

## **Grade Eight Language Arts Curriculum**

### **Unit One –Personal Experiences**

In this unit, students will examine different styles of memoirs, ultimately creating their own. They will study how a person’s choices and decisions affect his or her character, and will learn the difference between denotation and connotation through literature, poetry and nonfiction writing.

### **Unit Two – Dramatic Presentation**

Students will analyze the effectiveness and importance of humor as a literary device, and will use different technologies to produce, design, and publish a humorous piece. Additionally, they will create a dialogue including elements of humor. Students will recognize essential elements of drama and understand how drama unfolds through action and dialogue.

### **Unit Three - Working to Persuade**

Students will create a product portfolio and examine the process for selling it. They will use persuasive language as well as identifying the difference between fact and opinion to create a review.

### **Unit Four –History’s Influence on Our World**

Students will study the relationship between historical events and historical fiction. They will study how an author’s style and purpose influences a reader.

### **Unit Five – Choices That Can Change Our World**

Students will research a topic of their own choice. They will use valid sources and note-taking to create a presentation that informs the class about choices they can make to change the world.

<p><b>Grade: 8</b> <b>Unit One</b></p>	<p><b>Subject:</b> Language Arts <b>Pacing:</b> 7 Weeks <b>Unit Theme:</b> Personal Experiences</p>
<p><b>Overarching Standards</b></p>	<p><b>8.RL.10</b> 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.  <b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <b>8.W.10</b> 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.  <b>8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)  <b>8.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Enduring Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Personal experience: choices and decisions matter.</li> <li>2. Personal experiences shape a person’s character.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do previous life-experiences matter?</li> <li>2. What does it mean to belong?</li> <li>3. What is <i>really</i> important?</li> </ol>
<p><b>Priority Standards</b></p>	<p><b>8.RL.2</b> 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.  <b>8.RI.4</b> 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.  <b>8.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <b>8.SL.1</b> 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.  <b>8.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Suggested Strategies / Modes	Suggested Materials / Resources	Suggested Assessments
<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Student choice</li> <li>• Independent Reading</li> <li>• Journal Responses</li> <li>• Anticipatory Guide</li> <li>• Conferencing</li> <li>• Oral Presentation (student choice)</li> <li>• Mini-Lessons</li> <li>• Small group (EX table share)</li> <li>• Read Alouds/Think Alouds</li> <li>• Graphic Organizers</li> <li>• Whole Class</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Flexible Grouping</li> <li>• Graphic Organizers</li> <li>• Whole Class</li> <li>• Mini-Lessons</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• <b>Novels:</b> Student Choice, Varying Levels Texts  <i>Esperanza Rising</i> - Pam Munoz Ryan  <i>Lord of the Deep</i> – Graham Salisbury  <i>Drums, Girls and Dangerous Pie</i> – Jordan Sonnenblick  <i>Where the Red Fern Grows</i> – Wilson Rawls  <i>Wanderer</i> – Sharon Creech  <i>Monster</i> – Walter Dean Myers  <i>To Kill a Mockingbird</i> – Harper Lee</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• <b>Memoirs (McDougal-Littell Anthology)</b>  My First Free Summer, p.112  The Great Rat Hunt, p. 118  Going Where I’m Coming From, p. 380  Roughing It, p. 704  One Last Time, p. 816  Dreams From My Father, p. 830</li> <li>• <b>Web-sites:</b> Derek Jeter and Justin Pedroia</li> <li>• <i>Fateful Choices</i> – Ian Kershaw</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• CFAs (L.5)</li> <li>• Journal Responses/written responses to text (RL.1)</li> <li>• Summaries of Text (RL.2)</li> <li>• Words Choice Analysis (RL.4)</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Compare/Contrast Graphic Organizer – Student Choice Format (RI.5)</li> <li>• Connotation / Denotation in Memoirs (RI.4)</li> <li>• Class and Partner Discussions (SL.1)</li> </ul>

<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Whole Class</li> <li>• Poem Templates</li> <li>• Flexible Grouping</li> <li>• Oral Presentation</li> <li>• Mini-Lessons</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Draft Revisions</li> <li>• Mini-Lessons</li> <li>• Rubrics</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Mini-Lessons</li> <li>• Modeling</li> <li>• Pair-shares</li> <li>• Turn and Talks</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poetry (McDougal-Littell Anthology)</b>              “My Father and the Fig Tree” p. 391              “Canyon de Chelly” p. 420              Readers Workshop: Appreciating Poetry p. 574-581              Personal Response to a Poem p. 648, 654-655              “How Things Work” p. 826              Pages: 420, 574-581, 654-655</li> <li>• Poem Templates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing Workshop: Personal Narrative, p. 144</li> <li>• Personal Response to a Poem, p.648</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Oral Interpretation of a Poem, p. 655</li> <li>• Audio Presentation of Text (<a href="http://www.classzone.com">www.classzone.com</a>)</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Analysis of Poem (<b>RL.1, W.1</b>)</li> <li>• Written Response to a Poem (<b>L.1, L.2, L.5</b>)</li> <li>• Publish own Poetry (<b>L.5</b>)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write own memoir (<b>W.3, W.4, W.5, L.1, L.2, RI.4</b>)</li> <li>• Publish own Poetry (<b>W.5, L.1, L.2, L.5</b>)</li> <li>• Evidence to support critical stance</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Poem Debate (<b>SL.1</b>)</li> <li>• Oral Presentation explaining the literary elements based on the novel of choice. (<b>RL.2, SL.4, SL.5</b>)</li> <li>• Provide teacher-student and student-student feedback for all speaking and listening standards.</li> <li>• Evidence to support critical stance</li> </ul>
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<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Peer Editing/Revising</li><li>• Modeling</li><li>• Mini-Lessons</li><li>• Authentic Writing</li></ul>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• <b>Subject-Verb Agreement (McDougal Littell Anthology)</b></li></ul> <p>Maintain Pronoun-Antecedent Agreement p.99 Use Correct Pronoun Case p. 131 Use correct Verb Tense p.181 Maintain Subject Verb Agreement p.373, 395, 453</p>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Practice Sentences (<b>L.1, L.2</b>)</li><li>• Published Writing (<b>L.1, L.2</b>)</li><li>• CFA – (<b>L.1, L.2</b>)</li></ul>
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<p><b>Grade: 8</b> <b>Unit Two</b></p>	<p><b>Subject:</b> Language Arts <b>Pacing:</b> 8 Weeks <b>Unit Theme:</b> Dramatic Presentation</p>
<p><b>Overarching Standards</b></p>	<p><b>8.RL.10</b> 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.  <b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <b>8.W.10</b> 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.  <b>8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)  <b>8.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Enduring Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Drama unfolds through action and dialogue.</li> <li>2. Humor is in the eye of the reader.</li> <li>3. Sometimes humor is appropriate and effective.</li> <li>4. Sometimes humor is inappropriate and therefore ineffective.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How is drama different from other genres?</li> <li>2. What is drama?</li> <li>3. What are the elements of an effective drama?</li> <li>4. Why is humor important?</li> <li>5. What does humor do for humanity?</li> <li>6. Why is humor effective to deliver an important message?</li> <li>7. What makes us laugh?</li> </ol>
<p><b>Priority Standards:</b></p>	<p><b>8.RL.3</b> 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.  <b>8.RI.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  <b>8.W.3b</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>

	<p><b>8.SL.2</b> 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.</p> <p><b>8.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p><b>Supporting Standards</b></p>	<p style="text-align: center;"><b>Reading Strand: Reading for Literature Standards</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. 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.</li> <li>4. 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.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p style="text-align: center;"><b>Reading Strand: Reading for Information Standards</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

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.
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.
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.

**Writing Strand Writing Standards**

**Text Types and Purposes**

- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 1d. Establish and maintain a formal style.
- 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.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
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.

**Research to Build and Present Knowledge**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 9 a. 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”).

**Speaking and Listening Strand: Speaking and Listening Standards**

**Comprehension and Collaboration**

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.
  - 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.
  - 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.

**Language Strand: Language Standard**

**Conventions and Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - 1b. Form and use verbs in the active and passive voice.
  - 1c. Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
  - 1d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - 2b. Use an ellipsis to indicate an omission.
  - 2c. Conventions of Standard English: Spell correctly

**Knowledge of Language**

- 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).

**Vocabulary Acquisition and Use**

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.
  - 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.
  - 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - 4c. Vocabulary Acquisition and Use: 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.
  - 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.                      5b. Use the relationship between particular words to better understand each of the words.                      5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	
<p><b>Suggested Strategies/Modes</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Small Group</li> <li>• Whole Class</li> <li>• Conferencing</li> <li>• Graphic Organizers</li> <li>• Mini-lessons</li> <li>• Models of different types of humor</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Mini-lessons</li> <li>• Small Group</li> <li>• Whole Class</li> </ul>	<p><b>Suggested Materials/Resources</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• <b>Student Choice:</b> Short Stories, Scripts, Plays, Humorous novels</li> <li>• <b>McDougal-Littell Anthology</b> <ul style="list-style-type: none"> <li>“The Elevator” p. 27</li> <li>“Ransom of Red Chief” p. 46</li> <li>“The Tell Tale Heart” p. 76</li> <li>“The Hitchhiker” p. 86</li> <li>“The Monkey’s Paw” p. 358</li> <li>“The Lady or The Tiger”p. 682</li> <li>“Pecos Bill” p. 800</li> </ul> </li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• <b>McDougal-Littell Anthology</b> <ul style="list-style-type: none"> <li>Political Cartoons p. 850</li> </ul> </li> <li>• <i>Out of Many One</i> (speech) p. 847</li> <li>• <b>Cartoons / Comic Strips</b> <ul style="list-style-type: none"> <li><i>New Yorker Magazine</i> - Caption Contests  <a href="http://www.newyorker.com/humor/caption">http://www.newyorker.com/humor/caption</a></li> <li>First Moonwalk-Michael Jackson  <a href="http://comics.com/henry_payne/">http://comics.com/henry_payne/</a></li> </ul> </li> <li>• <b>Websites and Printable Comic Strips</b></li> </ul>	<p><b>Suggested Assessments</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• CFAs (<b>RL.3</b>)</li> <li>• Journals/written responses to text (<b>RL.1</b>)</li> <li>• Compare/contrast “The Hitchhiker” text to film (<b>RL.7</b>)</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Analyze Political Cartoon (<b>SL.2, L3</b>)</li> <li>• Student will use different technologies to produce, design, and publish a finished product e.g., comic strip or political cartoon (<b>RL.3, L.3</b>)</li> </ul>

<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Rubrics</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Draft revisions</li><li>• Graphic Organizers</li><li>• Rubrics</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Mini-Lessons</li><li>• Modeling</li><li>• Pair-shares</li><li>• Turn and Talks</li><li>• Models / clips of humor</li><li>• Rubric</li></ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• <b>McDougal-Littell Anthology</b> “We Alone” p. 608</li><li>• <b>Humorous Poems</b></li><li>• <b>Limericks</b></li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Sample Scripts</li><li>• Sample Dialogues</li><li>• <b>McDougal Littell Anthology</b> Plan a Scene p. 257</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• <b>You Tube Videos</b> <i>Who’s on First? Abbott and Costello</i> <a href="http://www.youtube.com/watch?v=sShMA85pv8M">http://www.youtube.com/watch?v=sShMA85pv8M</a> <i>Lucy and Ethel Wrapping Chocolate</i> Lucille Ball <a href="http://www.youtube.com/watch?v=nXN5s8fQvHY&amp;feature=related">http://www.youtube.com/watch?v=nXN5s8fQvHY&amp;feature=related</a> <i>Three Stooges Pie Fight</i> <a href="http://www.youtube.com/watch?v=nXN5s8fQvHY&amp;feature=related">http://www.youtube.com/watch?v=nXN5s8fQvHY&amp;feature=related</a></li><li>• Audio Version of Text (www.classzone.com)</li><li>• <b>McDougal-Littell Anthology</b> Staging a Scene p. 151</li></ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Published Poetry (<b>RL.4, L.3, L.5</b>)</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write a review of a short story, script or radio show broadcast (<b>W.3b</b>)</li><li>• Dialogue – write an elaborate dialogue which includes elements of humor (<b>W.3b</b>)</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Create and/or perform a script of a radio show broadcast or dramatic text (<b>RI.7, W.3</b>)</li></ul>
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<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Peer Editing/Revising</li><li>• Modeling</li><li>• Mini-Lessons</li><li>• Authentic Writing</li></ul>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• <b>Punctuation (McDougal Littell Anthology)</b></li></ul> <p>Punctuate Possessives Correctly p.75 Use Commas Correctly p.603, 927 Punctuate Titles Correctly p.647 Write Concisely (Appositives) p.681 Use Colons Correctly p. 799 Use Semicolons Correctly p.829</p>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Practice Sentences (L.1, L.2)</li><li>• Published Writing (L.1, L.2)</li></ul>
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<p><b>Grade: 8</b> <b>Unit Three</b></p>	<p><b>Subject:</b> Language Arts <b>Pacing:</b> 8 Weeks <b>Unit Theme: Nonfiction</b> –Working to Persuade</p>
<p><b>Overarching Standards</b></p>	<p><b>8.RL.10</b> 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.  <b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <b>8.W.10</b> 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.  <b>8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)  <b>8.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Enduring Understanding</b></p>	<ol style="list-style-type: none"> <li>1. We choose to agree or disagree with reviews and opinions of others.</li> <li>2. Facts, organizational details, and persuasive techniques, in combination, form a powerful business portfolio.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. Each of us has the option to agree or disagree with others. How can one view be strong enough to persuade others?</li> <li>2. Why do we care about others’ opinions? Why do we want them to care about ours?</li> <li>3. How do we combine judgment, facts, and business know-how to create a compelling business portfolio?</li> </ol>
<p><b>Priority Standards</b></p>	<p><b>8.RL.5</b> 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.  <b>8.RI.6</b> 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.  <b>8.W.1</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>8.SL.4</b> 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.  <b>8.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<p style="text-align: center;"><b>Reading Strand: Reading for Literature Standards</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"><li>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.</li><li>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</li><li>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.</li></ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"><li>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.</li></ol>
	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"><li>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.</li></ol> <p style="text-align: center;"><b>Reading Strand: Reading for Information Standards</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"><li>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.</li></ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"><li>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.</li><li>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.</li></ol>

<b>Supporting Standards</b>	<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"><li>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.</li><li>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.</li></ol> <p style="text-align: center;"><b>Writing Strand Writing Standards</b></p> <p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"><li>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>1d. Establish and maintain a formal style.</li><li>1e. Provide a concluding statement or section that follows from and supports the argument presented.</li><li>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.</li><li>2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>2e. Establish and maintain a formal style.</li><li>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li><li>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.</li><li>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li></ol>
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**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
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.

**Research to Build and Present Knowledge**

- 9 a. 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”).
- 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”).

**Speaking and Listening Strand: Speaking and Listening Standards**

**Comprehension and Collaboration**

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.
  - 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.
  - 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

- 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
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.

**Presentation of Knowledge and Ideas**

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Language Strand: Language Standard**

**Conventions and Standard English**

- 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- 1b. Form and use verbs in the active and passive voice.
- 1c. Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- 1d. Recognize and correct inappropriate shifts in verb voice and mood.
1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- 2b. Use an ellipsis to indicate an omission.
- 2c. Conventions of Standard English: Spell correctly.

**Knowledge of Language**

2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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).

	<p><b>Vocabulary Acquisition and Use</b></p> <ol style="list-style-type: none"> <li>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.             <ol style="list-style-type: none"> <li>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.</li> <li>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</li> <li>4c. Vocabulary Acquisition and Use: 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.</li> <li>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).</li> </ol> </li> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ol style="list-style-type: none"> <li>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>5b. Use the relationship between particular words to better understand each of the words..</li> </ol> </li> </ol>		
<p style="text-align: center;"><b>Suggested Strategies/Modes</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Student choice</li> <li>• Independent reading</li> <li>• Journal responses</li> <li>• Anticipatory guide</li> <li>• Flexible grouping</li> <li>• Conferencing</li> <li>• Graphic Organizers</li> </ul>	<p style="text-align: center;"><b>Suggested Materials/Resources</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• <b>Anthology:</b><i>Menus, multi-media clips</i>  <i>The Sisterhood of the Traveling Pants</i>                      p.106                      Create a Storyboard p. 109                      Film Clip From <i>The Whale Rider</i> p. 254                      How Do Ads Create Buzz? p.980-983                      “Clean Sweep” p. 62                      “The Treasure of Lemon Brown” p. 168                      “The Rules of the Game” p. 222</li> </ul>	<p style="text-align: center;"><b>Suggested Assessments</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• CFAs</li> <li>• Journal Responses/written responses to text <b>(RL.1)</b></li> </ul>	

<p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Point: Counterpoint</li> <li>• Credibility of sources</li> <li>• Compare/Contrast: Fact/Opinion</li> <li>• Graphic Organizers</li> <li>• Persuasive techniques</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Modeling</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Modeling</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Mini-Lessons</li> <li>• Modeling</li> <li>• Pair-shares</li> <li>• Turn and Talks</li> <li>• Rubric</li> </ul>	<p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Periodicals</li> <li>• Newspapers</li> <li>• Local Business Reviews</li> <li>• Sample Print Advertisements</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Song Lyrics</li> <li>• Slogans</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Anthology</b> Persuasive Essay p. 1016</li> <li>• Sample DAW Essays</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <b>Anthology:</b> Audio Version of Text (<a href="http://www.classzone.com">www.classzone.com</a>)</li> <li>• Sample Commercials/Advertisements</li> </ul>	<p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Business Portfolio: Print Advertisement (<b>RI.7, W.1</b>) Business Card</li> <li>• Determine Fact/Opinion in Testimonials (<b>RL.5, RI.6</b>)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Slogan/Commercial (<b>RI.6, RI.7</b>)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Written Review/Testimonial Letter (<b>W.1b, W.1c, W.1d,W.1e</b>)</li> <li>• Business Portfolio Persuasive Letter (<b>W.1, W.1b, W.1c, W.1d, W.1e</b>) Sales Pitch (<b>W.1, W.1b, W.1c, W.1d,W.1e</b>)</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Oral Presentation of Business Portfolio (<b>W.1, SL.4 L.1</b>)</li> </ul>
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<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Peer Editing/Revising</li><li>• Modeling</li><li>• Mini-Lessons</li><li>• Authentic Writing</li></ul>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• <b>Capitalization (McDougal Littell Anthology)</b> Capitalize Correctly p.543, 893, 979</li></ul>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Practice Sentences (<b>L.1, L.2</b>)</li><li>• Published Writing (<b>L.1, L.2</b>)</li></ul>
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<p><b>Grade: 8</b> <b>Unit Four</b></p>	<p><b>Subject:</b> Language Arts <b>Pacing:</b> 6 Weeks <b>Unit :</b> History’s Influence on Our World</p>
<p><b>Overarching Standards</b></p>	<p><b>8.RL.10</b> 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.  <b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <b>8.W.10</b> 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.  <b>8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)  <b>8.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Enduring Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Historical Fiction successfully combines an author’s fiction with historical facts.</li> <li>2. Authors have their own purpose for writing historical fiction.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What does another consider in the creation of a historical fiction writing piece?</li> <li>2. What is the true definition of historical fiction?</li> </ol>
<p><b>Priority Standards:</b></p>	<p><b>8.RL.9</b> 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.  <b>8.RI.9</b> 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.  <b>8.W.5</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)  <b>8.SL.1</b> 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.  <b>8.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**Supporting Standards**

**Reading Strand: Reading for Literature Standards**

**Key Ideas and Details**

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.
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
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.

**Craft and Structure**

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.
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.

**Reading Strand: Reading for Information Standards**

**Key Ideas and Details**

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.
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.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

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.
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.

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.

**Integration of Knowledge and Ideas**

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.
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.

**Writing Strand Writing Standards**

**Text Types and Purposes**

- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 1d. Establish and maintain a formal style.
- 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.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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.
  - 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.



**Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.

**Research to Build and Present Knowledge**

- 9 a. 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”).
- 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”).

**Speaking and Listening Strand: Speaking and Listening Standards**

**Comprehension and Collaboration**

- 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.
- 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 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.
- 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.

**Presentation of Knowledge and Ideas**

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.

**Language Strand: Language Standard**

**Conventions and Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - 1b. Form and use verbs in the active and passive voice.
  - 1c. Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
  - 1d. Recognize and correct inappropriate shifts in verb voice and mood.
- 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- 2b. Use an ellipsis to indicate an omission.
- 2c. Conventions of Standard English: Spell correctly

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 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).

**Vocabulary Acquisition and Use**

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.
  - 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.
  - 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - 4c. Vocabulary Acquisition and Use: 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

	<p>precise meaning or its part of speech.</p> <p>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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>5b. Use the relationship between particular words to better understand each of the words.</p>	
<p style="text-align: center;"><b>Suggested Strategies/Modes</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Student choice</li> <li>• Independent reading</li> <li>• Journal response</li> <li>• Anticipatory guide</li> <li>• Flexible grouping</li> <li>• Conferencing</li> <li>• Mini-lessons</li> <li>• Graphic organizers</li> <li>• Reciprocal Teaching Strategies</li> <li>• Whole Class</li> <li>• Small Group</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Graphic organizers</li> <li>• Reciprocal Teaching Strategies</li> <li>• Whole Class</li> <li>• Small Group</li> <li>• Flexible grouping</li> </ul>	<p style="text-align: center;"><b>Suggested Materials/Resources</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Novels : student choice</li> <li>• Historical fiction notes</li> <li>• <b>Anthology:</b>  <ul style="list-style-type: none"> <li>Drummer Boy of Shiloh p. 316</li> <li>Roll of Thunder Hear My Cry p. 374</li> </ul> </li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Social Studies Text  <ul style="list-style-type: none"> <li>Civil War Vocabulary</li> </ul> </li> <li>• <b>Anthology:</b>  <ul style="list-style-type: none"> <li>Harriet Tubman p. 258</li> <li>Letter to Harriet Tubman p. 270</li> <li>Mysterious Mr. Lincoln p. 274</li> <li>Civil War Journal p. 327</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Suggested Assessments</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• CFAs</li> <li>• Journal responses/written responses to text (<b>RL.1</b>)</li> <li>• Class and Partner Discussions (<b>RL.9, SL.1</b>)</li> <li>• Point of View Graphic Organizer (<b>RI.9</b>)</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Historical Vocabulary Use (<b>RI.4</b>)</li> <li>• Historically Accurate Content in Civil War Journal Writing (<b>W.3</b>)</li> <li>• Class and Partner Discussions (<b>SL.1</b>)</li> </ul>

<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Mini-lessons</li><li>• Graphic organizers</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Rubrics</li><li>• Peer-Editing/Revising</li><li>• Model Journal Writing</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Mini-Lessons</li><li>• Modeling</li><li>• Pair-shares</li><li>• Turn and Talks</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li>• Peer Editing/Revising</li><li>• Modeling</li><li>• Mini-Lessons</li><li>• Authentic Writing</li></ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• <b>Anthology</b><ul style="list-style-type: none"><li>“Not My Bones” p. 628</li><li>“O Captain My Captain” p 728</li><li>“I Saw Old General at Bay” p. 732</li><li>“The Other Pioneers” p. 738</li></ul></li><li>• Poem Templates</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Civil War Journal Sample</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Audio Version of Text (<a href="http://www.classzone.com">www.classzone.com</a>)</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li>• <b>Compound- Complex Sentences (McDougal Littell Anthology)</b><ul style="list-style-type: none"><li>Combine Sentences p.237</li><li>Form Compound Sentences p.714</li><li>Form Complex Sentences p. 727</li><li>Form Compound-Complex Sentence p.781</li></ul></li></ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Publish Own Poetry (<b>W.5, L.1, L.2</b>)</li><li>• Assessment of Poetic Elements (<b>L.5</b>)</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Create Personal Civil War Journal (<b>W.5, L.2</b>)</li><li>• Publish Poem (<b>L.2</b>)</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Oral Presentation of Writing (<b>L.2</b>)</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li>• Practice Sentences (<b>L.2</b>)</li><li>• Published Writing (<b>L.3</b>)</li></ul>
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<p><b>Grade: 8</b> <b>Unit Five</b></p>	<p><b>Subject:</b> Language Arts <b>Pacing:</b> 7 Weeks <b>Genre:</b> Choices That Can Change Our World</p>
<p><b>Overarching Standards</b></p>	<p><b>8.RL.10</b> 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.  <b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  <b>8.W.10</b> 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.  <b>8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)  <b>8.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Enduring Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Properly conducted research is dependent upon drawing information from many valid sources.</li> <li>2. In order for information to be valid, it must come from a reliable source.</li> <li>3. Proper note taking demonstrates organization of information.</li> <li>4. Personal strengths and the research topic determine most effective presentation methods.</li> </ol>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What determines “properly conducted research?”</li> <li>2. How do we determine/verify that a source is reliable?</li> <li>3. Why is the organization of notes essential when constructing an original presentation?</li> <li>4. Why is it important to be cognizant of your own strengths and weaknesses regarding presentation skills?</li> <li>5. How do you choose the most effective presentation method for your topic?</li> <li>6. What makes a presentation inform <i>and</i> engage the audience?</li> <li>7. How can the information learned during a presentation inform us, and influence choices made in our own lives?</li> </ol>
<p><b>Priority Standards</b></p>	<p><b>8.RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <b>8.RI.8</b> 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.  <b>8.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

	<p><b>8.W.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>8.SL.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>8.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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**Supporting Standards**

**Reading Strand: Reading for Literature Standards**

**Key Ideas and Details**

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
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.

**Craft and Structure**

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.
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.

**Integration of Knowledge and Ideas**

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.

**Reading Strand: Reading for Information Standards**

**Key Ideas and Details**

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.
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.

**Craft and Structure**

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.

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.

**Integration of Knowledge and Ideas**

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.
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.

**Writing Strand Writing Standards**

**Text Types and Purposes**

1. Write arguments to support claims with clear reasons and relevant evidence.
  - 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - 1d. Establish and maintain a formal style.
- 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.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.



**Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
- 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.

**Research to Build and Present Knowledge**

- 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.
- 9 a. 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”).
- 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”).

**Speaking and Listening Strand: Speaking and Listening Standards**

**Comprehension and Collaboration**

- 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.
  - 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.
  - 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments

with relevant evidence, observations, and ideas.

- 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
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.

**Presentation of Knowledge and Ideas**

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.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Language Strand: Language Standard**

**Conventions and Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - 1b. Form and use verbs in the active and passive voice.
  - 1c. Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
  - 1d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - 2b. Use an ellipsis to indicate an omission.
  - 2c. Conventions of Standard English: Spell correctly

	<p><b>Knowledge of Language</b></p> <p>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).</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p> <p>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.</p> <p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>4c. Vocabulary Acquisition and Use: 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.</p> <p>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).</p> <p>5b. Use the relationship between particular words to better understand each of the words.</p>		
<p><b>Suggested Strategies/Modes</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Student choice</li> <li>• Independent reading</li> <li>• Anticipatory guide</li> <li>• Flexible grouping</li> <li>• Conferencing</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Using internet / resources-minimum of four sources</li> <li>• Applying nonfiction reading skills</li> </ul>	<p><b>Suggested Materials/Resources</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Novels – Student Choice</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Library Media Specialist</li> <li>• Non-fiction resources</li> <li>• Internet</li> </ul>	<p><b>Suggested Assessments</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• CFAs</li> <li>• Journal Responses/written responses to text (<b>RL.1</b>)</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Topic (<b>W.2</b>)</li> </ul>	

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Mini-lesson (plagiarism)</li> <li>• Mini-lesson (works cited page-MLA format)</li> <li>• Using internet / resources-minimum of five sources</li> <li>• Model thesis statement</li> <li>• Organization of notes (facts into subtopics)</li> <li>• Model Note Taking Guides</li> <li>• Condensing facts using index cards or sheets</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Mini-Lessons</li> <li>• Modeling</li> <li>• Pair-shares</li> <li>• Turn and Talks</li> <li>• Rubrics</li> <li>• Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• MLA format</li> <li>• Graphic Organizers</li> <li>• Note-taking Guides</li> <li>• Rubrics</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Electronic presentation tools</li> <li>• Public Service Announcement samples</li> </ul>	<ul style="list-style-type: none"> <li>• Use of five – ten nonfiction sources <b>(W.8)</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Thesis Statement <b>(W.2)</b></li> <li>• Note Pages <b>(RL.1, RI.8, W.8)</b></li> <li>• Written Speech <b>(RL.1, RI.8, W.2, L.3)</b></li> <li>• Works Cited Page <b>(W.8)</b></li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Self-Assessment of Presentation Skills <b>(SL.4)</b></li> <li>• Presentation <b>(SL 1.c, SL.4, SL.5, L3)</b></li> <li>• Appropriate Public Speaking Skills <b>(SL.4, SL.5)</b></li> </ul>
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<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Modeling</li><li>• Mini-Lessons</li><li>• Authentic Writing</li></ul>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• <b>Sentence Structure (McDougal Littell Anthology)</b></li></ul> <p>Sentence Fragments p.45 Run-on Sentences p.61 Use Correct Sentence Structure (parallelism) p.1015</p>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Practice Sentences (L.1, L.2)</li><li>• Published Writing (L.1, L.2)</li></ul>
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