

GRADE 8 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50008

Eighth grade students read, comprehend, and objectively summarize fiction and non-fiction texts. In Eighth grade, students analyze texts making inferences, conclusions, and generalizations based on specific details from the text. Students will analyze the structure of a text and identify how structure supports the author’s purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author’s purpose, and point of view. They will also evaluate author’s claims and compare texts on similar topics. Students should have command of language conventions. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

GRADE EIGHT ENGLISH/LANGUAGE ARTS OUTLINE:

| Goals | Skills | Summative Assessments | Time Frame | Main Resources |
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| <ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. Analyze two or more texts that provide conflicting information on the same topic, identifying the points of conflict or disagreement. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> Evaluate an author’s argument, reasoning, specific claims and how he responds to conflicting evidence or viewpoints. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Analyze texts for how author develops over the course of the text. Objectively summarize the text. Write expository, opinion and narrative pieces that are clear, well organized, and use various structural features and strategies to convey the message more effectively. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Demonstrate command of the conventions of Standard English when speaking based on Grade 7 level and content. | Unit Assessments PSSA | 1-year | Vocabulary for the College Bound PA Core English Language Arts 8 Play: <u>Romeo and Juliet</u> Additional Novels |

GRADE EIGHT ENGLISH/LANGUAGE ARTS MAP:

| TIME FRAME | BIG IDEAS | CONCEPTS | ESSENTIAL QUESTIONS | STANDARDS | OBJECTIVES | DIFFERENTIATION | ASSESSMENT |
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| Grammar and Vocabulary Unit (Marking Periods 1-4) | <ul style="list-style-type: none"> Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information. Effective readers use appropriate strategies to construct meanings. | <p>Writing Conventions</p> <p>Vocabulary Skills</p> <p>In the English language words can be understood by analyzing both the phonetic and the morphological parts.</p> | <ul style="list-style-type: none"> How do grammar and conventions of language influence spoken and written communication? How does one develop and refine vocabulary? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary? | <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.</p> <p>CC.1.2.8.J 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.</p> <p>CC.1.3.8.J 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.</p> <p>CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> | <ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Vocabulary assessment</p> <p>Performance assessment</p> <p>Presentation</p> |

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| | | | | <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.X 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.</p> | | | |
| Short Story Unit- | <ul style="list-style-type: none"> • Critical thinkers actively and | Response to Literature | <ul style="list-style-type: none"> • How do readers know what to | CC.1.2.8.E Analyze the structure of the text through | <ul style="list-style-type: none"> • Draw evidence from literary or | Model read-aloud and questioning | Summative assessments |

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| <p>Genre and Point of View Literature Unit (Marking period 1)</p> | <p>skillfully interpret, analyze, evaluate, and synthesize information.</p> <ul style="list-style-type: none"> • Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | <p>Reading Strategies</p> <p>Essential content, literary elements and devices inform meaning</p> | <p>believe in what they read, hear, and view?</p> <ul style="list-style-type: none"> • How does interaction with text provoke thinking and response? | <p>evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character</p> | <p>informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <ul style="list-style-type: none"> • Identify and evaluate essential content between and among various text types • Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions • Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole) • Identify and explain the use of literary elements within and among texts • Identify and explain the use of conflict, theme, and/or point of view within and among texts | <p>Cooperative groups</p> <p>Teacher read aloud</p> <p>Writing while reading</p> | <p>Formative assessments</p> |
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| | | | | <p>types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one</p> | | | |
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| | | | | time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. | | | |
| Reading Express Unit 1 (Marking Period 1) | <ul style="list-style-type: none"> Spoken language can be represented in print. Effective use of vocabulary builds social and academic knowledge. | <p>Changes in word parts affect meaning.</p> <p>In the English language words can be understood by analyzing both the phonetic and the morphological parts.</p> | <ul style="list-style-type: none"> How can the knowledge of language help us to communicate and understand? | <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> | <ul style="list-style-type: none"> Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words. Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines Read with fluency, accuracy and prosody appropriate to task and text. | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Summative assessments</p> <p>Formative assessments</p> |
| Common Core Reading (Marking Periods 1 and 2) | <ul style="list-style-type: none"> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | Essential content, literary elements and devices inform meaning | <ul style="list-style-type: none"> How does interaction with text provoke thinking and response? | <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.F</p> | <ul style="list-style-type: none"> Identify and evaluate essential content between and among various text types | Read aloud | Practice assessment |

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| | | | | <p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> | | | |
| <p>Book Shares (Marking Periods 1-4)</p> | <ul style="list-style-type: none"> • Effective speaking and listening are essential for productive communication. • Language is used to communicate and to deepen understanding. | <p>Purpose, context and audience influence the content and delivery in speaking situations</p> <p>Word choice and sentence structure are used to express ideas.</p> | <ul style="list-style-type: none"> • How does productive oral communication rely on speaking and listening? • How can the knowledge of language help us to communicate and understand? | <p>CC.1.2.8.A 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.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> | <ul style="list-style-type: none"> • Deliver effective oral presentations by establishing a clear and concise focus or thesis selecting and using appropriate structures, content and language to present ideas that support the thesis utilizing appropriate technology or media to reinforce the message employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation monitoring the response of the audience and adjusting delivery accordingly • Recognize and apply appropriate language forms (formal and informal) in | <p>Oral summary vs written summary</p> | <p>Oral presentation</p> <p>Writing assessment (summary)</p> <p>Use of visual aids</p> |

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| | | | | <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p> | speech, writing and literature. | | |
| Persuasive and Informational Writing Unit | <ul style="list-style-type: none"> • Purpose, topic and audience guide types of writing • Writing is a recursive process | <p>Various types of writing are distinguished by their characteristics.</p> <p>Focus, content,</p> | <ul style="list-style-type: none"> • How do we develop into effective writers? • What role does writing play in our | <p>CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> | <ul style="list-style-type: none"> • Write informational pieces, specific to a purpose and audience, which have a well- | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> | <p>Informational essays</p> <p>Persuasive essays</p> |

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| <p>(Marking Period 2)</p> | <p>that conveys ideas, thoughts and feelings</p> <ul style="list-style-type: none"> • Writing is a means of documenting thinking | <p>organization, style, and conventions work together to impact writing quality.</p> <p>Writing improves through the recursive process of revising and editing.</p> | <p>lives?</p> <ul style="list-style-type: none"> • How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience? • To what extent does the writing process contribute to the quality of writing? | <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.</p> | <p>developed main idea, includes cause and effect relationships or problem and solution, and contain precise language and specific detail, relevant graphics, and primary and secondary sources (e.g. letters, reports, instruction, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Write persuasive pieces, specific to a purpose and audience, which have a clearly stated position or opinion, with convincing and properly cited evidence that anticipates and counters reader concerns and arguments. • Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) • Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content) • Write a series of paragraphs with | <p>Read aloud directions</p> <p>One-on-one instruction</p> <p>Dictation and teacher scribing</p> | |
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| | | | | <p>CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the</p> | <p>details and information relevant to the focus.</p> <ul style="list-style-type: none"> • Use an effective format that is relevant to audience and task. • Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization) • Restate the topic and purpose in the conclusion. • Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style) • Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions) • Use socially and academically appropriate writing conventions in a variety of formal and informal communication. | | |
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| | | | | <p>stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and</p> | <ul style="list-style-type: none"> • Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: <ul style="list-style-type: none"> • rethinking the logic of organization • recheck and refine the central idea, paragraph development, and content • examining the level of detail, style, and tone and word choice | | |
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| | | | | <p>events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. • Use sentences of varying lengths and complexities • Create tone and voice through precise language.</p> <p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as</p> | | | |
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| | | | | <p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and</p> | | | |
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| | | | | <p>sufficiency of the evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p> | | | |
| <p>Literature Unit (Marking period 2)</p> | <ul style="list-style-type: none"> Listening provides the opportunity to learn, reflect, and respond Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | <p>Active listening facilitates learning and communication.</p> <p>Essential content, literary elements and devices inform meaning.</p> <p>Textual features and organization inform meaning.</p> <p>Acquiring and applying a robust vocabulary assists in constructing meaning.</p> | <ul style="list-style-type: none"> How does productive oral communication rely on speaking and listening? How does interaction with text provoke thinking and response? | <p>CC.1.2.8.A 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.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the</p> | <ul style="list-style-type: none"> Listen Actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message Analyze information, ideas and opinions to form a relevant response to the speaker's message Listen with civility to the ideas of others Identify and evaluate essential content between and among various text types Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Formative assessment</p> <p>Summative assessment</p> |

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| | | | | <p>author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the</p> | <p>symbolism, imagery, and hyperbole)</p> <ul style="list-style-type: none"> • Identify and explain the use of literary elements within and among texts • Identify and explain the use of conflict, theme, and/or point of view within and among texts • Summarize and synthesize information from a variety of mediums • Question, reflect on, and interpret essential content across texts and subject areas • Verify the relevance and reliability of information presented in texts • Distinguish between stated facts, reasoned judgments, and opinions across texts • Evaluate the presentation of essential and non-essential information in texts. • Describe the effects of inclusion and exclusion of information in persuasive text • Identify and analyze the characteristics of various genre (e.g. poetry, drama, fiction) and explain | | |
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| | | | <p>audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and</p> | <p>the appropriateness of chosen form for author's purpose</p> <ul style="list-style-type: none"> Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning Analyze and explain graphics in text to clarify and enhance meaning Use connections between and among words based on meaning, content, and context to distinguish nuances or connotations Identify and explain the literal and figurative meaning of vocabulary Apply academic vocabulary across disciplines Use grade appropriate resources to confirm and extend meaning of vocabulary | | |
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| | | | | <p>phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | | | |
| <p>Reading Express Units 2 and 3 (Marking Period 2)</p> | <ul style="list-style-type: none"> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | <p>Textual features and organization inform meaning</p> | <ul style="list-style-type: none"> How does interaction with text provoke thinking and response? | <p>CC.1.2.8.A 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.</p> <p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E</p> | <ul style="list-style-type: none"> Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning Analyze and explain graphics in text to clarify and enhance meaning | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Formative assessment</p> <p>Summative assessment</p> |

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| | | | | <p>Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> | | | |
| Poet Research and Personal Memoirs (Marking period 3) | <ul style="list-style-type: none"> • Purpose, topic and audience guide types of writing • Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | <p>Various types of writing are distinguished by their characteristics</p> <p>Essential content, literary elements and devices inform meaning</p> | <ul style="list-style-type: none"> • How does interaction with text provoke thinking and response? • How do we develop into effective writers? | <p>CC.1.2.8.H Evaluate authors' argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character</p> | <ul style="list-style-type: none"> • Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays). • Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Writing of poems</p> <p>Creation of a Poetry Book</p> <p>Formative assessments</p> <p>Summative assessments</p> |

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| | | | | <p>types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.W</p> | <p>hyperbole)</p> <ul style="list-style-type: none">• Identify and explain the use of literary elements within and among texts | | |
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| | | | | <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> | | | |
| Reading Express Units 4 and 5 (Marking | <ul style="list-style-type: none"> Comprehension requires and enhances critical thinking and is | Essential content, literary elements and devices inform meaning | <ul style="list-style-type: none"> How does interaction with text provoke thinking and response? | CC.1.2.8.A Determine a central idea of a text and analyze its development over the | <ul style="list-style-type: none"> Use and cite evidence from texts to make assertions, | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> | <p>Formative assessments</p> <p>Summative assessments</p> |

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| <p>Period 3)</p> | <p>constructed through the intentional interaction between reader and text</p> | <p>Textual features and organization inform meaning</p> | | <p>course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate authors' argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.L Read and comprehend</p> | <p>inferences, generalizations, and to draw conclusions</p> <ul style="list-style-type: none"> • Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, and hyperbole) • Identify and explain the use of literary elements within and among texts • Identify and explain the use of conflict, theme, and/or point of view within and among texts • Summarize and synthesize information from a variety of mediums • Question, reflect on, and interpret essential content across texts and subject areas • Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning | <p>Read aloud directions</p> <p>One-on-one instruction</p> | |
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| | | | | <p>literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to</p> | | | |
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| | | | | <p>or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> | | | |
| Common Core Reading (Marking period 3) | <ul style="list-style-type: none"> Effective speakers prepare and communicate messages to address the audience and purpose. Effective readers use appropriate strategies to construct meaning. | <p>Conventions of Standard English</p> <p>Context, Diverse media</p> | <ul style="list-style-type: none"> How do task, purpose, and audience influence how speakers craft and deliver a message? How do strategic readers create meaning from information and literary text? What is this text really about? How does interaction with text provoke thinking and response? | <p>CC.1.2.8.A 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.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> | <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. Adapt Speech to a variety of contexts and tasks Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. | <p>Individual presentations</p> <p>Assistance with questions</p> <p>Lesser choices</p> | <p>Oral presentations</p> <p>Read aloud</p> <p>Multiple choice TDA questions</p> |

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| | | | | <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p> | | | |
| Shakespeare Unit (Marking period 4) | <ul style="list-style-type: none"> Information to gain or expand knowledge can be acquired through a variety of sources. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | <p>Essential content, literary elements and devices inform meaning</p> <p>Research is an inquiry based process.</p> <p>Informational sources have unique purposes.</p> <p>Validity of information must be established.</p> <p>Organization of information facilitates</p> | <ul style="list-style-type: none"> How do we use information gained through research to expand knowledge? How can our knowledge and use of the research process promote lifelong learning? How does interaction with text provoke thinking and response? | <p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.3.8.E Compare and contrast</p> | <ul style="list-style-type: none"> Identify and analyze the characteristics of various genre (e.g. poetry, drama, fiction) and explain the appropriateness of chosen form for author's purpose Select a topic and develop a thesis/research question. Locate and select the appropriate source materials to achieve a | <p>Guided notes</p> <p>Study guides</p> <p>Cooperative groups</p> <p>Read aloud directions</p> <p>One-on-one instruction</p> | <p>Research project</p> <p>Research presentation</p> <p>APA citation of sources</p> <p>Summative Assessment</p> |

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| | | <p>meaning.</p> | | <p>the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> | <p>research goal.</p> <ul style="list-style-type: none"> • Synthesize relevant information from source materials to achieve a research goal. • Differentiate between primary and secondary source material. • Organize and present information and data that support and illustrate inferences and conclusions drawn from research. • Make distinctions about credibility, reliability, consistency, strengths and limitations of resources, including information gathered from web sites. | | |
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| | | | | <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant</p> | | | |
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| | | | | <p>information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> | | | |
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