

ELA Grade: 8 **Pacing is in Green** **PLANNED INTERIMS**

| Unit | Standards | Essential Question & Essential Skills | Assessments | Learning Targets | Texts/ Readings |
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| OUTCOME 1: Language Study Daily Language Study M: Weekly Words T: Meaning Maps W: Sentence Structure w/independent reading book Th: Genre Prompt F: Paragraph | 8.L.1 8.L.2 8.L.3 8.L.4 8.L.5 8.L.6 | Essential Question(s): <ul style="list-style-type: none">Why is grammar important?What role do conventions play in writingWhat can verbs do?How can you achieve a specific effect or emphasis in writing or speaking?How do people figure out what an unknown word means?How do people develop their vocabularies? Skills(s): <ul style="list-style-type: none">Use conventions in writing and speakingExplain the functions of verbalsSelect appropriate verbs for voice and mood<ul style="list-style-type: none">Shift with intention and purposeRecognize inappropriate shiftsUse capitalization, spelling, punctuation (commas, dashes, ellipses)Describe the effects of the verb voice and mood that a writer/speaker usesUse context cluesUse Greek and Latin roots/affixes to determine meaning of wordsConsult reference materialsInterpret figures of speech/figurative languageExplain connotation/denotationUse grade-appropriate vocabulary and domain-specific vocabularyUse reading and vocabulary | Summative: <ul style="list-style-type: none">Spiralled Vocab Quizzes<ul style="list-style-type: none">Greek and LatinContext CluesNRI QuizzesFall Interim: IAB Edit/Revise<ul style="list-style-type: none">Other IABs have language use sections Common Formative: <ul style="list-style-type: none">No Red InkWord meaning mapsSemantic gradientsQuick writes<ul style="list-style-type: none">VocabularyGenreSentence structureShort answer and essay questions | 8.L.1 I can write with standard English grammar and conventions. I can speak with standard English grammar and conventions. I know what verbs and verbals do in a sentence. I can correctly use verbs in active and passive voice. I can correctly use verbs based on the appropriate mood (questioning, commanding, doubting, etc.) I am aware of and can control changes in the types of verbs I use. 8.L.2 I can use appropriate capitalization, punctuation, and spelling. I can use punctuation to indicate a pause, break, or omission. 8.L.3 I can use standard English conventions when speaking or writing. I can describe the effects of the verb voice and mood that a writer or speaker uses. I can evaluate whether active or passive voice should be used in my communication. I can choose conditional or subjunctive mood in order to affect the meaning of my communication. 8.L.4 I can use different strategies to figure out the meanings of words I don't know. I can use context clues to figure out what a word or phrase means. I can recognize common Greek and Latin roots and affixes and use them to figure out the meaning of a word. I can use various resources to figure out the meaning or pronunciation of a word. I can check my first guess about what a word means. 8.L.5 I can interpret figures of speech and figurative language and explain what they mean in the text. I can understand the connotations and denotations of a word. I can explain the differences in connotation between words with similar denotations. I can use the relationships between words to better understand each word. | All texts throughout the school year HMH Skills Practice NRI Science of Reading AIM Pathways resources The Writing Revolution |

| | | strategies | | 8.L.6 I can use grade- and subject-appropriate words to accurately communicate in an academic setting. I can apply vocabulary strategies to determine the meaning of an unfamiliar word or phrase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| OUTCOME 2: Central Idea and Explaining Evidence 5 weeks | Essential: R.8.1, R.8.2, R.8.5, W.8.2b, W.8.5, W.8.8, SL.8.1 L.8.2, Need to Know: R.8.3, R.8.4, R.8.6, R.8.9 W.8.1, W.8.3, W.8.4, W.8.9 L.8.1, L.8.5, L.8.6 Familiar With: SL.8.2, L.8.4, | Essential Question(s): <ul style="list-style-type: none">How does an author write an article using different text structures to organize and communicate information?How can key words and context clues help a reader identify text structure?How can a writer communicate information in different text structures for meaning, purpose and audience?Why does writing matter?How can writing improve my life? Skills(s): <ul style="list-style-type: none">Citing text evidence to support ideasInferencing about a textSummarizing a textOrganized writing with transitions and precise language/vocabularyIdentifying the central ideaDiscuss collaboratively | Summative: <ul style="list-style-type: none">Outcome 2 Assessment part 1: Read an informative article, close read, answer a variety of questions using textual evidence in response, central idea, objective summary, answer an essay question in RACE formatOutcome 2 Assessment part 2: Video connection to article, central idea, citing evidence essay questionCiting Evidence QuizInterim IAB Informational Texts <table><caption>Grade 8, Block 2: Read Informational Texts (16 Items)</caption><tr><th>Claim</th><th>Assessment Target</th><th>DOC¹⁴</th><th>Short Passage Items</th><th>Long Passage 1 Items</th><th>Long Passage 2 Items</th><th>Total Items</th></tr><tr><td rowspan="7">Reading</td><td>8. Key Details</td><td>2</td><td>1</td><td>1</td><td>1</td><td>3</td></tr><tr><td>9. Central Ideas</td><td>2, 3</td><td>1</td><td>1</td><td>1</td><td>3</td></tr><tr><td>10. Word Meaning</td><td>1</td><td>1</td><td>0</td><td>1</td><td>2</td></tr><tr><td>11. Reasoning & Evidence</td><td>3, 4</td><td>1</td><td>1</td><td>1</td><td>3</td></tr><tr><td>12. Analysis within or across Texts</td><td>3, 4</td><td>1</td><td>1</td><td>0</td><td>2</td></tr><tr><td>13. Text Structure and Features</td><td>2, 3</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>14. Language Use</td><td>3</td><td>1</td><td>2</td><td>0</td><td>3</td></tr></table> Common Formative: <ul style="list-style-type: none">Exit SlipsUsing 5Ws + H in writing objective summary and central ideaAssignments/Practice regarding Context Clues strategies connected to textsParaphrasing vs. PlagiarismCentral idea and supporting details practiceReading responseNo Red Ink: clauses, sentence | Claim | Assessment Target | DOC ¹⁴ | Short Passage Items | Long Passage 1 Items | Long Passage 2 Items | Total Items | Reading | 8. Key Details | 2 | 1 | 1 | 1 | 3 | 9. Central Ideas | 2, 3 | 1 | 1 | 1 | 3 | 10. Word Meaning | 1 | 1 | 0 | 1 | 2 | 11. Reasoning & Evidence | 3, 4 | 1 | 1 | 1 | 3 | 12. Analysis within or across Texts | 3, 4 | 1 | 1 | 0 | 2 | 13. Text Structure and Features | 2, 3 | 0 | 0 | 0 | 0 | 14. Language Use | 3 | 1 | 2 | 0 | 3 | R.8.1 <ul style="list-style-type: none">I can make logical inferences to support what the text suggests.I can cite explicit and implicit textual evidence to support an analysis of text R.8.2 I can identify the themes from a variety of genres. <ul style="list-style-type: none">I can identify the central idea from a variety of genres.I can summarize different texts.I can analyze the development of the theme over the course of a text.I can analyze the development of central ideas over the course of a text. R.8.5 <ul style="list-style-type: none">I can identify the text structure of multiple texts.I can compare and contrast the structure of two or more texts.I can analyze how different text structures contribute to the overall meaning, style, theme, or central idea. W.8.2b <ul style="list-style-type: none">I can write an informative/explanatory piece which examines a topic and conveys ideasI can analyze a topic in order to identify subtopics to include in my writing pieceI can write a clear thesis statementI can write clear and concise topic sentences that relate to the thesisI can introduce a topic and organize ideas with appropriate structure (include formatting and graphics when useful)I can use facts (definitions, details, and quotations) or other examples to develop the topicI can use appropriate transitions to create cohesion and clarify relationshipsI can use precise language and vocabulary to explain about the topicI can establish and maintain a formal style | <ul style="list-style-type: none">Current Event articles from various sources (Such as Actively Learn or SD Library databases)<ul style="list-style-type: none">"How ChatGPT Robs Students of Motivation to Write and Think for Themselves""Are Bionic Superhumans on the Horizon?""Thirst" paired with "Janicki Omniprocessor" videoIndependent reading novelsGround Zero excerpt paired with "Boatlift" |
| Claim | Assessment Target | DOC ¹⁴ | Short Passage Items | Long Passage 1 Items | Long Passage 2 Items | Total Items | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 8. Key Details | 2 | 1 | 1 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 9. Central Ideas | 2, 3 | 1 | 1 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10. Word Meaning | 1 | 1 | 0 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 11. Reasoning & Evidence | 3, 4 | 1 | 1 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 12. Analysis within or across Texts | 3, 4 | 1 | 1 | 0 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 13. Text Structure and Features | 2, 3 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 14. Language Use | 3 | 1 | 2 | 0 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | type | <ul style="list-style-type: none">• I can write a concluding statement or paragraph• I can use proper format. <p>W.8.5</p> <ul style="list-style-type: none">• I can identify my audience.• I can plan my writing by brainstorming techniques.• I can plan my writing by outlining and organizing.• I can write a rough draft that follows my outline and organization.• I can collaborate in a peer revision group.• I can listen to and provide constructive feedback from peers and adults.• I can identify key elements in a paper such as focusing on purpose and audience.• I can use constructive feedback from teachers and peers to improve my writing.• I can conference with my teacher for feedback to make corrections. <p>W.8.8</p> <ul style="list-style-type: none">• I can gather relevant information from multiple print and digital sources.• I can use search terms effectively to collect useful and relevant information.• I can assess sources for credibility and accuracy.• I can effectively quote and/or paraphrase data and conclusions of others.• I can identify and understand plagiarism to avoid it.• I can use proper citation format. <p>S.L.8.1</p> <ul style="list-style-type: none">• I can create discussion norms and goals for group discussions• I can come to discussions prepared• I can actively engage in the conversation using textual evidence and making connections• I can ask higher order questions that invite conversation• I can actively listen, express ideas, and respond to others linking key ideas together• I can draw conclusions based on shared conversations and text• I can evaluate new information to qualify or justify one's own views in light of the evidence presented <p>L.8.2</p> <ul style="list-style-type: none">• I can determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level | |
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| | | | | <div>reading and content</div> <ul style="list-style-type: none">I can use context clues as clues to verify the meaning of a word or phrase.I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.I can consult general and specialized reference materials | |
| <div>OUTCOME 3: Theme and Literary Analysis</div> <div>10 weeks (with discussion, narrative/ explanatory writing mini-units)</div> | <div>Essential:</div> <div>R.8.1, R.8.2, R.8.5 W.8.2c, W.8.5 SL.8.1, SL.8.4, L.8.2,</div> <div>Need to Know:</div> <div>R.8.3, R.8.4, R.8.6, R.8.9 W.8.1, W.8.3, W.8.4, W.8.9, L.8.1, L.8.3 , L.8.5, L.8.6</div> <div>Familiar With:</div> <div>W.8.6, L.8.4, SL.8.2</div> | <div>Essential Questions:</div> <ul style="list-style-type: none">How does engaging in reading short stories help us connect our lives to the characters?How does perspective affect one’s understanding of reality?How do the decisions and actions of characters reveal their personalities?How do decisions, actions, and consequences vary depending on the different perspectives of the people involved? <div>Skill:</div> <ul style="list-style-type: none">Citing text evidence to support ideasInferencing about a textSummarizing a textDetermine themeExplaining the plot of a literary textAnalyzing charactersIdentifying point of view in a story and its impact on the story’s theme and the reader | <div>Summative</div> <ul style="list-style-type: none">Read short stories, find themes (theme chart), explain the theme with textual evidence, identify point of view, use textual evidence to support POV.Outcome 3 assessment: Text vs. Film analysis/comparisonRun-on sentences quizSocratic seminarLiterary analysis essay (lit circle book)Interim IAB Literary TextsInterim IAB Write and Revise Narratives <div>Common Formative:</div> <ul style="list-style-type: none">Assignments and tasks regarding vocabularyAssignments and tasks regarding themeAssignments and tasks regarding POVReading response - using RACE format answers and complete sentence answers), with each short story read.Short story writing activitiesLit circle literary analysis jobsGuided draft: Expository essayGuided draft: Narrative essayPoint of View activities | <div>R.8.1</div> <ul style="list-style-type: none">I can make logical inferences to support what the text suggests.I can cite explicit and implicit textual evidence to support an analysis of text <div>R.8.2</div> <ul style="list-style-type: none">I can identify the themes from a variety of genres.I can identify the central idea from a variety of genres.I can summarize different texts.I can analyze the development of the theme over the course of a text.I can analyze the development of central ideas over the course of a text. <div>R.8.5</div> <ul style="list-style-type: none">I can identify the text structure of multiple texts.I can compare and contrast the structure of two or more texts.I can analyze how different text structures contribute to the overall meaning, style, theme, or central idea. <div>W.8.2</div> <ul style="list-style-type: none">I can write arguments to introduce and support claims using logical reasoning, relevant evidence and literary theory.I can use accurate, credible sources to demonstrate an understanding of the topic or text.I can acknowledge and distinguish claims to identify alternate or opposing claims.I can organize reasons and evidence of a topic to make logic <div>W.8.5</div> <ol style="list-style-type: none">I can identify my audience.I can plan my writing by brainstorming techniques.I can plan my writing by outlining and organizing.I can write a rough draft that follows my outline and | <ul style="list-style-type: none">“My Favorite Chaperone” short story“Hard on the Gas” poem“The Tell-Tale Heart” (story and animation)“The Monkey’s Paw” (story and film)Lit circle novel choices: <div>Amari and the Night Brothers by BB Alston - 8-13 Years</div> <div>A Night Divided by Jennifer Nielsen - 10-14 years</div> <div>Bar Code Tattoo by Suzanne Weyn - 12-18 years</div> <div>Dear Martin by Nic Stone - 14-17 years</div> <div>Drums Girls and Dangerous Pie by Jordan Sonnenblick - 12-17 Years</div> <div>Ghost by Jason Reynolds - 10-15 years</div> <div>High Heat by Carl Deuker - 12-18 years</div> <div>Insignificant Events in the Life of a Cactus by Dusti Bowling - 8-13 years</div> <div>Life As We Knew It by</div> |

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| | | | | <p>organization.</p> <p>5. I can collaborate in a peer revision group.</p> <p>6. I can listen to and provide constructive feedback from peers and adults.</p> <p>7. I can identify key elements in a paper such as focusing on purpose and audience.</p> <p>8. I can use constructive feedback from teachers and peers to improve my writing.</p> <p>9. I can conference with my teacher for feedback to make corrections.</p> <p>SL.8.1</p> <ul style="list-style-type: none">• I can create discussion norms and goals for group discussions• I can come to discussions prepared• I can actively engage in the conversation using textual evidence and making connections• I can ask higher order questions that invite conversation• I can actively listen, express ideas, and respond to others linking key ideas together• I can draw conclusions based on shared conversations and text• I can evaluate new information to qualify or justify one’s own views in light of the evidence presented <p>SL.8.4</p> <ul style="list-style-type: none">• Present my claim or findings in a coherent manner using descriptions, facts, details, and examples.• use appropriate eye contact, adequate volume, and clear pronunciation• I can engage my audience appropriately and effectively in manner and content.• Determine and use language explicit to my audience and situation <p>L.8.2</p> <ul style="list-style-type: none">• I can determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content• I can use context clues as clues to verify the meaning of a word or phrase.• I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.• I can consult general and specialized reference materials | <p>Susan Beth Pfeffer - 12-17 years</p> <p>One for the Murphys by Lynda Mullaly Hunt - 10-14 years</p> <p>Orbiting Jupiter by Gary D. Schmidt - 12-17 years</p> <p>Playing with Fire by April Henry - 12-18 years</p> <p>Refugee by Alan Gratz - 9-14 years</p> <p>Restart by Gordon Korman - 9-13 years</p> <p>The Cabin by Natasha Preston - 14-17 years</p> <p>The War that Saved My Life by Kimberly Brubaker Bradley - 9-12 years</p> <p>To All the Boys I’ve Loved Before by Jenny Han - 12-15 years</p> <p>What Waits in the Water by Kieran Scott - 12-18 years</p> <p>Wild Bird by Wendelin Van Draanen - 12-15 years</p> <p>Wild River by Rodman Philbrick - 9-13 years</p> <p>OCDaniel by Wesley King - 8-14 years</p> |
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| OUTCOME 4: Argument Analysis 5 weeks | Essential: R.8.1, R.8.2, R.8.5,R.8.8, W.8.2a, W.8.5, W.8.8 SL.8.1, SL.8.4, L.8.2, Need to Know: R.8.3, R.8.4, R.8.6, R.8.9 W.8.1, W.8.3, W.8.4, W.8.7, W.8.9, SL.8.3, SL.8.5, L.8.1, L.8.3 , L.8.5, L.8.6 Familiar With: L.8.4, SL.8.2 | Essential Question(s): <ul style="list-style-type: none">• Why is it important to examine others viewpoints and credible evidence when forming our own stance on debatable social/legal/moral issues?• How does an individual’s responsibility to the community as well as the community’s responsibility to the individual play a role in our lives?• How does an individual’s values and beliefs change in light of new learning? Skills(s): <ul style="list-style-type: none">• Annotate nonfiction articles• Identify claims and opposing sides/counterclaims claims• Use databases to find articles on the same topic• Gather relevant evidence for a claim | Summative: <ul style="list-style-type: none">• Bias and Perspective• Argument Breakdown• Argument Stations• No Red Ink<ul style="list-style-type: none">◦ Evaluating Evidence• Logical Fallacies Quiz• Vocabulary Quiz• Interim Assessments:<ul style="list-style-type: none">◦ Research Analyze and Integrate Information◦ Research: Evaluate Information and Sources Common Formative: <ul style="list-style-type: none">• Use current articles along for students to identify arguments and the different parts of an argument.• Work on Vocabulary of argumentative writing• “Diner Mystery” Picture Activity for students to use to review and re-introduce what is in an argument - claim, evidence, reasonings.• Use Current Articles to find the two sides of an argument and fill out a claim chart which students will fill in the elements of the article which follow, claim, evidence, and reasoning.• Students will write short argumentative pieces. | <div>R.8.1<ul style="list-style-type: none">• I can make logical inferences to support what the text suggests.• I can cite explicit and implicit textual evidence to support an analysis of text</div> <div>R.8.2<ul style="list-style-type: none">• I can identify the themes from a variety of genres.• I can identify the central idea from a variety of genres.• I can summarize different texts.• I can analyze the development of the theme over the course of a text.• I can analyze the development of central ideas over the course of a text.</div> <div>R.8.5<ul style="list-style-type: none">• I can identify the text structure of multiple texts.• I can compare and contrast the structure of two or more texts.• I can analyze how different text structures contribute to the overall meaning, style, theme, or central idea.</div> <div>R.8.8<ul style="list-style-type: none">• I can trace and evaluate an argument and specific claims in a text.• I can assess whether the reasoning is valid and the evidence is relevant and sufficient.• I can identify and recognize when irrelevant evidence is used in an argument.</div> <div>W.8.2<ul style="list-style-type: none">• I can write arguments to introduce and support claims using logical reasoning, relevant evidence and literary theory.• I can use accurate, credible sources to demonstrate an understanding of the topic or text.• I can acknowledge and distinguish claims to identify alternate or opposing claims.• I can organize reasons and evidence of a topic to make logic</div> <div>W.8.5<ol style="list-style-type: none">1. I can identify my audience.2. I can plan my writing by brainstorming techniques.3. I can plan my writing by outlining and organizing.4. I can write a rough draft that follows my outline and organization.</div> | <ul style="list-style-type: none">• Pop-up debates (self-selected articles about assigned topics)• “Three Fears About Screentime” TED talk• “Should We Eat Bugs” TedEd<ul style="list-style-type: none">◦ Socratic seminar• Argument Stations• TED Talk analysis -student selected• Song analysis - student selected (can also use a poem)• HMH Arguments |
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| | | | | <div>5. I can collaborate in a peer revision group.</div> <div>6. I can listen to and provide constructive feedback from peers and adults.</div> <div>7. I can identify key elements in a paper such as focusing on purpose and audience.</div> <div>8. I can use constructive feedback from teachers and peers to improve my writing.</div> <div>9. I can conference with my teacher for feedback to make corrections.</div> <div>W.8.8</div> <div><div>I can gather relevant information from multiple print and digital sources.</div><div>I can use search terms effectively to collect useful and relevant information.</div><div>I can assess sources for credibility and accuracy.</div><div>I can effectively quote and/or paraphrase data and conclusions of others.</div><div>I can identify and understand plagiarism to avoid it.</div><div>I can use proper citation format.</div></div> <div>SL.8.1</div> <div><div>I can create discussion norms and goals for group discussions</div><div>I can come to discussions prepared</div><div>I can actively engage in the conversation using textual evidence and making connections</div><div>I can ask higher order questions that invite conversation</div><div>I can actively listen, express ideas, and respond to others linking key ideas together</div><div>I can draw conclusions based on shared conversations and text</div><div>I can evaluate new information to qualify or justify one's own views in light of the evidence presented</div></div> <div>SL.8.4</div> <div><div>Present my claim or findings in a coherent manner using descriptions, facts, details, and examples.</div><div>use appropriate eye contact, adequate volume, and clear pronunciation</div><div>I can engage my audience appropriately and effectively in manner and content.</div><div>Determine and use language explicit to my audience and situation</div></div> <div>L.8.2</div> <div><div>I can determine or clarify the meaning of unknown and</div></div> | |
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| | | | | <p>multiple-meaning words or phrases in grade-level reading and content</p> <ul style="list-style-type: none">• I can use context clues as clues to verify the meaning of a word or phrase.• I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.• I can consult general and specialized reference materials | |
| Outcome 5: Argumentative Essay | <p>Essential: R.8.1, R.8.2, R.8.8 W.8.2a, W.8.5, W.8.8, SL.8.1, SL.8.4, L.8.2,</p> <p>Need to Know: R.8.3, R.8.4, R.8.6, R.8.9 W.8.1, W.8.3, W.8.4, W.8.7, W.8.9, SL.8.3, SL.8.5, L.8.1, L.8.3 , L.8.5, L.8.6</p> <p>Familiar With: W.8.6, L.8.4, SL.8.2</p> | <p>Essential Question(s):</p> <ul style="list-style-type: none">• In what way has media played a role in framing of current debates and different groups’ viewpoints?• How can persuasiveness give way to change in our community and world? <p>Skills(s):</p> <ul style="list-style-type: none">• Use multiple sources• Annotate nonfiction articles• Create a strong arguable claim with multiple reasons• Identify claims and opposing claims• Quote• Paraphrase• Gather relevant information• Assess credibility and accuracy of resources• Use databases• Organize research findings into an argumentative essay• Writing Process with teacher and peers• Use parenthetical text citations• Write a Works Cited page• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <p>Summative:</p> <ul style="list-style-type: none">• Write an Argumentative Research Essay SD Assessment rubric• Writing Argument | <p>R.8.1</p> <ul style="list-style-type: none">• I can make logical inferences to support what the text suggests.• I can cite explicit and implicit textual evidence to support an analysis of text <p>R.8.2</p> <ul style="list-style-type: none">• I can identify the themes from a variety of genres.• I can identify the central idea from a variety of genres.• I can summarize different texts.• I can analyze the development of the theme over the course of a text.• I can analyze the development of central ideas over the course of a text. <p>R.8.8</p> <ul style="list-style-type: none">• I can trace and evaluate an argument and specific claims in a text.• I can assess whether the reasoning is valid and the evidence is relevant and sufficient.• I can identify and recognize when irrelevant evidence is used in an argument. <p>W.8.2</p> <ul style="list-style-type: none">• I can write arguments to introduce and support claims using logical reasoning, relevant evidence and literary theory.• I can use accurate, credible sources to demonstrate an understanding of the topic or text.• I can acknowledge and distinguish claims to identify alternate or opposing claims.• I can organize reasons and evidence of a topic to make logic <p>W.8.5</p> <ol style="list-style-type: none">1. I can identify my audience.2. I can plan my writing by brainstorming techniques.3. I can plan my writing by outlining and organizing. | <ul style="list-style-type: none">• SD Library Databases• Revision Stations• Essays from HMH |

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| | | | | <div>4. I can write a rough draft that follows my outline and organization.</div> <div>5. I can collaborate in a peer revision group.</div> <div>6. I can listen to and provide constructive feedback from peers and adults.</div> <div>7. I can identify key elements in a paper such as focusing on purpose and audience.</div> <div>8. I can use constructive feedback from teachers and peers to improve my writing.</div> <div>9. I can conference with my teacher for feedback to make corrections.</div> <div>W.8.8</div> <div><div>I can gather relevant information from multiple print and digital sources.</div><div>I can use search terms effectively to collect useful and relevant information.</div><div>I can assess sources for credibility and accuracy.</div><div>I can effectively quote and/or paraphrase data and conclusions of others.</div><div>I can identify and understand plagiarism to avoid it.</div><div>I can use proper citation format.</div></div> <div>SL.8.1</div> <div><div>I can create discussion norms and goals for group discussions</div><div>I can come to discussions prepared</div><div>I can actively engage in the conversation using textual evidence and making connections</div><div>I can ask higher order questions that invite conversation</div><div>I can actively listen, express ideas, and respond to others linking key ideas together</div><div>I can draw conclusions based on shared conversations and text</div><div>I can evaluate new information to qualify or justify one’s own views in light of the evidence presented</div></div> <div>SL.8.4</div> <div><div>Present my claim or findings in a coherent manner using descriptions, facts, details, and examples.</div><div>use appropriate eye contact, adequate volume, and clear pronunciation</div><div>I can engage my audience appropriately and effectively in manner and content.</div><div>Determine and use language explicit to my audience and situation</div></div> | |
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| | | | | <p>L.8.2</p> <ul style="list-style-type: none">• I can determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content• I can use context clues as clues to verify the meaning of a word or phrase.• I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.• I can consult general and specialized reference materials | |
| <p>Outcome 6 Narrative, Drama, and Poetry</p> | <p>Essential: 8.RL.2, 8.RL.3, 8.RL.4, 8.RL.5, 8.RL.6, 8.RL.7, 8.RL.9, 8.RL.10</p> | <p>Essential Questions:</p> <ul style="list-style-type: none">• How do authors reach different audiences?• What choices does a screenwriter or playwright need to make when adapting a text for film or performance, and how do their choices impact the story?• How and why does modern literature borrow themes and ideas from myths, traditional stories, and religious works?• How do readers construct meaning from a piece of literature?• How does a theme emerge over the course of a text?• How are characters and plot developed in a piece of literature?• How does the language and structure an author uses influence the meaning of the text?• How does the point of view of a story influence the audience's experience? | <p>Summative:</p> <ul style="list-style-type: none">• “Masque of the Red Death” project• “Not My Bones” and “Fortune’s Bones” analysis and comparison• Songs as poetry assessment <p>Common Formative:</p> <ul style="list-style-type: none">• Poetry community builder• Ode poem - write and analyze• “Masque of the Red Death” silent tea party, guided notes, theme assessment activity | <p>8.RL.1</p> <ul style="list-style-type: none">• I can find the best evidence from the text to support the inferences that I make about a story, drama, poem, or other piece of literature. <p>8.RL.2</p> <ul style="list-style-type: none">• I can summarize the plot, conflict, and characters in a piece of literature.• I can determine the theme of a piece of literature and explain how it relates to the plot and characters.• I can understand how events in a story shape the plot and the characters. <p>8.RL.3</p> <ul style="list-style-type: none">• I can explain how lines of dialogue or specific events in a story affect the plot, characters, or reveal character traits. <p>8.RL.4</p> <ul style="list-style-type: none">• I can recognize figurative language and explain what it means in the text.• I can understand the connotations of the words that an author uses.• I can identify an author’s tone based on his or her word choice. <p>8.RL.5</p> <ul style="list-style-type: none">• I can compare and contrast the organization of two different texts.• I can explain how differences in the organization affects the meaning and style. <p>8.RL.6</p> <ul style="list-style-type: none">• I can understand how authors create irony, suspense, or humor.• I can explain how the character’s point of view is different from mine. | <ul style="list-style-type: none">• Various poem excerpts - poetry community builder• Independent reading novels• Ode poems - various mentor texts• “Masque of the Red Death” HMH• “Not My Bones”• “Fortune's Bones”• Student selected songs (for analysis as poetry) |

| | | | | <ul style="list-style-type: none">I can understand how the point of view of a narrator influences the tone and mood of a story. 8.RL.7 <ul style="list-style-type: none">I can identify the similarities and differences between a text and a film or live production of it.I can judge whether the changes made to a text in its filmed or live version have a positive or negative effect. 8.RL.9 <ul style="list-style-type: none">I can identify when a modern author uses elements from myths, traditional stories, or religious texts.I can analyze how a modern author uses elements from myths, traditional stories, or religious texts.I can explain how using those elements makes myths, traditional stories, or religious texts new again. | | | | | | | | | | | | | | | | | |
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| Outcome 8 Writing Narrative Essays | Essential: R.8.8, W.8.2c, W.8.5 SL.8.1 L.8.2, L.8.3 Need to Know: R.8.3, R.8.4, W.8.1, W.8.3, W.8.4 L.8.1, L.8.3 , L.8.5, L.8.6 Familiar With: L.8.4 | Essential Question(s): <ul style="list-style-type: none">How is language used to shape our feelings and understanding of text?How do I keep my reader engaged throughout my writing?How does my reading influence my writing?How do I select and use strategies to develop, revise, edit, and publish my writing? Skills(s): <ul style="list-style-type: none">Following a story structureUse various forms of dialogueWrite clear and coherent sentencesUse formal conventions of EnglishUse word choice fitting to contextUse the writing processDevelop a character through the STEAL strategy (Speech, Thoughts, Effect on Others, Actions & Looks)Use dialogue to pace events and develop charactersUse a consistent point of view | Interim as pretest <ul style="list-style-type: none">FIAB write and revise narratives <table><tr><th colspan="4">Grade 8, Claim 2 – Write and Revise Narratives (10 Items)</th></tr><tr><th>Assessment Target</th><th>DOK</th><th>Machine Scored</th><th>Short Answer</th></tr><tr><td>1a. Write Brief Texts (Organization) The student will use information provided in a stimulus to organize narratives that engage and direct the reader by:<ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as:<ul style="list-style-type: none">including dialogue to convey events/experiences preciselyincluding descriptive details and sensory language to convey events/experiences</td><td>3</td><td>0</td><td>3</td></tr><tr><td>1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and direct the reader by:<ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques skillfully:<ul style="list-style-type: none">including dialogue to convey events/experiencesincluding descriptive details and sensory language to convey events/experiences preciselyidentifying details that should be deleted because they are inconsistent with the rest of the narrative</td><td>2</td><td>7</td><td>0</td></tr></table> Summative: <ul style="list-style-type: none">Narrative EssayGrammar QuizVocabulary Quiz Common Formative: <ul style="list-style-type: none">Biography video discussion questionsFigurative Language assignments and tasks using poetry and short stories.Connotation and denotation assignments and tasks using poetry and short stories.Characterization ActivitiesUse “The Masque of the Red Death” for Characterization | Grade 8, Claim 2 – Write and Revise Narratives (10 Items) | | | | Assessment Target | DOK | Machine Scored | Short Answer | 1a. Write Brief Texts (Organization) The student will use information provided in a stimulus to organize narratives that engage and direct the reader by: <ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as: <ul style="list-style-type: none">including dialogue to convey events/experiences preciselyincluding descriptive details and sensory language to convey events/experiences | 3 | 0 | 3 | 1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and direct the reader by: <ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques skillfully: <ul style="list-style-type: none">including dialogue to convey events/experiencesincluding descriptive details and sensory language to convey events/experiences preciselyidentifying details that should be deleted because they are inconsistent with the rest of the narrative | 2 | 7 | 0 | R.8.1 <ul style="list-style-type: none">I can make logical inferences to support what the text suggests.I can cite explicit and implicit textual evidence to support an analysis of text R.8.2 <ul style="list-style-type: none">I can identify the themes from a variety of genres.I can identify the central idea from a variety of genres.I can summarize different texts.I can analyze the development of the theme over the course of a text.I can analyze the development of central ideas over the course of a text. R.8.5 <ul style="list-style-type: none">I can identify the text structure of multiple texts.I can compare and contrast the structure of two or more texts.I can analyze how different text structures contribute to the overall meaning, style, theme, or central idea. W.8.2 <ul style="list-style-type: none">I can write a narrative piece that follows plot structure: exposition, rising action, climax, falling action, and resolution.I can use relevant descriptive details and well structured events.I can establish an exposition that includes setting, mood, and point of view.I can develop characters and use techniques such as | <ul style="list-style-type: none">“The Masque of the Red Death” by Edgar Allan PoeWrite a Narrative Short Story - student can choose genre.Writing templateRevision templateRubric |
| Grade 8, Claim 2 – Write and Revise Narratives (10 Items) | | | | | | | | | | | | | | | | | | | | | |
| Assessment Target | DOK | Machine Scored | Short Answer | | | | | | | | | | | | | | | | | | |
| 1a. Write Brief Texts (Organization) The student will use information provided in a stimulus to organize narratives that engage and direct the reader by: <ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as: <ul style="list-style-type: none">including dialogue to convey events/experiences preciselyincluding descriptive details and sensory language to convey events/experiences | 3 | 0 | 3 | | | | | | | | | | | | | | | | | | |
| 1b. Revise Brief Texts (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and direct the reader by: <ul style="list-style-type: none">providing an opening that establishes a context and/or setting and/or point of viewproviding an opening that introduces a narrator and charactersorganizing narrative with a logical sequence of events/experiencesusing transition strategies to convey experience, establish pacing, signal time or setting shiftsproviding closure that follows logically from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques skillfully: <ul style="list-style-type: none">including dialogue to convey events/experiencesincluding descriptive details and sensory language to convey events/experiences preciselyidentifying details that should be deleted because they are inconsistent with the rest of the narrative | 2 | 7 | 0 | | | | | | | | | | | | | | | | | | |

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| | | | <p>and Story Elements Review.</p> <ul style="list-style-type: none">• Pre-Writing/Planning Materials• Teacher and Student conferences• Peer Review Conferences• Writing Process | <p>dialogue, pacing, description, and reflection.</p> <p>W.8.5</p> <ol style="list-style-type: none">1. I can identify my audience.2. I can plan my writing by brainstorming techniques.3. I can plan my writing by outlining and organizing.4. I can write a rough draft that follows my outline and organization.5. I can collaborate in a peer revision group.6. I can listen to and provide constructive feedback from peers and adults.7. I can identify key elements in a paper such as focusing on purpose and audience.8. I can use constructive feedback from teachers and peers to improve my writing.9. I can conference with my teacher for feedback to make corrections. <p>SL.8.1</p> <ul style="list-style-type: none">• I can create discussion norms and goals for group discussions• I can come to discussions prepared• I can actively engage in the conversation using textual evidence and making connections• I can ask higher order questions that invite conversation• I can actively listen, express ideas, and respond to others linking key ideas together• I can draw conclusions based on shared conversations and text• I can evaluate new information to qualify or justify one’s own views in light of the evidence presented <p>L.8.2</p> <ul style="list-style-type: none">• I can determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content• I can use context clues as clues to verify the meaning of a word or phrase.• I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.• I can consult general and specialized reference materials <p>L.8.3</p> <ul style="list-style-type: none">• I can use and define types of figurative language in writing and reading. | |
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| | | | | <ul style="list-style-type: none">• I can identify the differences in connotation and denotation in text.• I can use connotation and denotation in my writing correctly.• I can identify the different ways in which words are used, along with different meanings.• I can use words and their meanings correctly in my writing. | |
| Outcome 8 Narrative Writing (3 Days) | | | | <p>W.8.2</p> <ul style="list-style-type: none">• I can write a narrative piece that follows plot structure: exposition, rising action, climax, falling action, and resolution.• I can use relevant descriptive details and well structured events.• I can establish an exposition that includes setting, mood, and point of view.• I can develop characters and use techniques such as dialogue, pacing, description, and reflection. <p>W.8.5</p> <ol style="list-style-type: none">1. I can identify my audience.2. I can plan my writing by brainstorming techniques.3. I can plan my writing by outlining and organizing.4. I can write a rough draft that follows my outline and organization.5. I can collaborate in a peer revision group.6. I can listen to and provide constructive feedback from peers and adults.7. I can identify key elements in a paper such as focusing on purpose and audience.8. I can use constructive feedback from teachers and peers to improve my writing.9. I can conference with my teacher for feedback to make corrections. <p>L.8.2</p> <ul style="list-style-type: none">• I can determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content• I can use context clues as clues to verify the meaning of a word or phrase.• I can analyze meaningful word parts like grade-appropriate Greek or Latin affixes and roots to apply word solving strategies.• I can consult general and specialized reference | <ul style="list-style-type: none">• |

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| | | | | <div>materials</div> <div>L.8.3<ul style="list-style-type: none">I can use and define types of figurative language in writing and reading.I can identify the differences in connotation and denotation in text.I can use connotation and denotation in my writing correctly.I can identify the different ways in which words are used, along with different meanings.I can use words and their meanings correctly in my writing.</div> | |
| <div>Outcome 9</div> <div>Thematic Synthesis</div> <div>Book Club</div> | <div>Essential:</div> <div>R.8.1, R.8.2, R.8.5</div> <div>W.8.2c, W.8.5</div> <div>SL.8.1, SL.8.4, L.8.2,</div> <div>Need to Know:</div> <div>R.8.3, R.8.4, R.8.6, R.8.9</div> <div>W.8.1, W.8.3, W.8.4, W.8.9, L.8.1, L.8.3 , L.8.5, L.8.6</div> <div>Familiar With:</div> <div>W.8.6, L.8.4, SL.8.2</div> | <div>Essential Questions:</div> <div>1. How can you determine the theme or central idea of a text?</div> <div>2. What details in the text support the development of the theme or central idea?</div> <div>3. How do the characters, setting, and plot contribute to the development of the theme or central idea?</div> <div>4. What evidence from the text shows the relationship between the theme and the elements of the story?</div> <div>5. How do different points of view in the text create humor, suspense, or key moments in the plot?</div> <div>6. How does your perspective as a reader influence your understanding of these moments?</div> <div>7. In what ways does a modern work of fiction draw upon themes from previous influential texts?</div> <div>8. How does understanding these allusions enhance your interpretation of the modern work?</div> <div>9. How has a modern work of fiction taken themes, conflicts, or ideas from an influential text and made them new?</div> <div>10. What changes or adaptations have been made to the original themes, and what is their effect?</div> <div>11. How do you interpret figures of speech within a text?</div> | <div>Formative Assessments</div> <div><ul style="list-style-type: none">book club assignments2 page spreadReaders theaterThematic analysis</div> <div>Summative</div> <div><ul style="list-style-type: none">Final test</div> | <div><ul style="list-style-type: none">I can determine a theme or central idea of the text and explain by providing supporting details how it is developed throughout the textI can analyze (break down and explain with evidence) the theme or central idea’s relationship to characters, setting and plotI can analyze (break down and explain with evidence) how different points of view (mine or the characters) create humor or suspense or key moments in the plotI can analyze how a modern work of fiction draws upon or alludes to themes created in previous influential textsI can explain how a modern work of fiction took something (theme, conflict, idea) from an influential text and made it newI can interpret figures of speech, verify the initial meanings of words, and distinguish among the connotations and denotationsRecognize or recall specific vocabulary:Allude, Influential Text, Connotation, Denotation, Key MomentI can determine a theme or central idea and the supporting details that develop itI can identify the relationship to characters, setting, and plotI can identify the points of view in the text (narrator, characters, and my own)I can identify the key moments, or moments of humor or suspense, in a text</div> | <div>Book club selections:</div> <div><ol style="list-style-type: none">Bad Boy by Walter Dean Myers - 12-17 YearsCounting by 7's by Holly Goldberg Sloan - 10-14 YearsBarcode Tattoo by Suzanne Weyn - 12-18 YearsFish in a Tree by Lynda Mullaly Hunt - 10-14 YearsGhost Boys by Jewell Parker Rhodes -10-14 YearsNo Slam Dunk by Mike Lupica - 10-14 YearsHigh Heat by Carl Dueker - 12-18 Years</div> |

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| | | <p>12. How can you verify the meanings of words and distinguish between their connotations and denotations?</p> <p>13. What do the terms allude, influential text, connotation, denotation, and key moment mean?</p> <p>14. How can you identify these concepts within a text?</p> <p>15. How do you determine the theme or central idea of a text and identify supporting details?</p> <p>16. How can you identify the relationship between the theme and the characters, setting, and plot?</p> <p>17. What strategies do you use to identify different points of view in a text?</p> <p>18. How do you recognize key moments, or moments of humor or suspense, in a text?</p> <p>Skill:</p> <ul style="list-style-type: none">● Citing text evidence to support ideas● Inferencing about a text● Summarizing a text● Determine theme● Explaining the plot of a literary text● Analyzing characters● Identifying point of view in a story and its impact on the story’s theme and the reader | | | <p>8. <i>How I Became a Ghost</i> by Tom Tingle - 8-12 Years</p> <p>9. <i>Perfect Score</i> by A.M. Ellis - 12-18 Years</p> <p>10. <i>OCDaniel</i> by Wesley King - 8-14 Years</p> <p>11. <i>One Crazy Summer</i> by Williams Garcia - 9-12 Years</p> <p>12. <i>Orbiting Jupiter</i> by Gary D Schmidt - 12-17 Years</p> <p>13. <i>Playing with Fire</i> by April Henry - 12-18 Years</p> <p>14. <i>Ground Zero</i> by Alan Gratz - 9-14 Years</p> <p>15. <i>Amari and the Night Brothers</i> by BB Alston - 8-13 Years</p> <p>16. <i>The Cabin</i> by Natasha Preston - 14-17 Years</p> <p>17. <i>The War that Saved My Life</i> by Kimberly Brubaker</p> |
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| | | | | | <p>Bradley - 9-12 Years</p> <p>18. <i>The Selection</i> by Kiera Cass - 13-17 Years</p> <p>19. <i>Girl Stolen</i> by April Henry - 12-17 Years</p> <p>20. <i>One for the Murphys</i> by Lynda Mullaly Hunt - 10-14 Years</p> <p>21. <i>Long Way Down</i> by Jason Reynolds - 12-18 Years</p> <p>22. <i>A Night Divided</i> by Jennifer Nielsen - 8-14 Years</p> <p>23. <i>Dear Martin</i> by Nic Stone - 14-17 Years</p> <p>24. <i>Drums Girls and Dangerous Pie</i> by Jordan Sonnenblick - 12-17 Years</p> |
| READING IN THE CONTENT AREA - 9 WEEK COURSE | | | | | <p><i>The Outsiders</i> by SE Hinton (and the film)</p> <p><i>Long Way Down</i> by Jason Reynolds</p> |