



8th Grade English Language Arts/ Mapping & Pacing Guide

2018-2019

<i>Topic & Standards</i>	Unit 1 : Culture and Belonging
Q1	<p>Reading: Literature/Informational Text</p> <p>RL/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.8.2: Analyze literary text development/Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <ul style="list-style-type: none">• A: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.• B: Incorporate a theme and its relationship to other story elements into an objective summary of the text. <p>RL/RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.</p> <p>RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style/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.</p> <p>RL/RI.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor./Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints/</p> <p>RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>

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Writing: Informative/Explanatory

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A: 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.
- B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E: Establish and maintain a formal style.
- F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A: 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.
- B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C: 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.
- D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Production and Distribution of Writing:

W.8.4: 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.)

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>

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4-5 Weeks	<p>Assessments</p> <ul style="list-style-type: none"> -Common Summatives -Illuminate Weekly -Common Formatives -2-4 performance tasks that reach DOK level 4 or 3-5 FATPs/RAFTs At least 1 GRASP per Quarter <p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> Characters Setting Conflict Dialogue Simile Rising action Climax Falling action Resolution Central idea Supporting detail Repetition Chronological order Author's purpose 	<p>Below Grade Level:</p> <ul style="list-style-type: none"> - Extended Response questions with structure - Vocabulary contained within texts -Skill focused small group assignments -Audio assistance -Small group discussions -Graphic organizers to demonstrate content understanding -Basic comprehension questions, DOK level 2 or higher <p>At or Above Grade Level</p> <ul style="list-style-type: none"> -Extended responses -Analytical assessments of texts -Comparison and contrast of supplemental or companion texts -Use of grade appropriate vocabulary - Independent research using an aspect of the readings -Study of related informational text -Discussions surrounding 	<p>Resources</p> <p>Houghton Mifflin Harcourt Collections Series pgs. 3 - 83</p> <p style="text-align: center;">Anchor Texts</p> <p>Short stories</p> <p>My Favorite Chaperone by Jean Davies Okimoto – pg. 3</p> <p>from The Late Homecomer by Kao Kalia Yang – pg. 53</p> <p>Close Reader</p> <p>Golden Glass by Alma Luz Villanueva – pg. 30c</p> <p>Personal Essay</p> <p>Bonne Annee – Jean Pierre Benoit – pg. 31</p> <p>Research Study</p> <p>A Place to Call Home by Scott Bittle and Jonathan Rochkind – pg. 41</p> <p>Essay</p> <p>What to Bring by Naisha Jackson – pg. 52c</p> <p>Memoir</p> <p>Museum Indians by Susan Power – pg. 70c</p> <p>Documentary</p>	<p>Performance Tasks</p> <p>Write an Expository Essay – pg. 79</p> <p>Write a Personal Narrative – pg. 83</p> <p style="text-align: center;">Additional Tasks:</p> <p>Journal writing</p> <p>Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers</p> <p>Student-supported readings using</p> <p style="text-align: center;">CEA: claim, evidence, analysis</p> <p>Figurative language activities</p> <p>Vocabulary; simile, metaphor, personification, idiom, hyperbole</p> <p>Event maps using the Retell Model</p> <p>Academic Vocabulary</p> <p>Examine Greek and Latin affixes and roots</p> <p>Oral communication strategies (pitch, pace, eye contact...)</p> <p>Poetry reading, extended responses, analysis</p> <p>Author studies</p>
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	Heading Subtitle Subheadings Draw conclusions Bulleted list Bar graph Imagery Memoir Allusion Symbol Compound word Documentary Imagery Stanza Line Line break Pace Mood Rhythm Tone Diction	themes and author's purpose -Socratic seminars -Journal writing or reflective writing	New Immigrants Share Their Stories by Lisa Gossels – pg. 71 Poem The Powwow at the End of the World by Sherman Alexie – pg. 75	
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Topic & Standards

Q1

Unit 2 : The Thrill Of Honor

Reading: Informational Text/Literary Text

RI/RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/ Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI/RL.8.2: Analyze informational text development/ 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/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.

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- b. Incorporate central ideas and their relationships into an objective summary of the text.

RI/RL.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)/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.

RI/RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.

RI/RL.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept/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.

RI/RL.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints/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.

RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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Writing: Informative/Explanatory

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

- A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A: 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.
- B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E: Establish and maintain a formal style.
- F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **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").
- **B:** 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").

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Production and Distribution of Writing:

W.8.4: 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.)

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

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Presentation of Knowledge and Ideas:

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
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4-5 Weeks	<p>Assessments</p> <ul style="list-style-type: none"> -Illuminate Weekly Common Formatives -Common Summatives -2-4 performance tasks that reach DOK Level 4 or 3-5 FATPs/ RAFTs -At least 1 GRASP per Quarter <p>Academic Vocabulary</p> <ul style="list-style-type: none"> First-person point of view Unreliable narrator Narrator Suspense Theme Repetition Figurative language Simile Author's purpose Author's viewpoint Counterargument Subject Verb Syntax Debate 	<p>Below Grade Level:</p> <ul style="list-style-type: none"> - Extended Response questions with structure -Vocabulary contained within texts - Skill focused small group assignments -Audio assistance -Small group discussions -Graphic organizers to demonstrate content understanding - Basic comprehension questions, DOK level 2 or higher <p>At or Above Grade Level</p> <ul style="list-style-type: none"> -Extended responses -Analytical assessments of texts -Comparison and Contrast of Supplemental or companion texts -Use of grade appropriate vocabulary 	<p>Resources</p> <p>Houghton Mifflin Harcourt Collections Series pgs. 89 – 137</p> <p>Anchor Texts</p> <p>Short Story</p> <p>The Tell-Tale Heart by Edgar Allan Poe – pg. 89</p> <p>The Monkey's Paw by W.W. Jacobs – pg. 105</p> <p>Close Reader</p> <p>The Outsider by H. P. Lovecraft – pg. 98c</p> <p>Man-Made Monsters by Daniel Cohen – pg. 132c</p> <p>Essay</p> <p>Scary Tales by Jackie Torrence – pg. 99</p> <p>Poem</p> <p>Frankenstein by Edward Field – pg. 120c</p> <p>Film Clip</p> <p>from The Monkey's Paw by Ricky Lewis Jr. – pg. 121</p> <p>Literary Criticism</p> <p>What is the Horror Genre? By Sharon A. Russell – pg. 125</p>	<p>Performance Tasks</p> <p>Deliver a Persuasive Speech – pg. 133</p> <p>Write a Literary Analysis – pg. 137</p> <p>Additional Tasks:</p> <ul style="list-style-type: none"> Discussions Journal writing Media presentations Summary writings Independent research Writing extended responses Comparing and contrasting using graphic organizers Vocabulary games Student-supported readings using <p>CEA: claim, evidence, analysis</p> <ul style="list-style-type: none"> Academic Vocabulary Oral communication strategies (pitch, pace, eye contact...) Poetry reading, extended responses, analysis Author studies
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	Infer Predict Universal theme Imagery Dialogue Inferences Summary Literary criticism Genre	-Independent research using an aspect of the readings - Study of related informational text -Discussions surrounding themes and author's purpose -Socratic seminars - Journal writing or reflective writing		
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Topic & Standards

Q2

Unit 3: The Move Toward Freedom

Reading: Literature/Informational Text

RL/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL/RI.8.2: Analyze literary text development/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.

- A: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- B: Incorporate a theme and its relationship to other story elements into an objective summary of the text.

RL/RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style/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.

RL/RI.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor./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/

RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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Writing: Argument

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

- A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A: 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.
- B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E: Establish and maintain a formal style.
- F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

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W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
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Production and Distribution of Writing:

W.8.4: 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.)

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W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
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<p>4-5 Weeks</p>	<p>Assessments</p> <ul style="list-style-type: none"> -Illuminate Weekly Common Formatives -Common Summatives -2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs -At least 1 GRASP per Quarter <p>Academic Vocabulary</p> <ul style="list-style-type: none"> Characterization Imagery Setting Symbol Mood Allusion Analogy Syntax Parallelism Draw conclusions Author’s craft Biography Compare Contrast Denotation Connotation 	<p>Below Grade Level:</p> <ul style="list-style-type: none"> -Extended Response questions with structure -Vocabulary contained within texts -Skill focused small group assignments -Audio assistance -Small group discussions -Graphic organizers to demonstrate content understanding -Basic comprehension questions, DOK level 2 or higher <p>At or Above Grade Level</p> <ul style="list-style-type: none"> -Extended responses -Analytical assessment of texts -Comparison and contrast of supplemental or companion texts -Use of grade appropriate vocabulary -Independent research using an aspect of the 	<p>Resources</p> <p>Houghton Mifflin Harcourt Collections Series pgs. 143 - 207</p> <p>Anchor Texts</p> <p>Autobiography</p> <p>From The Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass – pg. 143</p> <p>Biography</p> <p>from Harriet Tubman: Conductor on the Underground Railroad by Ann Petry – pg. 151</p> <p>Historical Fiction</p> <p>The Drummer Boy of Shiloh by Ray Bradbury – pg. 167</p> <p>Short Story</p> <p>A Mystery of Heroism by Stephen Crane – pg. 176c</p> <p>History Writing</p> <p>from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis by James L. Swanson – pg. 177</p>	<p>Performance Tasks</p> <p>Create a Visual Presentation – pg. 203</p> <p>Write a Literary Analysis – pg. 207</p> <p>Additional Tasks:</p> <ul style="list-style-type: none"> Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using <p>CEA: claim, evidence, analysis</p> <ul style="list-style-type: none"> Figurative language activities Vocabulary; simile, metaphor, personification, idiom, hyperbole Event maps using the Retell Model Academic Vocabulary Read and discuss memoirs Write analyses of various pieces of poetry Monologues (reading, reviewing, or writing) Oral communication strategies (pitch, pace, eye contact...) Poetry reading, extended responses, analysis
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	Subject Direct object Elegy Metaphor Extended metaphor Figurative language Tone Style Free verse Meter Rhythm Scansion	readings -Study of related informational text -Discussions surrounding themes and author's purpose -Socratic seminars -Journal writing or reflective writing	Journal Entries Civil War Journal by Louisa May Alcott – pg. 198c Poem O Captain! My Captain! By Walt Whitman– pg. 199	Author studies
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<i>Topic & Standards</i>	Unit 4 : Approaching Adulthood
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Q2

Reading: Informational Text/Literary Text

RI/RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/ Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI/RL.8.2: Analyze informational text development/ 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/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.

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- b. Incorporate central ideas and their relationships into an objective summary of the text.

RI/RL.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)/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.

RI/RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.

RI/RL.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept/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.

RI/RL.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints/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.

RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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Writing: Argument

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

- A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- B: 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").

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Production and Distribution of Writing:

W.8.4: 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.)

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W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Presentation of Knowledge and Ideas:

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>

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<p>4-5 Weeks</p>	<p>Assessments -Illuminate Weekly Common Formatives -Common Summatives -4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs -At least 1 GRASP per Quarter Academic Vocabulary Theme Metaphor Motivations Inference Simile Symbol Speaker Personification Metaphor Argument Support</p>	<p>Below Grade Level: -Extended Response questions with structure -Vocabulary contained within texts -Skill focused small group assignments -Audio assistance - Small group discussions -Graphic organizers to demonstrate content understanding -Basic comprehension questions, DOK level 2 or higher At or Above Grade Level -Extended responses -Analytical assessments of texts Comparison and contrast of supplemental or companion texts -Use of grade appropriate vocabulary</p>	<p>Resources Houghton Mifflin Harcourt Collections Series pgs. 213 - 273 Anchor Texts Short Story Marigolds by Eugenia Collier – pg. 213 Close Reader The Whistle by Anne Estevis – pg. 228c Identity (poem) by Julio Noboa Polanco – pg. 234d Hard on the Gas (poem) by Janet S. Wong – pg. 234e Poems Hanging Fire by Audre Lorde – pg. 229 Teenagers by Pat Mora – pg. 231 Argument</p>	<p>Performance Tasks Write a Literary Analysis – pg. 269 Produce a Multimedia Campaign – pg. 273 Additional Tasks: Discussions Journal writing Media presentations Summary writings Independent research Writing extended responses CEA: claim, evidence, analysis Comparing and contrasting using graphic organizers Vocabulary games Socratic seminars Adjectives review Review of persuasive writings (menus, advertisements, speeches, etc.) Poetry readings and analyses Oral communication strategies (pitch, pace, eye contact...) Poetry reading, extended responses, analysis</p>
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	<p>Evidence Denotation Connotation Trace Counterarguments Evaluate Relevant Irrelevant Claim Arbitrary Confluence Inadequate Autonomous Cohort Egregious Diffuse Thwart Fact Opinion Details Draw conclusions Experts Idiom Reasoning Deductive reasoning Inductive reasoning Summary Objective summary Visual elements Public service announcement</p>	<p>-Independent research using an aspect of the readings -Study of related informational text -Discussions surrounding themes and author's purpose -Socratic seminars -Journal writing or reflective writing</p>	<p>When Do Kids Become Adults by Laurence Steinberg, Jenny Diamond Cheng, Jamie Lincoln Kitman, Barbara Hofer, and Michael Thompson – pg. 235 Non-Fiction Much Too Young To Work So Hard by Naoki Tanaka – pg. 246c Articles Is 16 Too Young to Drive a Car? By Robert Davis – pg. 247 Fatal Car Crashes Drop for 16-Year Olds, Rise for Older Teens by Allison Aubrey – pg. 256 Public Service Announcement Film Your Phone Can Wait by Stephanie Ramirez – pg. 263 Public Service Announcement Poster Driving Distracted – pg. 266</p>	<p>Author studies</p>
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<i>Topic & Standards</i> <i>Q3</i>	Unit 5 : Anne Frank’s Legacy
	<p>Reading: Literature/Informational Text</p> <p>RL/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.8.2: Analyze literary text development/Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <ul style="list-style-type: none">• A: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.• B: Incorporate a theme and its relationship to other story elements into an objective summary of the text. <p>RL/RI.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision/Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RL/RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.</p> <p>RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style/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.</p> <p>RL/RI.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor./Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints/</p> <p>RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>

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Writing: Narrative

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A: 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.

B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

C: 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.

D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

W.8.4: 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.)

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

Presentation of Knowledge and Ideas:

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
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4-5 Weeks	<p>Assessments</p> <ul style="list-style-type: none"> -Illuminate Weekly Common Formatives -Common Summatives -2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs -At least 1 GRASP per Quarter <p>Academic Vocabulary</p> <ul style="list-style-type: none"> Drama Playwright Script Cast of characters Stage directions Setting Structure Scenes Dialogue Contrast Symbol Hyperbole Denotation Connotation Idiom Dialogue Pun Chronological order 	<p>Below Grade Level:</p> <ul style="list-style-type: none"> -Extended Response questions with structure -Vocabulary contained within texts - Skill focused small group assignments -Audio assistance -Small group discussions -Graphic organizers to demonstrate content understanding -Basic comprehension questions, DOK level 2 or higher <p>At or Above Grade Level</p> <ul style="list-style-type: none"> -Extended responses -Analytical assessments of texts Comparison and contrast of supplemental or companion texts -Use of grade appropriate vocabulary - Independent research using an aspect of the readings -Study of related informational text 	<p>Resources</p> <p>Houghton Mifflin Harcourt Collections Series pgs. 279 - 389</p> <p>Anchor Texts</p> <p>Drama The Diary of Anne Frank by Frances Goodrich and Albert Hackett – pg. 279</p> <p>Close Reader from The Diary of a Young Girl by Anne Frank – pg. 355</p> <p>Literary Criticism from Anne Frank: the Book, The Life, the Afterlife by Francine Prose – pg. 369</p> <p>Speech After Auschwitz by Elie Wiesel – pg. 379</p> <p>Poem There But For The Grace by Wislawa Szymborska – pg. 385</p>	<p>Performance Tasks</p> <p>Write an Expository Essay – pg. 389</p> <p>Additional Tasks:</p> <ul style="list-style-type: none"> Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using CEA: claim, evidence, analysis Figurative language activities Event maps using the Retell Model Academic Vocabulary Read and respond to newspaper articles (economics sections) Create advertisements Research on Legacies Research on the Holocaust In-depth study of Adolph Hitler Diary writing Oral communication strategies (pitch, pace, eye contact...) <p>Poetry reading, extended</p>
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	Character traits Irony Simile Metaphor Tone Situational irony Dramatic irony Publish Draft Diary Heading Inference First-person point of view Author's point of view Prepositional phrase Ethical appeal Emotional appeal Persuade Figurative language Imagery	-Discussions surrounding themes and author's purpose -Socratic seminars -Journal writing or reflective writing		responses, analysis Author studies
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Topic & Standards

Q3

Unit 6: The Value Of Work

Reading: Literature/Informational Text

RL/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL/RI.8.2: Analyze literary text development/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.

- A: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- B: Incorporate a theme and its relationship to other story elements into an objective summary of the text.

RL/RI.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision/Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RL/RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style/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.

RL/RI.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor./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/

RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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Writing: Narrative

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A: 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.
- B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C: 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.
- D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Production and Distribution of Writing:

W.8.4: 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.)

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
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4-5 Weeks	<p>Illuminate Weekly Common Formatives Common Summatives 2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per Quarter</p> <p>Academic Vocabulary Irony Dramatic irony Style Tone Omniscient Theme Point of view Narrator Homophones Metaphor Simile Counterarguments Claim Relevant Figurative language Personification</p>	<p>Below Grade Level: -Vocabulary contained within texts -Skill focused small group assignments -Audio assistance -Small group discussions -Graphic organizers to demonstrate content understanding -Basic comprehension questions, DOK level 2 or higher</p> <p>At or Above Grade Level -Extended responses -Analytical assessments of texts Comparison and contrast of supplemental or companion texts -Use of grade appropriate vocabulary -Independent research using an aspect of the readings -Study of related</p>	<p>Resources Houghton Mifflin Harcourt Collections Series pg. 393 - 442</p> <p>Anchor Texts Novel from The Adventures of Tom Sawyer by Mark Twain – pg. 395</p> <p>Close Reader The Flying Machine by Ray Bradbury – pg. 404c The Real McCoy by Jim Haskins (Biography) – 408c Teens Need Jobs, Not Just Cash by Anne Michaud – pg. 419 Teens at Work by Anne Michaud – pg. 422 To Be of Use by Marge Piercy (poem) – pg. 436d A Story of How a Wall Stands (poem) – pg. Simon J. Ortiz – pg. 436d</p> <p>Graphic Story</p>	<p>Performance Tasks Write a Short Story – pg. 437 Write an Argument – pg. 441 Additional</p> <p>Tasks: Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using</p> <p>CEA: claim, evidence, analysis Figurative language activities Event maps using the Retell Model Academic Vocabulary Read and respond to newspaper articles (economics sections) Create advertisements Read and respond to poetry Read short stories and write extended responses and evaluations Diary and memoir writing Oral communication strategies</p>
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	<p>Epithets Epigraph Form Sonnet Meter Foot (poetry) iamb iambic pentameter Free verse</p>	<p>informational text -Discussions surrounding themes and author's purpose -Socratic seminars -Journal writing or reflective writing</p>	<p>The Flying Machine by Ray Bradbury illustrated by Bernard Krigstein – pg. 404g Memoir One Last Time by Gary Soto – pg. 405 Poems Chicago by Carl Sandburg – pg. 427 Find Work by Rhina P. Espaillat – pg. 431 My Mother Enters the Work Force by Rita Dove – pg. 433</p>	<p>(pitch, pace, eye contact...) Poetry reading, extended responses, analysis Author studies</p>
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Topic &	Unit 7
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Standards

Q4

Reading: Literature/Informational Text

RL/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text/Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL/RI.8.2: Analyze literary text development/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.

- A: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- B: Incorporate a theme and its relationship to other story elements into an objective summary of the text.

RL/RI.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision/Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RL/RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts/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.

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style/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.

RL/RI.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor./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/

RL/RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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Writing: Argument

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

- A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D: Establish and maintain a formal style.
- E: Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A: 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.
- B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E: Establish and maintain a formal style.
- F: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

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W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Production and Distribution of Writing:

W.8.4: 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.)

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
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	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs At least 1 GRASP per Quarter</p>			

Topic &

Unit 8

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<p>Standards</p> <p>Q4</p>	<p>Focus: TESTING PREPARATION Exams: NWEA (MAP), AIR, This quarter, teachers should place heavy focus on test preparation. 10 Things You Should Do: □ Explore online resources that support testing strategies. □ Review State of Ohio Testing Blueprints □ Use test preparation sites to review sample questions with students. □ Become familiar with testing rules and regulations. □ In TBT groups, discuss testing needs, review rules, and devise test prep exam samples for students to obtain maximum practice with all types of test questions. □ Refer to ODE’s website for testing updates.</p> <p>Provide parents with testing resources and materials. □ Review the year’s content to ensure students’ full understanding. □ Help students to make cross-curricular connections. □ Explore supplemental material that compliments genres and reinforces skills. □ Begin to explore the next grade level’s content (vertical alignment). Test Preparation Resource Links:</p>			
<i>Time Frame</i>	<i>Types of Assessment</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
	<p>Illuminate Weekly Common Formatives Common Summatives</p> <p>2-4 performance tasks that reach DOK level 4</p>			
	<p>or 3-5 FATPs / RAFTs At least 1 GRASP per Quarter</p>			

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