would not have been called to Little Rock.

*Explain:*

**This is conditional because it shows the relationship between events and contains the word “if.”**

**Mid-Unit 3 Assessment:**  
Analysis of Language Techniques  
(Answers, for Teacher Reference)

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

10.    **a. Some white students wrote kind messages in Carlotta's yearbook.**  
      b. Kind messages were written by some white students in Carlotta's yearbook.

*Explain:*

**I chose active voice because it shows that some white students actively chose to write kind things.**

11.    a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.  
      **b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.**

*Explain:*

**I chose passive voice because it shows how the emotions overcome Carlotta when she visits the site of years of pain and oppression.**

12.    a. Carlotta was overcome with fear when her house was bombed.  
      **b. Fear overcame Carlotta when her house was bombed.**

*Explain:*

**I chose active voice because it shows how the fear is so powerful that it overtakes Carlotta.**