



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 1: Elements of Fiction
Timeframe	September to Start of October (5 weeks)
Vision of the Graduate	
Problem Solver: Students engage with complex texts and analyze how authors use various elements to craft a short story.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.RL.8.2. 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. CCSS.ELA-Literacy.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.8.2b. Use an ellipsis to indicate an omission.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.3. 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. CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.RL.8.6. 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. CCSS.ELA-Literacy.W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-Literacy.W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-Literacy.W.8.1d. Establish and maintain a formal style. CCSS.ELA-Literacy.W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.W.8.6. 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.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-Literacy.L.8.2c. Spell correctly.

CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

CCSS.ELA-Literacy.L.8.4c. 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.

CCSS.ELA-Literacy.L.8.4d. 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).

CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-Literacy.L.8.5b. Use the relationship between particular words to better understand each of the words.

CCSS.ELA-Literacy.L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions

How can I create meaning from literary text?

How do authors use elements of fiction to shape readers' perspectives and convey powerful messages?

How do writers use evidence and details to support a claim about a character?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Cite textual evidence to support analysis and inference 2. Make inferences from the text 3. Determine theme and analyze its development including its relationship to characters, setting, and plot 4. Analyze differences in point of view 5. Distinguish among the connotations of words (and denotations) 6. Use context clues to determine word meaning 7. Provide an objective summary of the text 8. Write arguments to support claims, provide reasons, and relevant evidence	1. Characterization 2. Point of view 3. Plot development/sequence of events 4. Setting a. Tone and mood 5. Theme 6. Symbolism 7. Summary 8. Claim & evidence 9. Ellipsis 10. Verbals 11. Capitalization 12. Formatting titles



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

9. Produce clear and coherent writing, focusing on development, organization, and style. 10. Demonstrate command of conventions: capitalization, punctuation, spelling 11. Use ellipsis to indicate an omission 12. Explain the function of verbals 13. Interpret figures of speech 14. Choose an appropriate independent reading book and track progress on a book record 15. Practice active reading through written responses	13. Peer review
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Bookshelf Task: Students think about their core memories attached to reading and create a bookshelf that reflects who they are as readers ● Character perspective: Students analyze perspective in three ways in an anchor text and in their own reading, using a graphic organizer ● Making assumptions: Students analyze how their judgements about characters change while reading by writing what the author wants the reader to think/assume/believe about a character and how this changes at the end of the story ● Setting: Students research and analyze setting choices in fiction and how it affects the reader ● Symbolism in fiction: Students identify and examine examples of symbols in texts, and analyze their meaning. ● Plot: Students explore different ways to track events (plot diagram/timeline) ● Theme: Students use character intentions/lessons to write a clear theme. ● Boxes and bullets prewriting for character response ● Character response writing: Students write a claim that focuses on character traits and analyze evidence from the text that supports the claim. Students revise and publish a formal writing piece. ● Tiered vocabulary (ongoing/duration of school year)	● "Gaston" by William Saroyan ● "The Medicine Bag" by Virginia Driving Hawk Sneve ● <i>Crow Call</i> by Lois Lowry or other picture books ● Noodletools ● Suggested class novel: <i>The Canyon's Edge</i> ● "Be Brave" video ● "Shoe" video ● Brainpop: Capitalization, Verbs & their Objects, Story Elements (Point of View, Theme, Plot, Setting, Characterization), Sentence Fragments, Run-on Sentences, Reading Skills, Commas ● Newsela: "The Elements of Fiction," "Sioux Native Americans," "Arizona: The Grand Canyon State"



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 2: Dystopian Book Clubs
Timeframe	October to November (7 weeks)
Vision of the Graduate	
Communicator: Students participate in groups (book clubs) to engage in discussion, share interpretations, and analyze aspects of their dystopian books. Collaborator: Students work with one another to write and produce written assignments in response to their book club reading.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.RL.8.2. 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. CCSS.ELA-Literacy.RL.8.3. 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. CCSS.ELA-Literacy.RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. CCSS.ELA-Literacy.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.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA-Literacy.SL.8.1a. 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. CCSS.ELA-Literacy.SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy.SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. CCSS.ELA-Literacy.SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.8.2c. Spell correctly.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

- CCSS.ELA-Literacy.L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.L.8.4a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.8.4b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- CCSS.ELA-Literacy.L.8.4c.** 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.
- CCSS.ELA-Literacy.L.8.4d.** 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).
- CCSS.ELA-Literacy.L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.8.5a.** Interpret figures of speech (e.g. verbal irony, puns) in context.
- CCSS.ELA-Literacy.L.8.5b.** Use the relationship between particular words to better understand each of the words.
- CCSS.ELA-Literacy.L.8.5c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- CCSS.ELA-Literacy.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.

Essential Questions

- How do authors of dystopian fiction use literary elements to explore how characters respond to societal pressures?
- How does dystopian literature reflect current/global issues?
- How can groups deepen conversations into engaging, evidence-based discussions?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Cite textual evidence to support inference and analysis 2. Make inferences from the text 3. Determine theme and analyze its development including its relationship to characters, setting, and plot 4. Provide an objective summary of the text 5. Analyze how dialogue or events propel action, reveal character, or provoke a decision 6. Read and comprehend literature independently and proficiently 7. Engage effectively in a range of collaborative discussions 8. Use context as a clue to determine the meaning of words/phrases	1. Setting 2. Characterization a. Relationship to power b. Archetypes 3. Types of conflict a. Response to conflict b. Resolution or lack of 4. Symbolism 5. Theme and its connections to character, setting, plot 6. Context clues 7. Discussion protocol (goal setting, preparation, note-taking, etc)
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

- | | |
|---|--|
| <ul style="list-style-type: none"> • Students define key terms for dystopian fiction • Book Clubs: Students establish book club expectations, track reading, practice meaningful talk, note taking strategies • Rules & Customs: Students read to write about the rules and customs within the dystopian society • Response to power: Students read to discover who challenges the rules of the system and how characters respond to power (seek, resist, exert, submit). Students produce evidence that supports their ideas. • Conflict: Students read to analyze the conflicts characters face and how these reactions connect to the real world. Students write about how characters face conflicts. • Resolution: Students examine conflict resolution in a series: some conflicts are resolved, left unresolved, and span across multiple books in series. Students write about which concept works for their book. • Archetypes: Students consider in reading and writing if the characters in dystopian fiction are core archetypes like the hero, villain, and mentor. • Connections between dystopian worlds and our own: Students explore in writing what dystopian fiction suggests about problems in our current world. • Tiered vocabulary (ongoing/duration of school year) | <ul style="list-style-type: none"> • Introduction to <i>Fahrenheit 451</i> by Neil Gaiman, 50th anniversary edition • "Ponies" by Kij Johnson • "The Pedestrian" by Ray Bradbury • "Autumntime" by Anthony Lentini • "All Summer in a Day" by Ray Bradbury • Video clips from popular novels/movies • Brainpop- Setting, Idioms & Cliches, Context Clues, Making Inferences, Roots/Prefixes/Suffixes • "Model Citizen" short film • "Chained to the Rhythm" • <i>Wall-E</i> • Newsela: "The Appeal of Dystopian Novels for Teens," "Essay: Why "Fahrenheit 451" will always be terrifying," "Authors: Ray Bradbury" |
|---|--|



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 3: Nonfiction Through Journalism
Timeframe	December to Mid-January (4 weeks)
Vision of the Graduate	
Communicator: Students engage in conversation with members of their community to conduct interviews to incorporate in their final feature article. Problem Solver: Students use prior knowledge and understanding to evaluate and discover newsworthy stories, reliable sources, organize information, and edit/revise writing.	
Unit Priority Standards	
CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.W.8.9b. 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”). CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Unit Supporting Standards	
CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). CCSS.ELA-Literacy.RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. CCSS.ELA-Literacy.RI.8.6. 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. CCSS.ELA-Literacy.RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CCSS.ELA-Literacy.RI.8.8. 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.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.2e. Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.8.6. 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.

CCSS.ELA-Literacy.W.8.7. 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.

CCSS.ELA-Literacy.W.8.8. 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.

CCSS.ELA-Literacy.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.L.8.2c. Spell correctly.

CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CCSS.ELA-Literacy.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.

Essential Questions

How do journalists craft stories that are relevant and inspiring?

How do journalists use elements such as tone, structure, and perspective to shape a story and readers' perceptions?

What is the role of the journalist?

Performance Expectations: Skills

1. Determine a central idea of a text and analyze its development
2. Provide an objective summary

Performance Expectations: Essential Knowledge/Concepts

1. Journalism
 - a. Interviews, observations, etc.
 - b. Structure & organization
 - c. Text features



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

3. Produce clear and coherent writing appropriate to task, purpose, and audience a. include formatting and graphics 4. Develop a topic with relevant facts, definitions, quotations, etc. 5. Engage in the writing process 6. Conduct research 7. Demonstrate command of conventions of grammar, usage, capitalization, punctuation, spelling 8. Interpret and distinguish multiple perspectives 9. Evaluate potential sources of bias 10. Use precise language and domain specific vocabulary 11. Choose an appropriate independent reading book and track progress on a book record 12. Practice active reading through written response	2. Central idea 3. Perspectives 4. Sources a. Strategies to evaluate credible/expert 5. Bias 6. Plagiarism 7. Quotes/ paraphrasing 8. Connotation/denotation 9. Comparisons/analogies 10. Sentence structure (run ons and fragments) 11. Peer review
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Newsela article: Questions and vocab • Journalism vocabulary: key terms • Fact vs. Opinion: Students determine what makes information fact vs. opinion • Multiple POV's: Students read, annotate, and interpret two different perspectives presented in an article. • Authority in Journalism: Students evaluate if sources in an article have authority on the topic discussed and research why. • Author's Purpose: Students read and analyze an article for the author's purpose for writing and interpret what they want the reader to understand. • Observation Report: Students write a news report about a recent event. • Crafting Ledes: Students distinguish the various ways to begin a news article (direct vs. delayed) and write both options in their feature article. • Using Comparisons: Students use writing techniques such as metaphor, simile, and analogy to strengthen writing in their feature articles. • Voice, Verb Tense, and Transitions- Students use knowledge of present tense and third person narration to revise their feature articles.	• 3 Newsela articles (may need to adjust each year for relevance/student interest) Current topic- student stress • Newsela: "Take notes: The differences between a news story and a feature article", "Why Stereotypes Should be Avoided" • Brainpop: Reading a Newspaper, Stress, Conducting an Interview, Active/Passive Voice • <i>Big Miracle</i> • "Day in the Life of a Journalist" and other BBC videos



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 4: Memoir
Timeframe	Mid-January to Mid-February (4 weeks)
Vision of the Graduate	
Problem Solver: Students plan and write a personal narrative by working through the writing process (planning, organization, drafting, editing/revising, publishing). Collaborator: Students engage in the writing process in which their peers review, edit, and revise their final personal narrative draft.	
Unit Priority Standards	
CCSS.ELA-Literacy.W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-Literacy.W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-Literacy.W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-Literacy.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.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.3. 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. CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.W.8.3c. Use 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. CCSS.ELA-Literacy.W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CCSS.ELA-Literacy.W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. CCSS.ELA-Literacy.W.8.6. 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. CCSS.ELA-Literacy.L.8.1b. Form and use verbs in the active and passive voice.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

CCSS.ELA-Literacy.L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

CCSS.ELA-Literacy.L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-Literacy.L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CCSS.ELA-Literacy.L.8.5b. Use the relationship between particular words to better understand each of the words.

CCSS.ELA-Literacy.L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions

How can writers convey a big idea in a memoir by studying mentor texts, adjusting structure, and drawing on a repertoire of old and new strategies for highlighting meaning?

How can writers reflect on important events in their life to develop a memoir scene?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
- Write narratives to develop real experiences using effective technique, descriptive details, and event sequences - Dialogue - Pacing - Description - Reflection - Establish point of view and context - Develop a theme in original writing - Engage in the writing process - Analyze a mentor text and apply techniques to one's own writing - Demonstrate command of conventions of standard English including grammar, usage, punctuation and spelling in writing - Demonstrate an understanding of figurative language and craft devices - Form and use verbs in active and passive voice - Form and use verb moods - Use punctuation (comma, ellipsis, dash) to indicate a pause or break - Recognize and correct inappropriate shifts in verb voice and mood - Choose an appropriate independent reading book and track progress on a book record - Practice active reading through written response	- Vocabulary related to memoir - key terms - Understand characteristics of a memoir - Strategies used in narrative writing & craft - Establishing setting & context - Character development - Authentic voice - Plot development - Structure choices - Figurative language devices - Peer review process - Publishing process
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

- | | |
|--|--|
| <ul style="list-style-type: none">● Anchor text: Read chapter excerpts to identify characteristics of memoirs● Collecting Moments that Matter: Students brainstorm to make a list of key memories when prompted with different topics● Drafting: students draft multiple moments to narrow down the perfect choice for writing● Memoir timeline: Students plot out emotions, thoughts, etc. to align with key moments in the event● Writing process: Students draft, revise, edit, peer edit, and publish a memoir scene● Reflection and conclusion: students think about what lesson they learned from the event and write a reflective conclusion.● Punctuating dialogue: Students practice how to correctly punctuate dialogue in a narrative. Students transfer practice into their own narrative.● Tiered vocabulary (ongoing/duration of school year) | <ul style="list-style-type: none">● excerpts from <i>Boy</i> by Roald Dahl● excerpts from various memoirs● <i>Rosie Revere, Engineer</i>● <i>We Bought a Zoo</i>● <i>Exclamation Mark !</i>● Brainpop - Roald Dahl, Mood & Tone, Subject/Verb Agreement, Dialogue, Strengthening Sentences● Cart or shelf of memoirs available for reading● Newsela: "What is Exposition in Literature?," "Falling Action in Literature," "Rising Action in Literature," "Writing Well: The Elements of Writing a Narrative," "How to write interesting and effective dialogue," "How to write a personal narrative," "Authors: Roald Dahl" |
|--|--|



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 5: Poetry
Timeframe	Mid-February to Mid-March (4 weeks)
Vision of the Graduate	
Problem Solver: Students employ skills necessary for annotating and identify poetic devices/structure to determine meaning when reading poetry. Communicator: Students present research and poetry analysis in the form of a formal presentation.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.SL.8.4. 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. CCSS.ELA-Literacy.SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA-Literacy.SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.5. 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. CCSS.ELA-Literacy.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.8.7. 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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.8.2c. Spell correctly. CCSS.ELA-Literacy.SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

CCSS.ELA-Literacy.L.8.4c. 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.

CCSS.ELA-Literacy.L.8.4d. 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).

CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-Literacy.L.8.5b. Use the relationship between particular words to better understand each of the words.

CCSS.ELA-Literacy.L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CCSS.ELA-Literacy.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.

Essential Questions

How can readers construct meaning in poetry to understand not just literal meaning, but what is symbolized or hinted at to interpret complex themes?

How can presenters engage and inform their audience?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
- Using context clues to determine the meaning of words and phrases - Analyze the impact of specific word choices on meaning and tone - Interpret figures of speech in context - Cite textual evidence that support an analysis of the text explicitly and inferentially - Present claims and well-chosen details/evidence in a focused, coherent manner - Use appropriate eye contact, adequate volume, and clear pronunciation - Integrate multimedia and visual displays in presentations to clarify information and add interest - Adapt speech to a variety of contexts - Demonstrate command of conventions when speaking	- Poetry - Structure - Poetic devices - Genres - Theme/message - Speaker - Poetic devices/key terms - Discussion protocol - Purpose of and approaches to annotations - Techniques for effective presentations - Strategies for/characteristics of critical analysis



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

10. Choose an appropriate independent reading book and track progress on a book record 11. Practice active reading through written response	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
- Students read various poems and practice annotating in the margins based on given prompts. - Poetry bracket: Students read 16 poems independently and record titles on the bracket to narrow down their favorite. - Blackout poetry: Students use words on a page to create a blackout poem. - Poetry presentation: Students research an author and analyze parts of a poem in a slideshow presentation. Students review techniques of an effective presentation. - Tiered vocabulary (ongoing/duration of school year)	"Bullfrogs" by David Allen Evans "Bringing My Son to the Police Station to be Fingerprinted" by Shoshana Shy "Aunty and Uncle" by John Hegley "The Hill We Climb" by Amanda Gorman "Mother to Son" by Langston Hughes - Spoken word videos (TED) - Cart of various poetry books - Brainpop: Public Speaking, Figurative Language, Similes & Metaphors, Poetry, Maya Angelou - Newsela: "The Craft of Poetry" text set, "Introduction to Found Poetry," "Kids are using their poetry in new ways to make their voices heard"



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 6: Literary Analysis
Timeframe	Mid-March to Mid-May (8 weeks)
Vision of the Graduate	
Problem Solver: Students demonstrate understanding of author's craft through critical analysis and crafting a writing piece. Collaborator: Students participate in groups to read, engage in discussion, share interpretations, and analyze aspects of various short stories and poems. Communicator: Students use the debate protocol to engage in discussion with peers.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.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. CCSS.ELA-Literacy.RL.8.2. 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. CCSS.ELA-Literacy.RL.8.3. 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. CCSS.ELA-Literacy.RL.8.6. 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. CCSS.ELA-Literacy.RL.8.7. 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 the director or actors. CCSS.ELA-Literacy.RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. CCSS.ELA-Literacy.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-Literacy.W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-Literacy.W.8.1d. Establish and maintain a formal style. CCSS.ELA-Literacy.W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.W.8.6. 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.

CCSS.ELA-Literacy.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

CCSS.ELA-Literacy.W.8.10. 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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.8.1a. 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.

CCSS.ELA-Literacy.SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-Literacy.SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-Literacy.L.8.2b. Use an ellipsis to indicate an omission.

CCSS.ELA-Literacy.L.8.2c. Spell correctly.

CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

CCSS.ELA-Literacy.L.8.4c. 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.

CCSS.ELA-Literacy.L.8.4d. 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).



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-Literacy.L.8.5b. Use the relationship between particular words to better understand each of the words.

CCSS.ELA-Literacy.L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CCSS.ELA-Literacy.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.

Essential Questions

How can readers deepen their critical thinking of texts through annotating and analysis?

In what ways do authors use narrative techniques and literary devices to convey their message and engage readers?

How can writers of a literary essay construct an effective analysis of a theme when considering multiple texts?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Cite textual evidence to support analysis or inference 2. Make inferences from the text 3. Determine theme and analyze its development including its relationship to characters, setting, and plot 4. Analyze differences in point of view to create literary effects 5. Analyze how particular dialogue and events in a story propel the action, reveal character, or provoke a decision 6. Analyze the extent to which a filmed production of a story stays faithful to or departs from a text 7. Determine the meaning of words and phrases 8. Analyze the impact of specific word choices on meaning and tone 9. Provide an objective summary of the text 10. Write arguments to support claims, provide reasons, and relevant evidence 11. Produce clear and coherent writing, focusing on development, organization, and style 12. Demonstrate command of conventions: capitalization, punctuation, spelling 13. Use ellipsis to indicate an omission 14. Choose an appropriate independent reading book and track progress on a book record. Practice active reading through written responses.	1. Discussion protocol 2. Strategies for/characteristics of critical analysis 3. Author's craft a. Suspense/tension b. Archetypes c. Allusions d. Symbolism 4. Debate protocol 5. Strategies for comparing themes across texts 6. Purpose of and approaches to annotations 7. Writing process a. Format of an essay b. Using evidence c. Citing sources d. Avoiding plagiarism e. Revision f. Peer review
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

• Listen to and annotate in the margins and analyze through discussion “Safe and Sound” and “The Man.” • Read anchor texts, annotate and analyze in class and small group discussions. • Suspense: Students highlight and analyze through discussion subtle details that contribute to suspense in the story. • Compare/contrast “Lamb to the Slaughter” text to a video adaptation in a written chart. • Argument Protocol: Students form debate teams and engage in the argument protocol to determine how a character should be interpreted. • Small group text analysis and discussions (leveled); Discussion notes are recorded on paper for future reference. • Compare/contrast “The Raven” text to media adaptations in a written document. • Compare/contrast themes in texts in a graphic organizer. • Comparison theme essay ○ Plan & outline ○ Use quotes as evidence ○ Support claim with author’s craft technique ○ In-text citations/Works cited page ○ Revise/edit ○ Publish final draft • Read to analyze the use of archetypes; record analysis on chart. • Analyze “Wide Awake” for use of allusions in a chart and written extension question.	Anchor • “Safe and Sound” by Taylor Swift • “The Man” by Aloe Blacc • “Lamb to the Slaughter” by Roald Dahl • “The Tell Tale Heart” by Edgar Allan Poe • “Still I Rise” by Maya Angelou • “Rise Up” by Andra Day • “The Raven” by Edgar Allan Poe • “Lamb to the Slaughter” TV adaptation • “The Raven” Simpsons episode • “Wide Awake” Katy Perry • <i>Rise of the Guardians</i> Group texts • “The Monkey’s Paw” by W.W. Jacobs • “The Elevator” by William Sleator • “On the Bridge” by Todd Strasser • “The Dinner Party” by Mona Gardner • “A Hundred Bucks of Happy” by Susan Beth Pfeffer • “Charles” by Shirley Jackson • “The Landlady” by Roald Dahl • “Theme for English B” by Langston Hughes + others • Robert Frost poems • Nikki Giovanni poems • Shel Silverstein poems • Noodletools • Brainpop- plagiarism, citing sources, Maya Angelou, Edgar Allan Poe • Newsela: “Authors: Edgar Allan Poe,” “Authors: Maya Angelou,” “Authors: Langston Huges,” “Writers: Shirley Jackson,” “The Unreliable Narrator,” “In on a Secret: That’s Dramatic Irony,” “What are Allusions?”



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Grade(s)	8
Unit Title and Purpose	Unit 7: Classics
Timeframe	Mid-May to June (4 weeks)
Vision of the Graduate	
Communicator: Students engage in student-led partner discussion when reading and evaluating their classic text. Collaborator: Students present research and analysis in the form of a group presentation related to their classic text. Problem Solver: Students use their toolbox developed over the course of the year to demonstrate understanding of skills such as analyzing and writing, as well as identifying use of author's craft, including theme, characterization, literary devices, etc.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.8.7. 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 the director or actors. CCSS.ELA-Literacy.RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. CCSS.ELA-Literacy.W.8.7. 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. CCSS.ELA-Literacy.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Unit Supporting Standards	
CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.W.8.9a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	



Wethersfield Public Schools

SDMS Curriculum: English-Language Arts, Grade 8

Essential Questions	
How do readers synthesize strategies to read challenging texts, comparing and contrasting texts to others, leading literary conversations, and becoming a reader of literary traditions?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Analyze the extent to which a filmed production of a story stays faithful to or departs from a text 2. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from classic literature 3. Describe how the modern version of the classic is rendered new 4. Conduct short research projects drawing on several sources 5. Draw evidence from literary or informational texts to support analysis and research	1. Key terms related to classic literature 2. Characteristics of a classic 3. Elements of a drama 4. Discussion protocol 5. Theme, particularly as represented in diverse media 6. Morality: Explain how moral dilemmas are represented in literature 7. Coming of age 8. Context and relevance of literature 9. Strategies for/characteristics of critical analysis
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Interactive slideshow of classics within different genres: Students engage through discussion and writing as they progress through the slideshow. • Research banned classics: Students research and produce a written conclusion of their findings. • Partner-read short stories or short novels, with student-led discussions and analysis. Students choose graphic organizers to record discussion notes. • Create a modern literary canon: Students write and justify a list of books to create a new literary canon. • Tiered vocabulary (ongoing/duration of school year)	• "Sorry, Wrong Number" Lucille Fletcher • "The Hitchhiker" by Lucille Fletcher • Excerpts from <i>The Outsiders</i> • Robert Frost poems • Excerpts from <i>Cinderella</i> • Amazon Prime's <i>Cinderella</i>, 2023 • Greek mythology • Newsela: "What defines a literary classic can be a hotly debated topic," "The Definition of a Classic in Literature," "Nine Hundred Cinderellas: Cinderella Stories from Around the World," "What is Mythology?" • Media center choice boards