

**Grade Eight English Language Arts
Unit 1 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #1 – The Making of a Good Story
Pacing	35 days

Unit Summary

Students will use prior and reinforced knowledge of fictional elements to understand narrative texts more deeply. Students will develop an understanding of how characterization, perspective, setting, conflict, plot, irony, focus and narrative elements impact the reading experience. After exploring a variety of narratives, students will apply their learning by creating their own immersive narrative pieces. Writing instruction will emphasize the full writing process with a focus on effective revision.

Priority and Supporting CCSS

Note: The following standards are overarching standards and are found in all grade eight units of study: RL.10, RI.10,W.10, SL.1, SL.6, L.6, L.4

CCR.8.RL.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.

CCR.8.RL.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.

CCR.8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCR.8.W.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.

CCR.8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCR.8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCR.8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.

Grade Eight English Language Arts Unit 1 Reading and Writing

CCR.8.W.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.

CCR.8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCR.8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCR.8.W.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.

CCR.8.SL.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.

CCR.8.SL.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.

CCR.8.SL.1b FOLLOW rules for collegial discussions and decision-making, TRACK progress toward specific goals and deadlines, and DEFINE individual roles as needed.

CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.8.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.8.L.2c SPELL correctly.

CCR.8.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.8.L.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.

CCR.8.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.3 <ul style="list-style-type: none"> ● How to analyze ● Story Elements <ul style="list-style-type: none"> ○ Plot ○ Episodes ○ Conflicts 	RL.3 IDENTIFY (elements of a story and drama) EXPLAIN (how characters interact to develop the story/drama) EXPLAIN (changes in setting) IDENTIFY (various types of conflict) ANALYZE (how dialogue or incidents propel action) ANALYZE (how dialogue or incidents reveal character)	 1 2 2 1 4 4 4

**Grade Eight English Language Arts
Unit 1 Reading and Writing**

<ul style="list-style-type: none"> ○ Character types (e.g, flat/round) and character roles (e.g., major/minor, protagonist/antagonist) ○ Setting ○ Mood ● Drama elements <ul style="list-style-type: none"> ○ Acts ○ Scenes ○ Dialogue ● Character action, feelings, words, decisions 	<p>ANALYZE (how dialogue or incidents provoke a decision)</p>	
<p>RL.6</p> <ul style="list-style-type: none"> ● Compare ● Contrast ● Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) ● Point of view ● Similarities and differences between narrator and character ● Effects (e.g., dramatic irony, suspense, humor) 	<p>RL.6</p> <p>DESCRIBE (author's purpose for writing text)</p> <p>IDENTIFY (different characters' points of views)</p> <p>ANALYZE(how differences in the point of view of characters and audience or reader create effects)</p>	<p>1</p> <p>1</p> <p>4</p>
<p>W.3</p> <ul style="list-style-type: none"> ● Topic ● Events and experiences ● Effective techniques ● Descriptive Details ● Structured events 	<p>W.3</p> <p>WRITE (to develop real or imagined experiences or events)</p> <p>USE (effective technique)</p> <p>USE (descriptive details)</p> <p>USE (well-structured event sequence)</p>	<p>6</p> <p>3</p> <p>3</p> <p>3</p>
<p>W.3c</p> <ul style="list-style-type: none"> ● Transitions <ul style="list-style-type: none"> ○ Words 	<p>W.3c</p> <p>USE (transition words, phrases, and clauses)</p> <p>CONVEY (sequence)</p>	<p>3</p> <p>3</p>

**Grade Eight English Language Arts
Unit 1 Reading and Writing**

<ul style="list-style-type: none"> ○ Phrases ○ Clauses ● Sequence ● Shifts in time and setting ● Relationships among experiences and events ● Coherence (paragraph unity, sentence cohesion, parallelism) 	<p>SIGNAL (shifts in time or setting)</p> <p>SHOW (relationships among experiences and events)</p>	<p>3</p> <p>4</p>
<p>W.3d</p> <ul style="list-style-type: none"> ● Precise words and phrases ● Relevant descriptive details ● Figurative language ● Plot Development <ul style="list-style-type: none"> ○ Action ○ Experiences ○ Events 	<p>W.3d</p> <p>USE (precise words and phrases)</p> <p>USE(relevant descriptive details)</p> <p>USE (sensory language to capture the action)</p> <p>CONVEY (experiences)</p> <p>CONVEY (events)</p>	<p>3</p> <p>3</p> <p>3,6</p> <p>3</p> <p>3</p>
<p>SL.1c</p> <ul style="list-style-type: none"> ● questions that connect ideas ● relevant evidence ● relevant observations ● relevant ideas 	<p>SL.1c</p> <p>POSE (questions that connect ideas)</p> <p>RESPOND (with relevant evidence, observations, ideas)</p>	<p>2, 4</p> <p>5</p>
<p>L.1d</p> <ul style="list-style-type: none"> ● Inappropriate shifts in verb voice and mood 	<p>L.1d</p> <p>RECOGNIZE (inappropriate shifts in verb voice)</p> <p>RECOGNIZE (inappropriate shifts in mood)</p> <p>CORRECT (inappropriate shifts in verb voice)</p> <p>CORRECT (inappropriate shifts in mood)</p>	<p>1</p> <p>1</p> <p>3</p> <p>3</p>
<p>L.4b</p> <ul style="list-style-type: none"> ● Greek or Latin affixes ● Greek or Latin roots 	<p>L.4b</p> <p>USE (Greek or Latin affixes and roots as clues to the meaning of a word)</p>	<p>3</p>

**Grade Eight English Language Arts
Unit 1 Reading and Writing**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What makes a story worth reading? 2. How do we engage in meaningful conversation? 3. How can a word reveal its meaning? 4. How do we write effective narratives to immerse the reader? 	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. 3. Word parts are clues to word meaning. 4. Writers use narrative elements to immerse readers within their stories.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Impact of setting, point of view, irony, characterization, conflict, and narrative elements on the reader's experience • Analysis of how one action or dialogue can propel the story forward (cause and effect within narrative) • Development of well-structured, immersive narratives <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none"> 1. During the first unit, create reading expectations and establish routines with students. Discuss reading stamina and begin to create reading goals. Teach procedures for keeping track of their reading volume. 2. Follow <i>CROSSWALK Coach</i>, Lesson 25, pages 204-209 and <i>Common Core Coach</i>, Lesson 10, page 165 For Greek and Latin affixes. 3. The following lessons can be embedded throughout the unit: 	<p><u>Teacher Notes</u></p>

Grade Eight English Language Arts Unit 1 Reading and Writing

CROSSWALK Coach, Lesson 2, pages 28-33 (RL.3, RL.6), Lesson 3, pages 34-39 (RL.3, RL.6) and Lesson 17, pages 144-149 (Writing)

Common Core Coach, Lesson 1, pages 6-12 (RL), Lesson 4, pages 62-73 (W.3), Lesson 6, pages 98-102 (RL.6), Lesson 8, pages 124-135 (W3)

- Discuss and model how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 - Use of cause and effect organizers.
 - “Which event/dialogue was the most impactful/revealing? Support with evidence from the plot and/or characterization”
- Review elements of fiction: [flocabulary video](#), elements of fiction graphic organizer, and “Five Elements that go into a Great Short Story” information sheet. Review the different types of conflict.
 - Add content vocabulary to unit word wall
 - Model identification of elements of fiction using an anchor narrative and use leveled texts to allow for group practice.
 - Initially, allow students to work with a picture book of their choosing, from home or a platform such as [uniteforliteracy.com](#) or [getepic.com](#).
 - Students may revisit the same story over multiple days. Students will focus on identifying and exploring the effectiveness of one element daily.
 - Possible activities to practice identifying elements of fiction: completion of graphic organizers, plot comics, narrative story outline, and/or short story analysis worksheet.
 - Allow students to peer-annotate a short narrative using a platform such as [nowcomment.com](#).
- Review and model the types of characterization.
 - Ask students to find examples of characterization within their independent novels or short stories. Ask students to share and synthesize their findings: Which type of characterization is the most effective? Why?
- Review definitions of “flat character,” “round character,” “dynamic character,” “static character” and “dramatic foil.”
 - Allow students to brainstorm characters that fit under these categories. Brainstorming can include new media texts (e.g., video games, movies, television, podcasts). Alternatively, provide character images from popular culture and ask students to sort the images based on character types.
 - Model the interpretation of character types by using teacher-selected texts such as children’s books, fairy/folk tales, short stories or novel excerpts.

Grade Eight English Language Arts Unit 1 Reading and Writing

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ “Tuning Into a Character’s Personality” graphic organizer with added flat/round conclusion piece, “Why is that Character Changing?” (Laura Robb Binder) graphic organizer with added dynamic/static conclusion piece ○ Allow students to create a character resume by providing a resume framework and sample. <ul style="list-style-type: none"> ▪ Students can view the interactive guide on readwritethink.org as an additional resource. ○ Possible Extension Activities: <ul style="list-style-type: none"> □ Practice interpretation of character/characterization types: “Open Mind” graphic organizer, Seed/SIP Discussions, character interview activity, character resumes, “Character’s Decisions and You” worksheet, character type bookmarks, Interpretation of character/characterization types: independent Scholastic Scrapbook Activity, character trading cards
<ul style="list-style-type: none"> ● Analyze how differences in point 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. <ul style="list-style-type: none"> ○ Review different points of view; use model texts (e.g., “The Lottery”) to demonstrate and discuss different points of view. ○ Analyze the reasoning behind the author’s choice of point of view. ○ Rewrite short excerpts from short stories from another point of view and discuss the impact of the change. <p>Possible Extension Activities:</p> <ul style="list-style-type: none"> □ Contact various published authors to determine reasoning behind choosing POV for independent reading novels. □ Read excerpts from <i>The Book Thief</i>. Take part in SIP/Seed discussions to determine why the author chose to rewrite the entire novel from Liesel’s POV to Death’s Point of View (or use it as informal talking points). □ Read excerpts from <i>Twilight</i> and compare the text as told from Bella’s perspective to the unpublished text told from Edward’s Point of View. Analyze how the change in Point of View affects the reader’s experience and the story as a whole. <ul style="list-style-type: none"> ○ Read dramatic pieces, such as “Novioboy” by Gary Soto, to discuss dramatic irony and its effects on the reader. ○ Students will produce a narrative writing piece such as RAFT activities to assess knowledge of the elements of fiction/narrative writing such as dialogue, pacing and sensory details (see RAFT Worksheet) or end of unit narrative assessment. <ul style="list-style-type: none"> ○ Frequent writing workshop Meets should be scheduled. Each Meet should have a focus theme (e.g., conflict, plot, setting, characterization, narrative elements, theme). | |
|---|--|

Grade Eight English Language Arts Unit 1 Reading and Writing

<p>Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.</p>	
--	--

Vocabulary

Action/plot- real or fictional events that compromise the subject of a novel, story, poem or play

Affix- a group of letters added to the beginning or end of a word that changes the meaning of the word

Audience-the spectators, listeners, and intended readers of a writing, performance, or speech.

Author's Message- the significant point (i.e., theme, main idea) that the author conveys through text

Author's purpose- the reason(s) the author has for writing a selection; to inform, to entertain, or persuade

Characterization- the way a writer reveals a character's personality-through the character's words and behavior, descriptions of the character's appearance, thoughts and feelings, and comments made about the character by others in the story

Character's Action/Character's Interaction-the events reflective of a character's motives and personality; interaction refers to the character's interplay with others.

Character's Relationships-the way in which a character behaves with others. A character's relationships can be used to characterize.

Clause- a group of words having its own subject and predicate but forming only part of a complete sentence

Climax- the point in a story that creates the greatest suspense or interest

Conflict/Tension-The main character's main problem. Conflict/tension drives a narrative's plot.

Dialogue- a direct conversation between characters

Drama- a written work that tells a story through action or speech and is meant to be acted out

Dramatic Irony- a situation in which the reader and audience knows something that the characters in the text do not

Event sequence/Sequence of events- the order in which events occur

Evidence- information that shows, proves, or gives reasons for making a judgment

Excerpt-a carefully selected piece of a larger text.

Flashback-A break in the narrative's plot in order to reveal past events.

Focus-the most significant event or idea in a text. The focus event/idea is typically more elaborate than other ideas.

Irony- a literary technique that involves surprising, interesting, or amusing contradictions

Logical sequence of events-a series of actions which follow realistic cause and effect relationships.

Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader

Grade Eight English Language Arts Unit 1 Reading and Writing

Narrative/narrative writing- a story of description of events that may or may not be true

Opinion- a belief based on thoughts or feelings, rather than on facts

Plot- the series of related events that make up a story

Point of view/viewpoint- the position of the narrator in relation to the story derived from the author's depiction of events and attitude towards the character

- First person- narrator is telling the story and is a character in the story
- First person omniscient- told through the perspectives of multiple characters (i.e., swaps perspective from one chapter to the next)
- Second person- narrator tells the story to another character using "you" (least common used POV in fiction)
- Third person- narrator is telling a story from someone else's viewpoint
- Third person limited- narrator that reports the facts and interprets events from the perspective of a single character
- Third person objective- narrator tells the story without describing any character's thoughts, opinions or feelings (unbiased POV)
- Third person omniscient- all knowing narrator who reports facts but interprets events and relates feelings of character

Propelling Action- an event or detail in a text that drives the story forward

Resolution- the part of the plot that takes place after the climax, bringing the story to a close

Root Word-the most basic part of a word; root words do not contain prefixes or suffixes.

Sensory details/language/description- vivid language that allows the reader to visualize; sensory details appeal to the readers' senses.

Sequence- the order in which events or ideas are arranged

Setting-the location and time period in which the narrative occurs.

Shift in narrator's perspective/point of view- a change in the point of view (e.g., the exposition and rising action are in third person limited, but the climax becomes objective)

Situational irony- a situation in which the outcome of an event is the opposite of what is expected; used by writers for effect

Summarize (Narrative Summary)-a brief review of the plot. Narrative summaries include reference to all the parts of plot, significant characters, conflict, and setting.

Suspense- a state of uncertainty an author creates for the reader to maintain the reader's interest

Theme- the implicit message conveyed in narratives, plays, and poems.

Transitions- words, phrases or clauses that connect or move ideas from one subject to another

Verbal irony- a situation in which a character's or narrator's words do not match what is really meant; used by writer's for effect

Visualize-the act of forming a mental picture; imagining.

Word function- the grammatical role or position occupied by a word in written material

**Grade Eight English Language Arts
Unit 1 Reading and Writing**

Assessment	Performance Task
Formal <ul style="list-style-type: none"> • MAP • RAFT Narrative (SBAC Rubric) • End of Unit Assessment Informal <ul style="list-style-type: none"> -Quizzes -Rubrics -Journaling/blogging -Teacher Observation -Conferencing/Peer Conferencing -Discussions/Conversations -Self Evaluations -Reading Record Log -Writing Samples 	N/A

Instructional Strategies
<p style="text-align: center;">-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
Instructional <ul style="list-style-type: none"> -Student work -Supporting Documents -Model and Application Texts Additional <ul style="list-style-type: none"> • Selections from Scott Foresman Anthology • <i>Phenomena, Calamities and Heroes</i> by Jamestown 	<ul style="list-style-type: none"> • http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962 • nowcomment.com • www.lrobb.com • www.users.muohio.edu/romanots/ • http://teenink.com • (http://www.stepheniemeyer.com/pdf/midnightsun_partial_draft4.pdf)

Grade Eight English Language Arts Unit 1 Reading and Writing

<ul style="list-style-type: none"> • <i>Scope Magazine</i> • <i>Literature and Thought Series</i> by Perfection • <i>Time for Kids</i> <p>-Current News Articles</p> <p>-<i>Crosswalk Coach</i> and <i>Common Core Coach</i></p> <p>-<i>The Reader's Handbook</i> student book</p> <p>Teacher</p> <p>-<i>The Reader's Handbook</i> Teacher Guide</p> <p>-Grammar for Middle School by Don and Jenny Killgallon</p> <p>-Smart Writing: Practical Units for Teaching Middle School Writers by Laura Robb</p> <p>-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb</p> <p>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</p> <p>-<i>Teaching Reading in Middle School</i> by Laura Robb</p> <p>-<i>Teaching Middle School Writers</i> by Laura Robb</p> <p>-<i>Write Source</i> Teacher's Guide</p> <p>-The Reader's Handbook Teacher's Guide</p> <p>-Thinking Verbs List (Revised Bloom's)</p>	<ul style="list-style-type: none"> • (http://teacher.scholastic.com/activities/scrapbook/) • (http://flocabulary.com/fivethings/) • www.newsela.com (Google SSO) • www.commonlit.org • www.commentnow.com • http://www.readwritethink.org/files/resources/interactives/resume/ • http://www.uniteforliteracy.com • http://www.getepic.com
---	--

Multicultural Diversity	MPTN Connection
<p><u>Select excerpts from:</u></p> <ul style="list-style-type: none"> • <i>The Hate U Give</i> by Angie Thomas (What everyone wants to know is: what <i>really</i> went down that night? And the only person alive who can answer that is Starr.) *conflict and characterization • <i>The Distance Between Us</i> by Renya Grande (Author Reyna Grande describes her childhood torn between the United States and Mexico, and shines a light on the experiences, fears, and hopes of those who choose to make the harrowing journey across the border.) *theme and setting • <i>Harbor Me</i> by Jacqueline Woodson (celebrates the healing that can occur when a group of students share their stories.) *exposition, 	<p>Note: These texts, in addition to others, are used as instructional anchors and/or application texts. During unit 1, students explore narrative elements (e.g., description, thought, dialogue, characterization) and the elements of fiction (i.e., plot, character, conflict, theme, setting) among other narrative topics.</p> <p><u>Select excerpts from:</u></p> <ul style="list-style-type: none"> • <i>The Marrow Thieves</i> by Cherie Dimaline (The Indigenous people of North America are being hunted and harvested for their bone marrow, which carries the key to recovering something the rest of the population has lost: the ability to dream) *setting, conflict

Grade Eight English Language Arts Unit 1 Reading and Writing

characterization, dialogue

- *If Beale Street Could Talk* by James Baldwin (a moving story of love in the face of injustice)
- *American Born Chinese* by Gene Luen Yang (a story about the lives of three unrelated characters) *plot elements
- *Ghost Boys* by Jewell Parker Rhodes (a story about how children and families face the complexities of today's world, and how one boy grows to understand American blackness in the aftermath of his own death *conflict, narrative elements
- *Flying Lessons and Other Stories* by Ellen Oh (short story collections that celebrates the uniqueness and universality in all of us)

- *Flying Lessons and Other Stories* by Ellen Oh (short story collections that celebrates the uniqueness and universality in all of us)et al.
- *There There* by Tommy Orange (A wondrous and shattering novel that follows twelve characters from Native communities: all traveling to the Big Oakland Powwow, all connected to one another in ways they may not yet realize) *characterization

Interdisciplinary Connections

Collaboration with Social Studies and Science Teacher

**Grade Eight English Language Arts
Unit 2 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #2 – Analyzing Craft and Structure
Pacing	30 days

Unit Summary

Unit 2 explores the methods and structures used by authors in both poetic and nonfiction texts. Students will analyze how poetic elements, figurative language, and structure can influence broader concepts like mood, tone, and theme in poetry. Additionally, students explore how text structure can aid the reader's understanding. Students will apply their understanding by composing poems and various short, non-fiction pieces. Writing instruction will emphasise the full writing process with focus on effective revision.

Overarching Standards (OS)

Reading Standards for Literature

CCR.8.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

CCR.8.RI.10 By the end of the year, READ and COMPREHEND literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

CCR.8.W.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.

Speaking and Listening

CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

CCR.8.L.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.

**Grade Eight English Language Arts
Unit 2 Reading and Writing**

Priority and Supporting CCSS

CCR.8.RL.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.

CCR.8.RI.3 ANALYZE how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCR.8.W.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.

CCR.8.W.3d: USE precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCR.8.L.2a USE punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCR.8.L.5a INTERPRET figures of speech (e.g., verbal irony, puns) in context.

CCR.8.RL.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.

CCR.8.RI.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.

CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.8.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.8.L.2c SPELL correctly.

CCR.8.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.8.L.4 DETERMINE or **CLARIFY** the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCR.8.L.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.

CCR.8.L.5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.

CCR.8.L.5b USE the relationship between particular words to better understand each of the words.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.4 Figurative language <ul style="list-style-type: none"> • Literal/denotative meanings • Connotative meanings • Genre specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) 	RL.4 EXPLAIN (how figurative language and literary devices enhance and extend meaning) EXPLAIN (how authors use language choices to create mood and tone)	 2 2

Grade Eight English Language Arts
Unit 2 Reading and Writing

<ul style="list-style-type: none"> Figurative meanings (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) Literary devices (e.g., alliteration, repetition, rhyme, dialogue, allusions) Mood Tone 	<p>DETERMINE (the meaning of words and phrases as they are used in a text)</p> <p>ANALYZE (the impact of specific word choices on meaning and tone, including analogies or allusions to other texts)</p>	<p>2</p> <p>4</p>
<p>RI.3</p> <ul style="list-style-type: none"> Strategies for informational texts (e.g., presentation of ideas, illustration, anecdotes) Connections and interactions (e.g., one piece of text “explains” another or “influences” another) Patterns of organization (e.g., comparisons, analogies, categories, chronological order, definition, problem/solution, cause/effect) Signal words that facilitate analysis 	<p>RI.3</p> <p>DIFFERENTIATE (between specific details and key ideas, individuals and events)</p> <p>DESCRIBE (the connections among/distinctions between individuals, ideas and events)</p> <p>ANALYZE (how a text makes connections among and distinctions between individuals, events and ideas)</p>	<p>4</p> <p>1</p> <p>4</p>
<p>W.3c</p> <ul style="list-style-type: none"> Organizational patterns Transition words and phrases Coherence (paragraph unity, sentence cohesion, parallelism) 	<p>W.3c</p> <p>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)</p>	<p>3</p>
<p>W.3d</p> <ul style="list-style-type: none"> Sensory images (e.g., figurative language: descriptions related to five senses) Relevant, concrete details and examples 	<p>W.3d</p> <p>USE (precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events)</p>	<p>3</p>
<p>L.2a</p> <ul style="list-style-type: none"> Comma Ellipsis Dash 	<p>L.2a</p> <p>USE (punctuation to indicate a pause or break)</p>	<p>3</p>
<p>L.5</p> <ul style="list-style-type: none"> Figures of Speech e.g., (Verbal irony, puns) 	<p>L.5a</p> <p>INTERPRET (figures of speech in context)</p>	<p>2</p>

**Grade Eight English Language Arts
Unit 2 Reading and Writing**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What strategies help me understand words and phrases to improve my comprehension? 2. How will analyzing the relationships among events, ideas and individuals help me to understand the information? 3. What strategies do authors use to enhance their writing? 4. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Authors make purposeful choices to achieve an intended effect within text(s). 2. Authors make purposeful decisions about connections and distinctions between and among events, ideas and individuals in informational texts. 3. Authors use poetic and figurative language elements to help them compose their own writing. 4. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Determining words and phrases (figurative and connotative meanings); Analyzing the impact of word choice on meaning and tone • Analyzing connections and distinctions among/between ideas, events and individuals (e.g. comparisons, analogies, categories) • Identifying and analyzing text structure • Interpreting figures of speech • Using punctuation to indicate pause/break <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Grammar mini-lessons can be incorporated throughout the unit with a focus on using punctuation to indicate pause or break, <i>CROSSWALK Coach</i> Lesson 23, pages 192-197 and interpreting figures of speech, <i>CROSSWALK Coach</i> Lesson 6, pages 52-57. 2. The following lessons can be embedded throughout the unit: 	<p><u>Teacher Notes</u></p>

Grade Eight English Language Arts

Unit 2 Reading and Writing

Common Core Coach, Lesson 1, pages 14-26 (RL.4), Lesson 5, pages 92-96 (RI.3), Lesson 6, pages 104-110 (RL.4), Lesson 7, pages 112-114 and 116-122 (RL.4), Lesson 12, page 207 and 223 (L.2a).

- Students will 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.
 - Participate in a figurative language scavenger hunt. Students will be assigned one figurative language term and must determine the definition, find an example from a children's book, and record an example from their independent novels. Students must also use an assigned "inspiration object" to create their own example of the term. Afterwards, groups will teach classmates about their figurative language term while the classmates record the information in their binders for future reference. After learning about each term, students can complete the corresponding question in this practice packet:
 - Modifications:
 - Allow students to work with group members on a shared DOC.
 - Students can access picture books on a platform such as uniteforliteracy.com.
 - If more simplification is needed, teachers could provide the definition and an example and then ask students to find/create additional examples.
 - Alternatively, work can be completed on Google Slides, (Teacher-provided template).
 - Model the annotation/close-reading of a text using teacher-selected poems.
 - Students practice determining connotative/denotative meanings by completing Lesson 26, pages 210-215, in the *CROSSWALK Coach*.
 - Students practice determining the effects of connotative meaning by recording two sentences that use connotative meaning (one with negative, one positive).
 - *Why did the author choose to use a word with a negative connotation in this sentence?*
 - *Why did the author choose to use a word with a positive connotation in this sentence?*
 - Identify figurative language in a variety of poetry and complete associated worksheets.
 - After students have identified different types of figurative language, provide opportunities for students to practice annotating a text by using "How to Annotate a Text" handout and various poems. Students will then use multiple texts to determine how figurative language impacts the overall tone, mood, and theme of a poem.
 - Possible Extension Activities:

Grade Eight English Language Arts Unit 2 Reading and Writing

- Participate in “First Line” activity: Students will be given the first sentence of a novel. As individuals, students will read the sentence and predict the tone of the novel as a whole. Students will then get into groups and share their predictions. The groups will then receive the remainder of the first paragraph to annotate. Using details from the paragraph, students will revise and support their predictions regarding the tone of the entire novel.
 - Revise the word choice, figurative language, and allusions in a more traditional piece of fiction so that it is more current. Draw conclusions about how the changes influence the reader’s experience.
- Students will complete a [Poetry Assignment](#) (i.e., “I Am” poem, Poetic elements poem).
- Discussion prompts and journal entries:
 - What is the tone of the story? Which words and phrases does the author use to create that tone?*
 - What is the impact of using the word _____ in the second scene/paragraph? How does that contribute to the meaning of the story?*
 - How does the analogy provided by the author help the reader to understand the theme in the poem/story?*
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories.)
 - Review patterns of organization of informational texts by using Lesson 12: Text Structures in the *CROSSWALK Coach*, pages 104-109; provide/model articles with multiple organizational patterns.
 - Model close-reading/annotation of an informational text with focus on the relationships between ideas, as well as signal words and phrases used in expository texts (See “Signal Words and Phrases Used in Expository Texts” handout.)
 - Discussion Prompts and journal entries:
 - Explain how the actions cause effects on this passage.*
 - How does the author help the reader understand the connections and distinctions between _____ and _____? Use examples from the reading in your analysis.*
 - Practice identifying/ interpreting text structure using activities in *CROSSWALK Coach*, Lesson 12, pages 104-109 as well as additional text structure activities and PowerPoint on www.ereadingworksheet.com.
 - Use excerpts from history and science textbooks to model and practice note-taking. Students should identify the text structure of a small section and should organize key details into its corresponding graphic organizer. After, students should generalize the information, thus identifying the section’s main idea.

Grade Eight English Language Arts Unit 2 Reading and Writing

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Action- real or fictional events that compromise the subject of a novel, story, poem or play

Audience-the person or group for whom a writer composes.

Allusion- an indirect reference to a well-known person, place, event, literary work or work of art

Author's Purpose (Author's Message) the reason(s) the author has for writing a selection; to inform, to entertain, or persuade

Capitalization-A rule of standard English in which the first letter in a word is uppercase.

Central Idea/main idea what the text is mainly about

Compare and Contrast-a nonfiction text structure in which similarities and differences of a topic are discussed.

Concrete details-the inclusion of details that can be seen, heard, tasted or touched.

Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities

Dash- a punctuation mark used to show a pause, break, or omission, or to set off part of a sentence from the rest

Denotation- the objective meaning of a word independent of other associations the word calls to mind

Description- a type of writing with the purpose of providing information in such a way that a person, place or thing can be seen in the reader's mind

Dialogue- a direct conversation between character

Edit-to review and change work so that it follows standard rules of grammar, usage, and formatting.

Ellipsis- a punctuation mark used in writing to show the omission of a word or phrase

Event sequence- the order in which events occur

Evidence- information that shows, proves, or gives reasons for making a judgment

Figurative language- words that create images using language that has a deeper meaning than what the actual words express (e.g., simile, metaphor, personification, zeugma)

Figure of speech- an expression in which words are used in unusual or non-literal ways to create vivid or dramatic effects (e.g., idiom, pun, synecdoche, hyperbole)

infer/inference-a reading skill in which a reader draws abstract conclusions from concrete details.

Interpretation-A supportable reading of a literary text.

Logical progression of ideas-the presentation of ideas in a clear, cohesive manner.

Logical sequence of events-the presentation of events in a clear, cohesive manner.

Multiple Meanings-The idea that one term or phrase could be understood or interpreted in multiple ways.

Mood- the emotion the author intends for the reader to feel when presented with a text.

Grade Eight English Language Arts Unit 2 Reading and Writing

Motif-a pattern of imagery or allusions in a poem or text. Motifs can create focus and cohesiveness in a text.

Narrative- a story of description of events that may or may not be true

Pre-write-the process of preparing for written drafting (e.g., outlining, research, brainstorming)

Pun- a play on words that involves the humorous use of a word to emphasize different meanings or applications

Punctuation/punctuated-The use of spacing, conventional signs, and typographical devices to aid in the reader's understanding.

Relationships-Connections between people, events, or ideas that can be interpreted or directly stated.

Revise-the process of reviewing drafts with attention to the piece's purpose, format, and audience.

Root Word-the most basic part of a word.

Sensory details/language- words in a description that uses the five senses

Sequence of Events- the order in which events or ideas are arranged

Sound Devices-poetic or literary techniques which appeal to the reader's sense of hearing (e.g., alliteration, assonance, consonance, onomatopoeia)

Stanza- a group of lines forming a basic poetic unit (i.e., a poetic paragraph)

Structure of text/ text structure- the organization or arrangement of ideas in written work

Subject- the focus of a text, especially in poetry.

Symbolism-representation of an abstract idea through a concrete image or object.

Theme-the overarching message in a work of literary fiction.

Tone- the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of literary work

Visualize-a reading strategy in which the reader pictures the people, places, or events in order to better understand the plot, mood, or tone of a piece.

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> -Process Pieces for Poetic Writing -End of Unit Reading Assessment <p>Informal</p> <ul style="list-style-type: none"> -Short, prose pieces with various text structures -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing, Peer Conferencing/Self Evaluations -Reading Record Log 	NA

Grade Eight English Language Arts Unit 2 Reading and Writing

Instructional Strategies	
<p style="text-align: center;">-CRISS Strategies</p> <p style="text-align: center;">See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>	
Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student work -Supporting Documents -Model and Application Texts <p>Additional</p> <ul style="list-style-type: none"> • Selections from Scott Foresman Anthology • <i>Phenomena, Calamities and Heroes</i> by Jamestown • Scope Magazine • <i>Literature and Thought Series</i> by Perfection • <i>Time for Kids</i> -Crosswalk Coach and Common Core Coach -Current News Articles -<i>Fundamentals of Grammar</i> -Write Source Student Books -<i>The Reader's Handbook</i> student book <p>Teacher</p> <ul style="list-style-type: none"> -Student Assessment Data -CRISS Manual -<i>The Reader's Handbook</i> Teacher Guide -Grammar for Middle School by Don and Jenny Killgallon -Fundamentals of Grammar -<i>Smart Writing: Practical Units for Teaching Middle School Writers</i> by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb 	<p>http://www.ledyard.net/exchweb/bin/redirect.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</p> <p>www.lrobb.com</p> <p>www.users.muohio.edu/romanots/</p> <p>http://teenink.com</p> <p>http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/#</p> <p>http://www.earlyamerica.com/earlyamerica/writings/arnold/text_version.htm</p> <p>http://www.ereadingworksheets.com/text=structure/</p> <p>www.commonlit.org</p> <p>www.newsela.com</p> <p>www.poetryfoundation.org (NA poets)</p>

Grade Eight English Language Arts Unit 2 Reading and Writing

<p>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</p> <p>-<i>Constructing Meaning</i> by Nancy Boyles</p> <p>-<i>Teaching Reading in Middle School</i> by Laura Robb</p> <p>-<i>Teaching Middle School Writers</i> by Laura Robb</p> <p>-<i>Write Source</i> Teacher's Guide</p> <p>-<i>The Reader's Handbook</i> teacher's guide</p> <p>-<i>Sitton Spelling</i> Sourcebook</p> <p>-Daily Language Workouts by Great Source</p> <p>-Thinking Verbs List (Revised Bloom's)</p>	
--	--

Multicultural Diversity	MPTN Connection
<p>Model/application texts:</p> <ul style="list-style-type: none"> • "Caged Bird" by Alicia Keys • "Dreams" by Langston Hughes • Adapted version of "Still I Rise" by Maya Angelou • "I Know Why the Caged Bird Sings" by Maya Angelou • Excerpts from <i>Poet X</i> by Elizabeth Acevedo • Select poems from <i>Unsettling America: An Anthology of Contemporary Multicultural Poetry</i> 	<p>Unit 2 explores the methods and structures used by authors in both poetic and nonfiction texts. Students analyze how poetic elements, figurative language, and structure can influence broader concepts like mood, tone, and theme in poetry. Students compose poems and various short, non-fiction pieces. Writing instruction will emphasise the full writing process with focus on effective revision.</p> <p>Model/Application Texts:</p> <ul style="list-style-type: none"> • Excerpts from <i>Dandelion Insurrection</i> by Rivera Sun • Select poems from <i>Unsettling America: An Anthology of Contemporary Multicultural Poetry</i> • Select poetry by Native American poets found at the Poetry Foundation.

Interdisciplinary Connections
<p>The ELA and US History teachers share close-reading and annotation strategies, language, and resources. In addition, the history and/or science textbooks are used to model note-taking strategies.</p>

Grade Eight English Language Arts
Unit 2 Reading and Writing

Grade Eight English Language Arts
Unit 3 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #3 – What’s the Big Idea?
Pacing	19 Days

Unit Summary

During Unit 3, students interact with a variety of text-types and formats in order to determine the “big idea.” Students work through methods to identify and support themes (narrative) and main ideas (expository). By the end of the unit, students should be able to compose both nonfiction and fiction objective summaries and should identify subjectivity in a text. Students explore and use the language of media bias while analyzing subjectivity in texts. Students also consider which formats were most effective in communicating their ideas. Texts for this unit can be selected based on the upcoming research paper in order for students to preview topics and gain context for future learning.

Overarching Standards (OS)

Reading Standards for Literature

CCR.8.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

CCR.8.RI.10 By the end of the year, READ and COMPREHEND literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

CCR.8.W.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.

Speaking and Listening

CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

CCR.8.L.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.

Grade Eight English Language Arts
Unit 3 Reading and Writing

Priority and Supporting CCSS
<p>CCR.8.RL.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.</p> <p>CCR.8.RI.2 DETERMINE a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas; PROVIDE an objective summary of the text.</p> <p>CCR.8.W.2b DEVELOP the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCR.8.SL.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.</p> <p>CCR.8.L.5c DISTINGUISH among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.8.L.1a EXPLAIN the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>CCR.8.L.1b FORM and USE verbs in the active and passive voice.</p> <p>CCR.8.L.1c FORM and USE verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>CCR.8.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.8.L.2c SPELL correctly.</p> <p>CCR.8.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCR.8.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CCR.8.L.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>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> • How to summarize • How to analyze • Details • Theme • Story elements 	RL.2 SUMMARIZE (a text capturing the most important parts) DETERMINE (a theme or central idea of a text and analyze its development over the course of	2,3 2

Grade Eight English Language Arts
Unit 3 Reading and Writing

<ul style="list-style-type: none"> Characteristics of an effective summary (e.g., objective vs. subjective) 	the text, including its relationship to the characters, setting, and plot) PROVIDE (an objective summary of the text)	5,6
RI.2 <ul style="list-style-type: none"> Central idea (underlying message) Supporting details Types of text structure (e.g., chronological order, classification, comparison, cause/effect) Characteristics of an effective summary How to summarize 	RI.2 SUMMARIZE (main ideas objectively, capturing the most important parts) DETERMINE (a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas) PROVIDE (an objective summary of the text)	2,3 2 5,6
W.2b <ul style="list-style-type: none"> Relevant/well-chosen facts Definitions Concrete details Quotations 	W.2b DEVELOP (the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples)	3
SL.2 <ul style="list-style-type: none"> How to analyze Diverse media and formats (e.g., visually, quantitatively, orally) Motives (e.g., social, commercial, political) 	SL.2 ANALYZE (the purpose of information presented in diverse media and formats) EVALUATE (the motives behind its presentation)	4 5
L.5c <ul style="list-style-type: none"> Connotative meanings (e.g., associations) Denotative meanings (e.g., definitions) 	L.5c DISTINGUISH (among the connotations of words with similar denotations, e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>)	4

Essential Questions	Corresponding Big Ideas
1. How do I develop effective narrative summaries that remain objective?	1. Effective readers use a variety of strategies to make sense of key ideas and details presented in texts.

Grade Eight English Language Arts
Unit 3 Reading and Writing

2. How do I develop effective expository summaries that remain objective? 3. What makes collaboration meaningful? 4. How can connotative meaning reveal author bias?	2. Authors of informational texts develop texts that have central ideas and are developed over the course of the text with supporting ideas. 3. Collaboration is enhanced through a collaborative process of sharing and evaluating ideas. 4. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.
--	--

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

<u>Focus of Unit</u>	<u>Teacher Notes</u>
<ul style="list-style-type: none"> Determining themes/central ideas of text and analyzing its' development; writing an objective summary of literary texts and informational text Developing topic with evidence Analyzing information in diverse media and formats and evaluating motives behind its presentation Connotative and denotative meanings <p><u>Activities</u></p> <p>Notes:</p> <ol style="list-style-type: none"> Grammar mini-lessons can be incorporated throughout the unit with a focus on correcting shifts in verb voice and mood, <i>CROSSWALK Coach</i> Lesson 22, pages 186-191 and distinguishing connotations and denotations, <i>CROSSWALK Coach</i>, Lesson 26, pages 210-215. The following lessons can be imbedded throughout the unit: Lesson 2, pages 22-26 (W.2b), Lesson 3, pages 48-52 and 54-60 (RI.2, L.5c), Lesson 4, page 81 (L.1a), Lesson 8, page 143 (L.1b), Lesson 9, pages 148-152 (RI.2), Lesson 10, page 185 (L.1c) 	

Grade Eight English Language Arts
Unit 3 Reading and Writing

- Students will 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.
 - Record content-based vocabulary on word maps to aid in future learning.
 - Provide students with a variety of book reviews/ synopsis and let them know that they are different in some way. Guide students while they sort the excerpts into piles and determine the differences (objective vs. subjective summaries).
 - *What is the purpose of each of these excerpts?*
 - *What information is included within the excerpts?*
 - *What are other similarities and differences between the texts?*
 - Modifications: Students can browse goodreads.com for any fiction summary. In a GC blog post, they can analyze the summary in the following ways:
 - What key information about the text does the writer include? What key information is missing?
 - How does the summary writer seem to feel about the book? Which details indicate their feelings?
 - Compare your summary to one of your classmate's summaries. How are they similar? Different?
 - Activity can be repeated for expository texts/summaries.
 - (After sorting, during discussion) *Which type of summary seems more effective? Why?*
 - Discuss the similarities and differences between writing subjective and objective summaries and record on CRISS Compare and Contrast Chart (Blackline 15). Throughout the remainder of the school year, students will include subjective summaries in their journals for their independent reading novels. The following Jim Burke prompts should be provided to aid in students' responses:
 - *Who did what?*
 - *Where and how did the event(s) take place?*
 - *What caused the action?*
 - *What was the consequence of the action?*
 - *What changes occurred between the beginning and end of the passage you read?*
 - *What are the crucial moments? (Why are they crucial?)*
 - *Does this text operate on multiple levels? If so, how can you succinctly describe these levels in your summary?*
 - *What was the sequence of the events?*

Grade Eight English Language Arts
Unit 3 Reading and Writing

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ <i>Is this event/action different from what happened in the past?</i> ○ Throughout the unit and year, students will present book talks and evaluate the successfulness of the presenters' subjective summaries in their journal. <ul style="list-style-type: none"> ▪ <i>Was the summary subjective or objective?</i> ▪ <i>Was the summary complete?</i> ▪ <i>Based on the summary, would you want to read the book? Support your response with evidence from the summary.</i> ○ Optional additional activities to help determine themes: Review "Analyzing a Story's Theme" notes. Complete <i>CROSSWALK Coach</i>, Lesson 4, pages 40-45. After further practice, students should apply knowledge of the theme to their independent novels by completing the reverse side activity on the "Analyzing a Story's Theme" handout. ○ Modification: Direct instruction and whole-class practice via Screencast Slides and Google Meets. Allow students to work in partners if logistically possible to compose an objective summary for a fiction narrative.
<ul style="list-style-type: none"> ● Students will determine a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <ul style="list-style-type: none"> ○ Students will complete verb mood worksheets via OWL PowerPoint, verbal notes handouts as well as Active vs. Passive Voice via uis.edu and Learning Center Power Points. ○ Model how to determine the main idea of a nonfiction article using an article from <i>TIME Magazine</i> and a "Main Idea/ Supporting Details" Graphic Organizer. ○ Provide opportunities for students to determine main ideas using multiple <i>TIME for Kids</i>, <i>ACTION</i>, and <i>Junior Scholastic</i> articles and the "Main Idea/ Supporting Details" graphic organizer. ○ Introduce types of One-Sentence Summary Frames for Common Text Structures from Criss (Blackline Master 17). Model the types of summary using the previous model from <i>TIME Magazine</i>. Students then complete sentence summaries using a variety of articles that use multiple structures (resource options for articles: Lesson 12 from <i>CROSSWALK Coach</i>, pages 104-109; "Common Text Types" articles on NYTIMES Learning Blog) ○ Students will complete "Big Idea" graphic organizers for a variety of non-fiction texts/formats (possibly leading into a Humanitarian Group Presentation Assignment). ○ Modifications: Direct instruction and whole-class practice via Screencast Slides and Google Meets. Allow students to work in partners if logistically possible to compose an objective summary for an expository text. | |
|--|--|

Grade Eight English Language Arts Unit 3 Reading and Writing

- Once students gain proficiency at the focal skills, they can apply them to a variety of texts related to their upcoming humanitarian conflict project. (Note: Allow students to preview topics before committing to exploring one topic.) Possible skills practice includes:
 - Reading and annotating a text by identifying key details.
 - Identifying and supporting the main idea or theme.
 - Identifying and supporting claims regarding media bias.
 - Writing an objective summary.
- Modifications: As students work through a variety of texts related to their social justice conflicts, they should share new learning with their peers in a series of blogs mirroring the KWLQ elements. This will help students make an informed decision in U4 regarding research paper topics.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usages.

Vocabulary

Accuracy of Information-Information presented is aligned with confirmed facts or logic.

Active voice- the form of a verb in which the subject does the action in the sentence

Analysis- Careful review of a text in order to draw a specific conclusion (e.g., impact of description, level of bias)

Central Idea/theme- the underlying message

Conclusion drawn-A statement determined as a result of careful analysis. Conclusions should be supportable with text evidence.

Conditional/Subjunctive mood- the form of a verb used in subordinate clauses to express a wish, emotion, possibility, judgment, opinion or action that has not yet occurred

Conflict/tension-The focal point of a narrative text. Conflict drives the protagonist throughout the plot.

Controlling Idea-The “big idea” in an expository text. The controlling idea is developed throughout the whole text.

Context- the parts of a written or spoken statement that precede or follow a specific word or passage

Denotation- the objective meaning of a word based independent of other associations the word calls to mind

Elaborate-The development of an idea through explanation, definitions, analogies etc.

Evidence-Details (often from a text) that support a claim or conclusion.

Explanatory article-A nonfiction article that seeks to inform the reader by providing research and elaboration.

Gerund- a verb form ending in *-ing* that is used as a noun

Grade Eight English Language Arts
Unit 3 Reading and Writing

Imperative mood - the use of a verb to make a statement
Indicative mood - the form of a verb used for factual statements and positive beliefs
Infinitive - a verb form that can be used as a noun, an adjective, or an adverb that names an action without specifying the subject; usually preceded by the word <i>to</i>
Interrogative mood - a form of a verb used for asking questions by inflecting the main verb
Key events - The events identified as being essential to a text (e.g., elements of fiction in a narrative text).
Logical Progression of ideas -Information is presented in the most rational order for a particular text (e.g., narrative summaries are often presented chronologically).
Formats - the organization or arrangement of written work (e.g., prose, digital, animation, narrative art)
Motive - an emotion or need that causes a person to act in a certain way
Narrative -A text with a plot, characters, conflict, and setting (i.e., a story)
Objective summary - a succinct, accurate description in the writer's own words using the content of a source's text
Opinion - a belief based on thoughts and feelings rather than on facts
Participle - a verb form that acts as an adjective and ends in <i>-ing</i> , <i>-ed</i> , or <i>-en</i>
Passive voice - the voice of a verb whose subject receives an action
Plot -the action in a narrative text (i.e., exposition, rising action, climax, falling action, resolution)
Presentation -the manner and format in which information is introduced to the audience.
Summary - a brief statement of the main ideas and supporting details presented in a piece of writing
Textual evidence - words from the text that show, prove, or give reasons for making a judgment
Transition -phrases or ideas which connect one idea to the next. Transitions aid in the reader's understanding of a text.
Verbals - a word derived from a verb but used as a noun, adjective or adverb
Visual format - information that can be viewed

Assessment	Performance Task
<u>Formal</u> -End of Unit Reading Assessment -MAP -Speaking and Listening IAB to inform future instruction <u>Informal</u> -Journals/Blogs -Various tasks related to humanitarian conflict texts -Teacher Observation -Teacher/Peer Conferencing	Multimedia Assessment: Students watch a news clip on a current event/issue during class. While watching, they will list the information provided in the newscast and determine its main idea. Afterwards, students will read a newspaper article covering the same issue and list the information provided in the newscast and will determine its main idea. Students will respond to both formats in their journal: <ol style="list-style-type: none"> 1. <i>How can you summarize the information provided about <u>the topic</u>?</i> 2. <i>How is the information presented in format 1 different from the information presented in format 2?</i>

Grade Eight English Language Arts
Unit 3 Reading and Writing

-Discussions/Conversations -Self Evaluations -Reading Record Log -Writing Samples	3. <i>What kind of words/vocabulary did the formats choose to use? Choose 3 words from each text that you feel are important or interesting. Did the author use connotative meanings? If the author makes use of connotative meanings, do they make the topic appear in a negative or positive light?</i> 4. <i>Why do you think the formats are different? Who is the information supposed to appeal to? What could the motives be behind presenting the information in these ways?</i>
--	---

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional -Student work - Supporting Documents Model Text <ul style="list-style-type: none"> Various texts related to the Irish Potato Famine, including this article adapted from <i>Historyplace.com</i> Application Texts <ul style="list-style-type: none"> <i>Potential Videos for Humanitarian Conflict Overview</i> LRA-**trigger warning** ("Uganda's Silent War") Holocaust ("Step by Step-Phases of the Holocaust") Apartheid ("Apartheid Explained") Suffrage ("Sound Smart: Women's Suffrage") African American Civil Rights ("History of the Civil Rights Movement") Japanese Internment Camps ("Ugly History") Potential Narrative Texts:	http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962 www.lrobb.com http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/# www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/ owl.tulsacc.edu/PPT/shifts%20in%20mood.ppsx http://www.slideshare.net/tvierra/verbalspowerpoint http://www.uis.edu/ctl/writing/activeandpassivevoice.pdf.pdf http://learningcenter.fiu.edu/Power%20Point/active%20vs.%20passive%20voice.ppt#258,4whatispassivevoice

Grade Eight English Language Arts
Unit 3 Reading and Writing

<ul style="list-style-type: none"> • Japanese Internment Camps (“The Akune Brothers”) • Excerpt from They Called Us Enemies, George Tekai (Japanese Internment) • Excerpt from Child Soldier: The Graphic Novel by Jessica Humphreys and Michael Chickwanine (LRA) • Excerpt from <i>I am Evelyn Amony</i> (LRA) p. 12-18 • “Remember the Cup” Excerpt from <i>Surviver’s Club</i>, Michael Bornstein (Holocaust) • <i>The Harmonica</i>, Tony Johnston (Holocaust) • <i>Erika’s Story</i>, Ruther Vander Zee (Holocaust) • Excerpt from Brown Girl Dreaming by Jacqueline Woodson (Civil Rights African Americans) • Excerpt from <i>Ghost Boys</i> by Jewel Parker Rhodes (Civil Rights Movement) • Emmett Till Narrative Documentary • “Closed for Business” by Ilan Ossendryver (Apartheid) • <i>Elizabeth Cady Stanton: Women’s Rights Pioneer</i>, Connie Colwell (Suffrage, Graphic Novel) • Excerpt from “<i>You Want Women to Vote, Lizzie Stanton?</i>” by Jean Fritz, p.18-27.(Suffrage) • TBD: Various primary sources (e.g., court resolutions, journals, advertisements, newspaper articles from LOC.gov or nationalarchives.gov) <p>Additional</p> <ul style="list-style-type: none"> -Selections from Scott Foresman Anthology -<i>Phenomena, Calamities and Heroes</i> by Jamestown -Scope Magazine 	<p>www.newsela.com</p> <p>LOC.gov Nationalarchives.gov</p> <p>Various anchor and application videos and digital texts. (See Reference Column.)</p> <p>www.goodreads.com</p>
---	--

Grade Eight English Language Arts
Unit 3 Reading and Writing

- Current News Articles
- Literature and Thought Series* by Perfection
- Crosswalk Coach* and *Common Core Coach*
- Fundamentals of Grammar
- Write Source* Student Books
- Sitton Spelling Activities
- Daily Oral Language Plus
- The Reader's Handbook* by Great Source

Teacher

- Student Assessment Data
- CRISS* Manual
- The Reader's Handbook* Teacher Guide
- Grammar for Middle School by Don and Jenny Killgallon
- Smart Writing: Practical Units for Teaching Middle School Writers* by Laura Robb
- Teaching Reading: A Differentiated Approach* by Laura Robb
- The Dynamics of Writing Instruction* series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann
- Plagiarism* by Barry Gilmore
- Constructing Meaning* by Nancy Boyles
- Teaching Reading in Middle School* by Laura Robb
- Teaching Middle School Writers* by Laura Robb
- Write Source* Teacher's Guide
- Sitton Spelling* Sourcebook
- Daily Language Workouts by Great Source
- Thinking Verbs List (Revised Bloom's)

Grade Eight English Language Arts
Unit 3 Reading and Writing

Multicultural Diversity	MPTN Connection
<p>Exploration of various social justice conflicts:</p> <ul style="list-style-type: none">• African American Civil Rights Movement• Discrimination of Jews during WWII• Ongoing LRA conflict in Uganda• Discrimination of Japanese Americans during WWII• Apartheid in South Africa	<p>During unit 3, students explore humanitarian conflicts of their choosing. While learning how to write objective summaries and identifying main ideas, they are exposed to a variety of texts and formats about their chosen topic (e.g., first-hand accounts, animations, picture books, expository articles, graphic novels).</p> <p>During unit 4, each student conducts formal research on their chosen topic. Then, they compose an informative paper (cause and effect or chronological) about their topic.</p> <p>Potential addition of social justice topics to unit:</p> <ul style="list-style-type: none">• Genocide of Pequots during the “Mystic Massacre”• Impact of European Colonization on Native Americans

Interdisciplinary Connections
Humanitarian conflict collaboration with the history department.

Grade Eight English Language Arts
Unit 4 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #4 – Finding the Evidence
Pacing	28 days (24 instructional days and 4 re-teach/enrichment days)

Unit Summary

In Unit 4, “Finding the Evidence,” students review and develop the traits of effective researchers. Students are expected to critique a variety of sources for reliability and relevance, apply MLA rules of formatting and citations, and effectively incorporate source information (i.e., direct quotes or paraphrases). Students apply their knowledge by composing a full-process expository piece in which they identify, support, and elaborate upon the causes and effects of a humanitarian conflict of their choosing. Students practice speaking and listening skills by presenting their findings to peers.

Continuous Learning Plan Notes (new 7/2020)

In the case of moving to a continuous learning plan, please prioritize the magenta text throughout the document. Magenta text indicates the priority standards, essential questions, resources, vocabulary and assessments that should become the focus of instruction during this time period.

Note: During the 2020-2021 school year, students will complete several pre-unit assessments which will help identify strengths, weaknesses, and gaps in content understanding.

Overarching Standards (OS)

Reading Standards for Literature

CCR.8.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

CCR.8.RI.10 By the end of the year, READ and COMPREHEND literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

CCR.8.W.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.

Grade Eight English Language Arts
Unit 4 Reading and Writing

Speaking and Listening

CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

CCR.8.L.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.

Priority and Supporting CCSS

CCR.8.RI.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.

CCR.8.W.1c USE words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCR.8.L.1a EXPLAIN the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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

CCSS.ELA-LITERACY.SL.8.4

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

CCSS.ELA-LITERACY.SL.8.5

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

CCSS.ELA-LITERACY.W.8.2

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

CCSS.ELA-LITERACY.W.8.2.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.

CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.8.2.E

Establish and maintain a formal style.

Grade Eight English Language Arts
Unit 4 Reading and Writing

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

CCR.8.W.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.

CCR.8.SL.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.

CCR.8.SL.1c POSE and RESPOND to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.8.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.8.L.2b SPELL correctly.

CCR.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

CCR.8.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.6 <ul style="list-style-type: none"> How to analyze Author's Purpose for writing text Point of View (e.g., first person, third person, limited, omniscient) Author's attitude/bias Conflicting evidence or viewpoints Responses to opposing viewpoints 	RI.6 IDENTIFY (author's position in a text) DETERMINE (an author's point of view or purpose in a text) ANALYZE (how the author acknowledges and responds to conflicting evidence or viewpoints)	1 4 4
RI.8 <ul style="list-style-type: none"> How to trace an author's argument How to evaluate an author's argument and claims Relevant vs. irrelevant details Relevant evidence Sound/logical/justified reasoning Arguments Valid vs. invalid claims 	RI.8 DIFFERENTIATE (between claims which are supported by evidence and those that are not) IDENTIFY (sound reasoning) DELINEATE (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient)	4 1 4,5

Grade Eight English Language Arts
Unit 4 Reading and Writing

	EVALUATE (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient)	5
	RECOGNIZE (when irrelevant evidence is introduced)	1,4
W.1e	W.1e	
• conclusion	PROVIDE (a concluding statement or section that follows from and supports the argument presented)	5
W.8.2	W.8.2	
• How to write a clear central idea	COMPOSE a clear and overarching central idea	3
• how to organize an explanatory text	ORGANIZE an expository piece logically	3
• how to discern relevant vs. irrelevant content	ANALYZE a text for content relevance	4
W.8.8	W.8.8	
• relevant information from multiple print and digital sources	ANALYZE a source material for accuracy, credibility, and relevance.	4
• search terms	COMPOSE a text that effectively incorporates quotes and paraphrases	4
• credibility and accuracy of a source	SYNTHESIZE information from numerous texts	4
• quote/paraphrase	APPLY the rules of MLA formatting	6
• standard format for citation		
W.1e	W.1.e	
• Effective conclusion (e.g., one that provides next step)	COMPOSE a conclusion which extends the topic beyond what's been previously discussed	4
L.1a	L.1a	
• Verbals (e.g., gerunds, participles, infinitives)	EXPLAIN (the function of verbals in general and their function in particular sentences)	5

Grade Eight English Language Arts
Unit 4 Reading and Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do I identify source texts which are relevant, reliable, and accessible to me? 2. How do I develop an expository text that is informative, engaging, and accessible to the reader? 3. Which characteristics of a speaker should I prioritize when presenting an expository speech? 	<ol style="list-style-type: none"> 1. Effective researchers critique sources, especially digital sources, for certain characteristics (e.g., publication date, content, bias). 2. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 3. Speakers should be aware of their audience and purpose in order to determine their use of technology, vocabulary, tone, and content.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u></p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Informational Texts/Articles)</p> <ul style="list-style-type: none">● Identifying bias, relevance, and reliability in source material.● Effective incorporation of research material which meets requirements of MLA formatting.● Assessing whether the reasoning is sound and the evidence is relevant and sufficient.● Writing an expository process piece with source material, elaboration, and logical organization.● Verbally sharing expository information to peers in a formal presentation. <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Grammar mini-lessons can be incorporated throughout the unit with a focus on explaining the purpose of verbals (gerunds, participles, infinitives), <i>CROSSWALK Coach</i>, Lesson 21, pages 180-185.2. The following lessons can be imbedded throughout the unit: Lesson 5, pages 86-90 (W.1b), Lesson 9, pages 154-160 (RI.6, RI.8, W1), Lesson 10, pages 167-173 (W1), Lesson 11, pages 190-194 and 196-202 (RI.6, RI.8).3. Add content-vocabulary to Word Maps for future learning.	<p><u>Teacher Notes</u></p>

Grade Eight English Language Arts

Unit 4 Reading and Writing

- | | |
|---|--|
| <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Introduce credible vs. unreliable sources by presenting two sources on the same topic (one reliable, the other unreliable). Brainstorm traits of reliable vs. unreliable sources. ○ Additional practice for source credibility: Provide students with a variety of articles, and ask students to determine if they are reliable or unreliable. Possible prompt questions: <ul style="list-style-type: none"> ● <i>Where did the article come from? (What is its source?)</i> ● <i>Does the author/ organization seem to be biased? How do you know?</i> ● <i>What is the main idea of the article? Provide three details to support your opinion.</i> ● <i>Does the source seem knowledgeable about the topic? How do you know?</i> ○ Explain usefulness of certain source types (ex. a book would contain general facts/statistics while newspaper articles would include facts about a specific event.) ○ Media Center overview regarding effective search engines, sources and additional research resources. ○ Read a variety of texts during their thesis paper and evaluate the usefulness of the source type and credibility. ○ Students will choose a humanitarian conflict (contemporary or historical), such as the Holocaust, living conditions in North Korea, the genocide in Darfur, Japanese internment camps during WWII, Taliban conflicts in Afghanistan, or United States slavery. Students will read a variety of articles on the topic and will choose texts that are informative in nature to aid them in composing a written piece detailing the conflict. ● Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources demonstrating an understanding of the topic or text, using transition words to create cohesion and a concluding statement or section to support the argument presented. <ul style="list-style-type: none"> ○ Provide direct instruction/ modeling of parenthetical documentation and works cited page format using articles related to the research topic. ○ Use Summarizing vs. Paraphrasing vs. Direct Quotes PowerPoint for direct & guided instruction.
 Note: Additional resource for practice of summarizing, paraphrasing, direct quotes: Purdue OWL interactive activity: www.http://OWL.English.Purdue.edu/OWL/Resource ○ Students participate in a scavenger hunt through various magazines that requires them to use/ practice the skills of summarizing, paraphrasing, using direct quotes and parenthetical documentation. The scavenger hunt also requires them to complete a works cited entry on one of the sources they cited. ○ Students apply their understanding of texts, and relevant information as well as the skills of paraphrasing, direct quotes, and summarizing by completing digital notecards that support the main idea of their paper. | |
|---|--|

Grade Eight English Language Arts Unit 4 Reading and Writing

- Students use their knowledge of relevant/ irrelevant information by writing a expository paper that will include:

Direct quotes, paraphrases, and elaboration.

The use of transition words and phrases. **Note:** Students will refer to the transitional phrase handout that is organized by relationship categories. During peer editing, students will assess/be assessed for the inclusion of transitional phrases.

Editing for extraneous information, citing sources by using parenthetical information and a works cited page.

An effective conclusion.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Accurate/inaccurate information/accuracy of information- information from a text that can be confirmed as factual.

Analyze- to separate into parts in order to determine what something is or how something works

audience-the group/demographic for which the information is intended.

author's message-the statement an author wishes to communicate to their reader/audience

author's purpose-the reason the author composes the piece (i.e.,persuade, inform, entertain)

capitalization-the action of writing or printing in capital letters or with an initial capital.

central idea/ controlling idea-the main statement the author wishes to communicate to their reader/audience; what the text is mostly about

Citation- the acknowledgement of ideas found in outside sources

Clause- a group of words having its own subject and predicate but forming only part of a complete sentence

Collaborative discussion- a meaningful conversation with others

Concluding statement/section- the final sentence or section in a written piece

conventions-the mechanical correctness of a piece

Credible source- a source that is worthy of confidence or belief

develop ideas/ (evidence/elaboration)-the ways in which a writer explains/extends upon facts/statistics/research

Digital source- an electronic reference used to gather or produce information

draft-a provisional written piece which has not yet been fully edited/revised

edit-the act of reworking a text to be grammatically and mechanically correct

Grade Eight English Language Arts
Unit 4 Reading and Writing

essay-an organized, elaborate written piece, typically informational or persuasive
Evidence- information that shows, proves, or gives reasons for making a judgment
explanatory article/text-a piece which works to explain a informational topic to the audience
grammar usage-the correct placement of words in a clause or sentence
Historical novel/account- a written work containing text based on history
integrate information/ideas- the smooth incorporation of information within the body of a written work
Issue- a subject being discussed or disputed
logical progression of ideas-the way in which information is ordered within the body of a written work
paraphrase-to reword/reorder information while still maintaining the original idea
plagiarism-to purposefully or unintentionally claim another's ideas/words as your own
Point of View/Perspective- the position of the narrator in relation to the story derived from the author's depiction of events and attitude toward character
precise/concise language- the selection of specific words to best fit the content/tone/audience
presentation- to verbally share information with an audience (in person, or digitally)
Pronoun- a word that takes place of a noun
quotations- an excerpt taken from the text word for word
reference sources- the informational materials which provide information for an original written piece
relevant supporting evidence- source information which is on topic for a work's main idea
revise- reworking of a text with special attention to topic, purpose, and the needs of the audience
skim- a reading technique in which a reader rapidly looks for keywords
summarize- to pull the main points from a text
support/text evidence- the evidence/explanation/elaboration that backs up a claim or idea
text structure- the way in which a text is organized (e.g., cause and effect)
transition- a word, phrase or sentence which serves to connect one idea to another
trustworthy sources- a source which has been vetted for reliability and objectiveness
website- a digital source of information

Assessment	Performance Task
Formal -Formal Expository Research Paper -Rubrics for Humanitarian Conflict Paper and Multimedia - MAP Informal -Rubrics -Journals -Teacher Observation	<ul style="list-style-type: none"> Students will compose a writing piece that informs their audience about the humanitarian conflict, Students will then compose a concluding paragraph about the topic that goes beyond what has already been stated in their paper. The paper will include the following components: <i>What were the causes and effects of the conflict?</i> <i>What is the current state of the conflict?</i>

Grade Eight English Language Arts
Unit 4 Reading and Writing

<ul style="list-style-type: none"> -Conferencing -Peer Conferencing/Editing -Student Self-Reflections 	<p style="text-align: center;"><i>Where is the humanitarian cause now in the process of alleviating the conflict?</i></p> <p style="text-align: center;"><i>What are the next steps? OR</i></p> <p style="text-align: center;"><i>(for historical conflicts) Which effects have the conflict and humanitarian still have on society today?</i></p> <ul style="list-style-type: none"> • Students will adapt their paper into a multimedia presentation of their choosing that appeals to their classmates. Students will reflect upon their organizational and multi-media choices. Example: <i>Why did you choose to use a PowerPoint for the presentation instead of a video or recording? Why do you think that it was a more effective presentation option for your particular audience?</i> <p>Students present their Humanitarian Conflict projects in front of their peers. Students will self and peer assess using a rubric that evaluates relevancy of facts, organization, reasoning, eye contact, volume, and pronunciation.</p>
--	---

Instructional Strategies

CRISS Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student work -Supporting Documents <p>Model Text</p> <ul style="list-style-type: none"> • “The Deadliest Famine in Ireland” by J.Clavin <p>Application Texts</p> <ul style="list-style-type: none"> • <i>Time for Kids</i> • <i>Junior Scholastic</i> • <i>ACTION</i> <p>Additional</p> <ul style="list-style-type: none"> • <i>Scope Magazine</i> • <i>Literature and Thought Series</i> by Perfection <ul style="list-style-type: none"> -Current News Articles -Crosswalk Coach and Common Core Coach -Fundamentals of Grammar 	<p>http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</p> <p>www.lrobb.com</p> <p>www.http://OWL.English.Purdue.edu/OWL/Resource</p> <p>www.iconn.org</p> <p>Proquest Easybib.com</p>

Grade Eight English Language Arts
Unit 4 Reading and Writing

<p>-Write Source Student Books -Sitton Spelling Activities -Daily Oral Language Plus -<i>The Reader's Handbook</i> by Great Source</p> <p><u>Teacher</u> -Student Assessment Data -Language Arts Addendum -CRISS Manual -<i>The Reader's Handbook</i> Teacher Guide -Grammar for Middle School by Don and Jenny Killgallo -<i>Smart Writing: Practical Units for Teaching Middle School Writers</i> by Laura Robb -<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb -<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann -<i>Plagiarism</i> by Barry Gilmore -<i>Constructing Meaning</i> by Nancy Boyles -<i>Teaching Reading in Middle School</i> by Laura Robb -<i>Teaching Middle School Writers</i> by Laura Robb -Write Source Teacher's Guide -Sitton Spelling Sourcebook -Daily Language Workouts by Great Source -Thinking Verbs List (Revised Bloom's)</p>	
--	--

Multicultural Diversity	MPTN Connection
<p>Social Justice Conflict Options:</p> <ul style="list-style-type: none"> • African American Civil Rights Movement • Discrimination of Jews during WWII • Ongoing LRA conflict in Uganda • Discrimination of Japanese Americans during WWII • Apartheid in South Africa 	<p>During unit 4, each student conducts formal research on their chosen topic. Then, they compose an informative paper (cause and effect or chronological) about their topic.</p> <p>Social Justice Conflict Options</p> <ul style="list-style-type: none"> • Genocide of Pequots during the "Mystic Massacre" • Impact of European Colonization on Native Americans

**Grade Eight English Language Arts
Unit 5 Reading and Writing**

Subject(s)	English Language Arts
Unit of Study	Unit #5 – Communicating for a Purpose
Pacing	29 days (25 instructional days and 4 re-teach/enrichment days)

Unit Summary

Students analyze characteristics of effective argumentative essays and speeches by studying craft and structure of noteworthy argumentative works. Students explore the effectiveness of rhetorical devices in advertisements and prose pieces, and apply their new learning to informal and formal works of their own. In addition, students communicate for a variety of purposes while practicing public speaking and listening skills.

Overarching Standards (OS)

Reading Standards for Literature

CCR.8.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

CCR.8.RI.10 By the end of the year, READ and COMPREHEND literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

CCR.8.W.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.

Speaking and Listening

CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

CCR.8.L.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.

Grade Eight English Language Arts
Unit 5 Reading and Writing
Priority and Supporting CCSS

CCR.8.RI.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.

CCR.8.RI.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.

CCR.8.RI.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.

CCR.8.W.2b DEVELOP the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

CCR.8.W.4 PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.8.SL.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.

CCR.8.L.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).

CCR.8.RI.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.

CCR.8.W.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.

CCR.8.W.2c USE appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCR.8.W.2d USE precise language and domain-specific vocabulary to inform about or explain the topic.

CCR.8.W.2e ESTABLISH and **MAINTAIN** a formal style.

CCR.8.W.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 the purpose and audience have been addressed.

Grade Eight English Language Arts Unit 5 Reading and Writing

CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
 CCR.8.L.1c FORM and USE verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 CCR.8.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 CCR.8.L.2c SPELL correctly.
 CCR.8.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCR.8.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 CCR.8.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.4 <ul style="list-style-type: none"> How to analyze Word choice Context clues Literal/denotative language Connotative meaning Technical meanings Tone 	RI.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)	4 4
RI.6 <ul style="list-style-type: none"> How to analyze Author's purpose Point of view (e.g., first person, third person, limited, omniscient) Author's attitude/bias Conflicting evidence or viewpoints Responses to opposing viewpoints 	RI.6 IDENTIFY (author's position in a text) DETERMINE (an author's point of view or purpose in text) ANALYZE (how the author acknowledges and responds to conflicting evidence or view points)	2 2 4
W.2 <ul style="list-style-type: none"> Claims Alternate claim opposing claim logical reasoning relevant evidence formal tone 	W.2. DEVELOP claim IDENTIFY and ARGUE alternate claim IDENTIFY and ARGUE opposing claim DEVELOP logical reasoning ANALYZE a source for relevant evidence MAINTAIN formal tone	2 4 4 2 6 2

**Grade Eight English Language Arts
Unit 5 Reading and Writing**

<ul style="list-style-type: none"> concluding statement 	DEVELOP concluding statement	2
W.2b and W.2f <ul style="list-style-type: none"> Topic Relevant information (e.g., facts, definitions, details, quotations, examples) Concluding statement/section to support information presented 	W.2b DEVELOP (the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples) W.2f PROVIDE (a concluding statement or section that follows from and supports the information or explanation presented)	2 4
SL.4 <ul style="list-style-type: none"> Claims Findings Strategies for emphasizing salient points Evidence, reasons and details Appropriate eye contact Adequate volume for setting Clear pronunciation 	SL.4 PRESENT (claims and findings) EMPHASIZE (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)	1 3 3
L.3a <ul style="list-style-type: none"> Active/passive verbs Conditional/Subjunctive mood Effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) 	L.3a USE (verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects)	3

Essential Questions	Corresponding Big Ideas
1. How do I figure out the meaning of unknown words and phrases to help me understand what I am reading? 2. Why is it important to analyze the difference between the author's position, viewpoint or attitude and that of others? 3. How do I develop an effective argumentative speech/essay?	1. Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. 2. By analyzing multiple viewpoints and recognizing contrasts, the reader is able to come to their own conclusions more effectively. 3. Good authors use the elements of an argumentative essay to develop their ideas effectively (e.g., claim, logical reasoning, evidence, counterclaim, rhetorical devices)

**Grade Eight English Language Arts
Unit 5 Reading and Writing**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Delineating/Evaluating arguments and specific claims
- Determining figurative, connotative and technical meanings; analyzing the impact on meaning and tone
- Explaining development of point of view and analyzing opposing point of views
- Developing argumentative essays.
- Presenting findings while emphasizing salient points with valid reasons
- Using verbs: active/passive voice and conditional and subjunctive mood
- Adjusting tone and content depending on purpose

Activities

1. Note: Grammar mini-lessons can be incorporated throughout the unit with a focus on using verbs in the active/passive voice and conditional and subjunctive mood.
2. The following lessons can be imbedded throughout the unit:
CROSSWALK Coach, Lesson 11, pages 96-103 (RI.6)
Common Core Coach, Lesson 10, pages 175-177 (W2.b, W.2f, W.4), Lesson 12, pages 204-206 (W2)
3. Throughout the unit, record content-based vocabulary on word maps to aid in future learning, adding connotative/literal/figurative meanings when applicable. Discuss the meanings of words and phrases as they are used in text, analyzing the impact of word choice in meaning and tone. Discussion prompts:

What is the impact on the word _____?

What is the tone of the article and what words and phrases does the author use to create that tone?

What does the phrase _____ (figurative language) mean and how does that phrase enhance the reader's understanding of the text?

Teacher Notes

Grade Eight English Language Arts Unit 5 Reading and Writing

What is the connotation of _____ as it is used in the text? How does that word enhance the reader's understanding of the text?

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- Students learn the characteristics of argumentative/persuasive texts
 - Direct instruction re: rhetorical techniques
 - Identify the use of rhetorical techniques in short texts (e.g., advertisements)
 - Identify the use of rhetorical techniques in ongoing anchor texts (e.g., "I Have a Dream")
- Provide students with a handout of advertising examples that use different persuasive techniques (e.g., emotional words, testimonial, repetition, propaganda, arrangement of argument).
 - Pick one commercial to view as a whole class such as the 1960s Coca Cola Ad. found at <https://archive.org/details/1960Coca-colaCommercial-Commercial1>. Ask students to partner up and discuss the information within the commercial. Are the ideas within the commercial logical? Which methods did they use in an attempt to persuade you to purchase their product?
- Allow students to interact with an accessible persuasive piece such as, "Fortnite the Revolutionary Game," or "How Music has Become Un-unique," both written by students in their age group.
 - Ask students to highlight statements that are effectively persuasive in one color and ineffective persuasive in another.
 - As they highlight, they should explain their thinking in the margins or on a post it. Why did you find this persuasive? What strategy is the author using to convince you? Or Why did you find this unconvincing? Their findings will help them connect to key concepts in the next few lessons.
- Students apply rhetorical/persuasive techniques by creating their own advertisement for a local business
- Students will 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. Students will develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples and will provide a concluding statement/section that follows from and supports the information appropriate to task, purpose and audience.
 - Examine one of the most successful historical speeches such as, "I Have a Dream" by Martin Luther King Jr.

Grade Eight English Language Arts Unit 5 Reading and Writing

- Encourage students to use good reading strategies as this could be a challenge text due to vocabulary and unfamiliar references. Students can use electronic devices to explore words or concepts unfamiliar to them.
- Jigsaw the transcript into parts. (One part per group.)
- The goal of each group is to determine what kind of rhetorical appeals Martin Luther King Jr. utilizes in their assigned section. Students could color code ethos, logos, and pathos and then use post-its or margin notes to briefly explain their thinking.
- Assign each group one particular focus area (i.e., “ethos,” “pathos,” “logos,” “alliteration,” “allusion,” “metaphor,” “analogy” and “personification”).
 - Students should focus on their assigned topic while watching a series of three persuasive Ted Talks.
 - Afterward, students should rotate around the class to discuss their findings.
 - Exit slip: Which methods did these speakers use to persuade the audience? Do you think the visual format impacted these choices? Why or why not?
- Daily Blogs: Give students a blog post daily which requires them to shift content, tone, and elaboration given the purpose/topic. (e..g, “One type of candy bar will go extinct. You get to choose. Which do you choose and why?” “Write a story which includes a lily, a cliff, and three hours” “What’s a recipe or technique you’ve mastered? Teach us!”

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Accuracy of Information-the level of confirmed factuality within a source

Acknowledge/ address alternative claims-an argumentative strategy wherein an author addresses counterclaims within their work to further convince their audience

Active voice- the voice of a verb whose subject performs an action

address potential opposing claims-an argumentative strategy wherein an author addresses opposing claims within their work to further convince their audience

Grade Eight English Language Arts Unit 5 Reading and Writing

<p>Allusion- an indirect reference to a well-known person, place, event, or literary work</p> <p>Alternate Claim- an alternative claim which does not disagree with the author, but proposes a different option</p> <p>Analogy- an explanation which compares similar people, places, things, ideas</p> <p>Analysis- detailed examination of the structure or content of a text</p> <p>Argument- an exchange of diverging points of view, usually supported with logic and evidence</p> <p>Argumentative Text/essay- an essay in which the author works to convince the audience of their claim while disproving alternate or opposing claims</p> <p>Audience- the person or group for whom a selection is written or performed</p> <p>Blog- a digital exchange of ideas or sharing of written works</p> <p>Capitalization- the act of using uppercase letters to align with correct usage</p> <p>Clarify Claim/counterclaim- the act of restating or further explaining a claim or counterclaim</p> <p>Claim- a statement or assertion presented as fact</p> <p>Conclusion- a sentence or paragraph that serves to give the reader closure</p> <p>Conditional mood- the form of a verb used to refer to a hypothetical event that is contingent on another set of circumstances</p> <p>Connotation- the meaning of a word based on an association that is implied by the word's ideas or qualities</p> <p>Denotation- the objective meaning of a word independent of other associations the word calls to mind</p> <p>Evidence- details, usually research-based, which support a claim or idea</p> <p>Figurative language- words that create images using language that has deeper meaning than what the actual words express</p> <p>Justify/support- explanation, elaboration and reasoning which proves a thesis or idea.</p> <p>Mood- the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader</p> <p>Opposing Claim- a claim which directly opposes the author's original claim</p> <p>Paraphrasing- taking source material and changing the word choice and sentence structure while maintaining the original idea.</p> <p>Passive verbs- the voice of a verb whose subject receives an action</p> <p>Point of view- the position of the narrator in relation to the story derived from the author's depiction of events and attitude towards the character</p> <p>Purpose- the intended or desired result of a piece of written or spoken material</p> <p>Subjunctive mood- the form of a verb used in subordinate clauses to express a wish, emotion, possibility, judgment, opinion, necessity, or action that has not yet occurred</p> <p>Technical meaning- written or spoken that relates to a specialized subject or field</p> <p>Thesis/controlling idea- the supported opinion presented in a text</p> <p>Tone- the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of a literary work</p>	
---	--

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> -Rubrics for Speech -End of Unit Reading Assessment -MAP 	<p>Students will nominate a candidate for the Elie Wiesel Humanitarian Award and write an argumentative essay that supports their choice. This award, "was created to recognize</p>

Grade Eight English Language Arts Unit 5 Reading and Writing

-Humanitarian Argumentative Essay Informal -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections	outstanding individuals who dedicate their time to fighting indifference, intolerance and injustice” www.eliewieselfoundation.org Students must convince the committee to select their humanitarian for this prestigious award. The paper should also address and disprove a counterargument.
---	---

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional -Student work - Supporting Documents -Teacher’s choice of articles about humanitarians and conflicts - <i>Crosswalk Coach</i> and <i>Common Core Coach</i> - <i>Fundamentals of Grammar</i> - <i>Write Source</i> Student Books -Sitton Spelling Activities -Daily Oral Language Plus - <i>The Reader’s Handbook</i> by Great Source <u>Visual Images</u> - Rhetorical Appeals Poster <u>Fictional Enrichment</u> <i>I Wanna Iguana</i> by K. Orloff & D. Catrow <i>Theodore Boone</i> by J. Grisham <u>Commercial Advertisements</u> 1960 Coca-Cola Commercial 1959 Commercial for Black Flag insect bomb <u>Audio Clips</u> Rhetorical Figures in Sound: Simile	<ul style="list-style-type: none"> • Nowcomment.com • archive.org • Americanrhetoric.com • tedtalk.com • teenink.com

Grade Eight English Language Arts Unit 5 Reading and Writing

[Rhetorical Figures in Sound: Analogy](#)
[Rhetorical Figures in Sound: Allusion](#)
Ted Talks
[“Comics belong in the Classroom”](#) by G. Yang
[“What Adults Could Learn from Kids”](#) by A. Svitak
[“Why School should Start Later for Teens”](#) by W. Troxel
Speech Transcripts
[I Have a Dream](#) by M.L.King
[Ballot or the Bullet](#) by Malcolm X
Peer Opinion Pieces
[“Fortnite the Revolutionary Game,”](#) Anon
[“How Music has become Un-Unique,”](#) by user Got_Interest

Teacher

- Student Assessment Data
- CR/SS Manual
- The Reader’s Handbook* Teacher Guide
- Grammar for Middle School by Don and Jenny Killgallon
- Fundamentals of Grammar
- Smart Writing: Practical Units for Teaching Middle School Writers* by Laura Robb
- Teaching Reading: A Differentiated Approach* by Laura Robb
- The Dynamics of Writing Instruction* series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann
- Plagiarism* by Barry Gilmore
- Constructing Meaning* by Nancy Boyles
- Teaching Reading in Middle School* by Laura Robb
- Teaching Middle School Writers* by Laura Robb
- Write Source* Teacher’s Guide
- Sitton Spelling* Sourcebook
- Daily Language Workouts by Great Source
- Thinking Verbs List (Revised Bloom’s)

**Grade Eight English Language Arts
Unit 5 Reading and Writing**

Multicultural Diversity	MPTN Connection
<p>“I Have a Dream” by M.L. King Jr “Ballot or the Bullet” by Malcolm X Students explore humanitarians corresponding with their Unit 4 research paper on a conflict. Possible Individuals: Anne Frank, Malcolm X, ML King Jr., Oskar Schindler, Miep Gies, Nicholas Winton, Janusz Korczak, Eleanor Smeal, Malala Yousefzai, Rosa Parks, Thurgood Marshall, Harriet Tubman, Frederick Douglas, Nelson Mandela, Tim Peters etc.,</p>	<p>Students explore humanitarians corresponding with their unit 4 research papers on a conflict. Possible individual/organizations: Dakota Pipeline Protestors, Chief Kintpuash and the Modoc Tribe, IOAT organization (Indians of all Tribes), AIM (American Indian Movement), BIA (Bureau of Indian Affairs), Dennis Banks, Audra Simpson, Chrystos (Menominee), Nathan Phillips, Winona LaDuke, Philip Yenyo, Madonna Thunder Hawk, Tom GoldTooth, Oren Lyons</p> <p>Students compose argumentative pieces about their chosen topic and present their findings to the class while practicing effective public speaking skills.</p>
Interdisciplinary Connections	
<p>The argumentative assessment links to historical conflicts which supports connections to the U.S. History content</p>	

Grade Eight English Language Arts
Unit 6 Reading and Writing

Subject(s)	English Language Arts
Unit of Study	Unit #6 – Understanding the World Through Text
Pacing	20 days (16 instructional days and 4 reteach/enrichment days)

Unit Summary

Students explore patterns within literature (i.e., setting, plot, and character archetypes), finding similarities within various narrative texts. Students compare traditional folk tales, myths, fairy tales, and lore with contemporary adaptations to better understand purpose, audience, format, style, and theme/moral. By creating an adaptation, students demonstrate understanding of archetypes and awareness of how changes in format, elements of fiction, and style can impact audience, mood, and theme.

Overarching Standards (OS)

CCR.8.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.8.RI.10 By the end of the year, READ and COMPREHEND literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.8.W.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.

CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCR.8.L.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.

Priority and Supporting CCSS

CCR.8.RL.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.

CCR.8.RL.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.

CCR.8.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.8.SL.1d ACKNOWLEDGE new information expressed by others, and, when warranted, QUALIFY or JUSTIFY their own views in light of the evidence presented.

Grade Eight English Language Arts
Unit 6 Reading and Writing

CCR.8.L.4b USE common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

CCR.8.RL.7 ANALYZE the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, EVALUATING the choices made by the director or actors.

CCR.8.RI.3 ANALYZE how a text makes connections among the distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCR.8.RI.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.

CCR.8.W.9a APPLY *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

CCR.8.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.8.L. DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.8.L.2c SPELL correctly.

CCR.8.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.8.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCR.8.L.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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
RL.5 <ul style="list-style-type: none"> Compare Contrast Literary Text Structure (e.g., sentence, paragraph, chapter, section) Meaning Style (e.g., tone, word choice, sentence structure) 	RL.5 COMPARE/CONTRAST (the structure of two or more texts) ANALYZE (how the differing structure of each text contributes to its meaning and style)	4 4
RL.9 <ul style="list-style-type: none"> How to analyze 	RL.9 ANALYZE (how a modern work of fiction draws on themes, patterns of events, or character types from	4

Grade Eight English Language Arts
Unit 6 Reading and Writing

<ul style="list-style-type: none"> • Theme • Allusions • Character types • Classical texts (e.g., traditional stories, religious works, myths) • Story patterns (e.g., good vs. evil, quests) • Text to text connections 	<p>myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new)</p>	
<p>W.9</p> <ul style="list-style-type: none"> • Textual evidence 	<p>W.9 DRAW (evidence from literary or informational texts to support analysis, reflection, and research)</p>	3,5
<p>SL.1d</p> <ul style="list-style-type: none"> • Topic • Main ideas and points • How to qualify/justify thinking 	<p>SL.1d ACKNOWLEDGE (new information expressed by others) QUALIFY/JUSTIFY (their own views in light of the evidence presented)</p>	<p>2</p> <p>5</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can patterns within literature help reveal deeper meaning? 2. How can writers use style, archetypes, and format to make traditional narratives new and engaging? 3. How can identifying new information during collaboration strengthen ideas? 	<ol style="list-style-type: none"> 1. Patterns, such as archetypes, can help readers better understand characters and plots. Readers can make more educated predictions when aware of these patterns. 2. By making changes in style, format, and archetypes that are mindful of audience and purpose, a writer can make traditional texts new again. 3. By identifying new information, collaborators can better compare perspectives and support or adjust their own thinking as a result.

Grade Eight English Language Arts
Unit 6 Reading and Writing

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Comparing and contrasting the structure of two or more texts analyzing how the differing structure of each text contributes to its meaning and style using text evidence
- Analyzing modern works of fiction drawing on themes, patterns of events, or character types using text evidence
- Acknowledging new information expressed by others and justifying their own views in light of the evidence

Activities

Notes:

1. Grammar mini-lessons can be incorporated throughout the unit based on student needs.
 2. The following lesson from *CROSSWALK Coach* addresses the following standard and can be imbedded throughout the unit:
Lesson 5, pages 46-51 (RL.5, RL.9)
 3. Record content-based vocabulary on word maps to aid in future learning.
- The students will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 - Allow students to brainstorm a list of characters from various texts together.
 - Modifications: Students brainstorm on Google Classroom blog post.
 - Together or independently, students read through the [Character Archetype worksheet](#), identifying examples of these archetypes from the brainstormed list.
 - Model analyzing character archetypes using “The Frog Prince” by the Brothers Grimm.
 - Modifications: Google Meet or Pre-recorded Screencastify.

Teacher Notes

Grade Eight English Language Arts Unit 6 Reading and Writing

- Provide various Grimm’s Tales to students. In groups, they should close-read and annotate the tales. Then, they should identify and support character archetypes within the tale. (Presentation options: poster, pamphlet, slideshow etc.)
 - Modifications: Students annotate on nowcomment.com.
- Repeat the above process for setting and plot archetypes. For each type of archetype, use a different text type (i.e., Multicultural Folk Tales).
- Modifications: Provide guided readings with comprehension focus for students via Docs to ensure understanding of text before students start archetypal analysis.

- Students will read Grimm’s “Snow White and the Seven Dwarfs.” Students will complete a compare and contrast diagram (CRISS). Students will then compare the Grimm’s version to the 2012 film *Mirror Mirror* and/or excerpts from [Maura McHugh’s adaptation](#). The Venn diagram should focus on style and character portrayal. (Optional Alternative: TBEAR Graphic Organizer)

Prompt Options for concluding piece:

 - Note: Alternative comparative texts: Prose version of “How Wildcat Caught Turkey” vs. graphic adaptation found in *Trickster: Native American Tales* by Matt Dembicki.
 - ❖ *How have the main characters changed from the traditional version to the contemporary film?*
 - ❖ *Do the characters still fulfill the archetypes from the original version? Have their archetypal roles changed?*
 - ❖ *Why do you think the contemporary film chose to change certain aspects of the characters/ plot? What are their motives?*
 - ❖ *How has the thematic message changed from the traditional version to the contemporary?*
- Students will support their conclusions about plot structure and character archetypes by providing specific evidence to support their claims during class discussions (Think/Pair/Shares), as well as during the completion of Venn diagrams, concluding paragraphs, and TBEAR Graphic Organizers.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usages.

Grade Eight English Language Arts
Unit 6 Reading and Writing

Vocabulary

Allusion- an indirect reference to a well-known person, place, event, literary work or work of art
Analysis-Close inspection of a text in order to draw conclusions or create relationships between textual elements.
Audience-The intended recipients of a verbal, written, or illustrated text.
Archetype-the original symbol, narrative, or character upon which others are based.
Blog-A web-based communication platform, typically thematic and informal.
Character's relationships- Connections between characters which can impact traits and plot development.
Contrast- to show differences when compared
Compare- to examine in order to note the similarities and differences
Excerpt-A short selection from a text.
Inference- a conclusion drawn from prior knowledge and evidence or clues
Narrative- A text, fiction or nonfiction, which maintains a plot structure.
Plot-The parts of a narrative text (i.e.,exposition, rising action, climax, falling action, resolution).
Point of View-The perspective in which a story is told.
Presentation-The manner in which information is conveyed (e.g., visual, prose, verbal).
Purpose-The motivation for communicating a text (i.e., persuade, inform, entertain).
Relationships-Connections amongst characters or other textual elements.
Reflection- considered thoughts on a topic or literary work
Resolve/Resolution-The manner in which a plot is concluded.
Setting-The location and time period in which a narrative takes place.
Structure of text- the organization or arrangement of ideas in written work
Style- the way in which something is said, done or expressed
Textual evidence- words from the text that show, prove or give reasons for making a judgment
Theme- the central topic or a recurrent idea
Traditional stories- stories passed down orally throughout history
Tone-the author's attitude towards the subject of a text or the audience as conveyed through word choice and structural decisions.
Topic- the main thought or subject of a written work

Assessment	Performance Task
Formal -MAP -Unit 6 Reading Assessment	Students apply knowledge of POV, archetypes, and style by creating an adaptation of one of the model or application texts used within the unit. Students identify and justify their choices on

Grade Eight English Language Arts
Unit 6 Reading and Writing

Informal -Quizzes -SIP Discussions -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections	the adaptation cover page . Students may choose from a variety of formats.
--	--

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional -Student work - Supporting Documents Model Texts <ul style="list-style-type: none"> • “Anansi and the Clever One” • “The Frog Prince” (Brothers Grimm version) • Select stories from <i>The People Could Fly: American Black Folktales</i> told by Virginia Hamilton -CROSSWALK Coach - <i>Fundamentals of Grammar</i> -Write Source Student Books -Sitton Spelling Activities -Daily Oral Language Plus - <i>The Reader’s Handbook</i> by Great Source Application Texts <ul style="list-style-type: none"> • <i>The People Could Fly: American Black Folktales</i> told by Virginia Hamilton 	http://fortyagency.com/expertise/20-brand-archetypes http://www.gutenberg.org/ebooks/2591 http://www.nowcomment.com

Grade Eight English Language Arts
Unit 6 Reading and Writing

- *Tales of Hans Christian Andersen* Naomi Lewis translation/ illustrated by Joel Stewart
- *Folk and Fairy Tales* (Edited by M. Hallett and Barbara Karasek)
- *Folklore, Myths, and Legends: A World Perspective* by Donna Rosenberg
- *Trickster: Narrative American Tales, A Graphic Collection*
- Excerpt from "Snow White" Adaptation by Maura McHugh
- "Snow White and the Seven Dwarfs," "Cinderella," "Rose Red" and other tales by the Brothers Grimm as found on [Project Gutenberg](http://www.gutenberg.org)
- *Mirror Mirror* (2012 Film)

Teacher

- The Pleasures of Children's Literature* by Perry Nodelman
- Student Assessment Data
- CRISS* Manual
- The Reader's Handbook* Teacher Guide
- Grammar for Middle School by Don and Jenny Killgallon
- Fundamentals of Grammar
- Teaching Reading: A Differentiated Approach* by Laura Robb
- The Dynamics of Writing Instruction* series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann
- Plagiarism* by Barry Gilmore
- Constructing Meaning* by Nancy Boyles
- Teaching Reading in Middle School* by Laura Robb
- Teaching Middle School Writers* by Laura Robb
- Write Source* Teacher's Guide
- Sitton Spelling* Sourcebook
- Daily Language Workouts by Great Source
- Thinking Verbs List (Revised Bloom's)

Grade Eight English Language Arts
Unit 6 Reading and Writing

Multicultural Diversity	MPTN Connection
Select narratives from: <i>Folk and Fairy Tales (Edited by M. Hallett and Barbara Karasek)</i> <i>Folklore, Myths, and Legends: A World Perspective by Donna Rosenberg</i> <i>The People Could Fly: American Black Folktales</i> as told by Virginia Hamilton	Select graphic tales from <i>Trickster: Native American Tales</i> by Matt Dembicki Select stories from <i>Flying with the Eagle, Racing with the Bear: Stories from Native North America</i> Students explore character, plot, and setting archetypes in traditional texts and how they change based on different cultures, formats, or time periods.

Interdisciplinary Connections
African American Folktales link to the U.S. History unit on Slavery and the Reconstruction era.